



EDUCATION ONE
AT TRINE UNIVERSITY

2025-26 ANNUAL REVIEW

OPTIONS SCHOOLS, INC.

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Education One, L.L.C.

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REPORT OVERVIEW

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

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

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

Part I: Academic Performance

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

Overall Rating for Academic Performance	Year 1	Year 2	Year 3	Year 4	Year 5
	2025-26	2026-27	2027-28	2028-29	2029-30
	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	Options School received an overall rating of Approaching Standard, with a weighted score of 2.6. The school's educational program demonstrates evidence of success in several areas, particularly in supporting students who enter with significant academic, attendance, and credit deficiencies. Students across all risk categories met or exceeded expectations for credits earned, indicating that the school's systems are effectively helping students remain on a path toward graduation. Additionally, 75% of students met at least two of their three Individual Service Plan goals, demonstrating the effectiveness of individualized supports and interventions designed to address each student's unique needs and circumstances. The school also demonstrated positive academic growth in several areas. Reading proficiency improved across multiple grade levels, and benchmark data suggests that many students are making incremental progress from below-grade-level starting points. The school's instructional and advising models were generally implemented with fidelity, and positive school culture indicators, including strong relationships and student engagement, were evident throughout the year. At the same time, academic outcomes indicate opportunities for continued improvement. While students demonstrated growth in several areas and consistently met expectations related to credit attainment and individualized goal completion, proficiency rates in reading and mathematics remained below state comparison groups, which is not uncommon for the alternative student population served by the school. Math growth was less consistent than reading growth, and academic outcomes varied across student groups, suggesting opportunities to strengthen instructional support and intervention systems to ensure all students experience similar levels of success. The Approaching Standard rating reflects a program that is producing meaningful outcomes and helping students make progress toward graduation, while continuing to strengthen instructional systems and academic supports to improve achievement outcomes across all student groups.

	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				
	Progress Towards Proficiency on State Summative Assessment: ELA	N/A				
	Progress Towards Proficiency on State Summative Assessment: Math	N/A				
	College Readiness on State Summative Assessment: ELA	N/A				
	College Readiness on State Summative Assessment: Math	N/A				
	Growth on State Summative Assessment: ELA	N/A				
	Growth on State Summative Assessment: Math	N/A				
	Pass or Pass+ Status Growth: ELA	N/A				
	Pass or Pass+ Status Growth: Math	N/A				
	Did Not Pass Status Growth: ELA	N/A				
	Did Not Pass Status Growth: Math	N/A				
	Graduation Pathways Completion	N/A				
	Diploma Strength	N/A				
	Average Student Attendance	MS				
	Addressing Chronic Absenteeism	N/A				
	English Learners: Compliance	MS				
	English Learners: Performance	N/A				
	Special Education: Compliance	MS				
	Special Education: Performance	N/A				

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Local Academic Performance	Instruction	MS				
	Credits Earned	ES				
	Individual Service Plan	MS				
	Progress Towards Proficiency on Benchmark Assessment: Reading	N/A				
	Progress Towards Proficiency on Benchmark Assessment: Math	N/A				
	Subgroup PTP on Benchmark Assessment: Reading	N/A				
	Subgroup PTP on Benchmark Assessment: Math	N/A				
	Historical Proficiency: ELA	DNMS				
	Historical Proficiency: Math	AS				

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.

Options Schools, Inc. (Options) joined Education One at Trine University in December of 2025. Therefore, the school will start receiving state and federal accountability ratings starting with 2025-26 school year data. Because state and federal ratings come from previous school year data, Options will receive ratings of **Not Applicable** for most measures, unless otherwise indicated. Measures and their rubrics can be found below.

Progress Towards Proficiency on State Summative Assessment: 6-8

Traditional accountability systems often compare a school's overall proficiency rates to statewide averages. However, this approach does not take into account that charter schools often serve significantly different student populations than the state as a whole. To ensure an accurate evaluation of the implementation of the educational model, a Weighted Comparative Index (WCI) is used. This method allows Education One to understand how a school is performing in comparison to the state, while accounting for the unique makeup of the students served. Rather than holding schools to the same unadjusted target, this index adjusts expectations based on the types of students the school serves. It helps identify when a school is outperforming or underperforming relative to what would be expected given its population.

The WCI compares the proficiency rates of the following student subgroups at the school, with 10 or more students, to the statewide proficiency rate for that same subgroup:

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

Students included in the percentage used for comparison are legacy students. A legacy student is defined as having attended the school for a minimum of three years. 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 has an average WCI of 1.15 or above. OR The average annual growth in WCI over time is greater than or equal to 0.11.	The school has a WCI between 0.95-1.149. OR The average annual growth in WCI over time is between 0.05 and 0.109.	The school has a WCI between 0.80-0.949. OR The average annual growth in WCI over time is between 0.01 and 0.049.	The school has a WCI less than 0.80. OR The average annual growth in WCI over time is less than 0.01.

College Readiness on State Summative Assessment: 9-12

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%.

Growth on State Summative Assessment: 6-8

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

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

Passing Status Growth on State Summative Assessment: 6-8

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

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

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

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

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

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:

Risk Profile	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
Very Low Risk	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.
Low Risk	More than 85.0% of grade 12+ students complete graduation requirements.	75.0-85.0% of grade 12+ students complete graduation requirements.	65.0-74.9% of grade 12+ students complete graduation requirements.	Less than 65.0% of grade 12+ students complete graduation requirements.
Moderate Risk	More than 75.0% of grade 12+ students complete graduation requirements.	65.0-75.0% of grade 12+ students complete graduation requirements.	55.0-64.9% of grade 12+ students complete graduation requirements.	Less than 55.0% of grade 12+ students complete graduation requirements.
High Risk	More than 65.0% of grade 12+ students complete graduation requirements.	55.0-65.0% of grade 12+ students complete graduation requirements.	45.0-54.9% of grade 12+ students complete graduation requirements.	Less than 45.0% of grade 12+ students complete graduation requirements.
Severe Risk	More than 55.0% of grade 12+ students complete graduation requirements.	45.0-55.0% of grade 12+ students complete graduation requirements.	35.0-44.9% of grade 12+ students complete graduation requirements.	Less than 35.0% of grade 12+ students complete graduation requirements.

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:

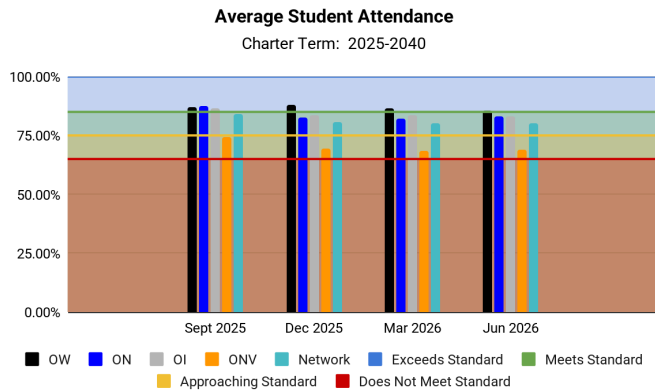
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of the most current graduating cohort of students who earned an above-named diploma is greater than or equal to 80.0%.	The percentage of the most current graduating cohort of students who earned an above-named diploma is between 70.0-79.9%.	The percentage of the most current graduating cohort of students who earned an above-named diploma is between 60.0-69.9%.	The percentage of the most current graduating cohort of students who earned an above-named diploma is less than 60.0%.

Average Student Attendance

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

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school's calculated attendance is greater than 85.0%.	The school's calculated attendance is between 75.0-85.0%	The school's calculated attendance is between 65.0-74.9%.	The school's calculated attendance is less than 65.0%.

The network's average attendance rate for the 2025-26 school year was 80.2%. Based on this percentage, the network receives a rating of **Meets Standard**. Attendance performance, however, varied across individual schools within the network.



Options Westfield consistently exceeded the standard throughout the year, maintaining attendance rates between 86% and 88%. Options Indiana and Options Noblesville demonstrated stable attendance performance within the Meets Standard range, ending the year at 83% and 83%, respectively. In contrast, Options New Vistas remained below the Meets Standard threshold throughout the year, with attendance rates ranging from 68% to 74%, resulting in an Approaching Standard rating.

Attendance performance is particularly important within alternative education settings, where students often face barriers that can negatively impact consistent school participation. Regular attendance increases access to

instruction, interventions, academic support services, and relationship-building opportunities that are critical to student success. While the network successfully maintained attendance rates within the Meets Standard range overall, the variation among schools suggests opportunities to identify and replicate effective attendance practices demonstrated at Options Westfield while strengthening engagement and attendance support at Options New Vistas. Continued improvement in student attendance, particularly at Options New Vistas, will increase instructional access and support improved academic outcomes across the network.

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 60.0% of students had a model attendee rate.	45.0-60.0% of students had a model attendee rate.	30.0%-44.9% of students had a model attendee rate.	Less than 30.0% of students had a model attendee rate.

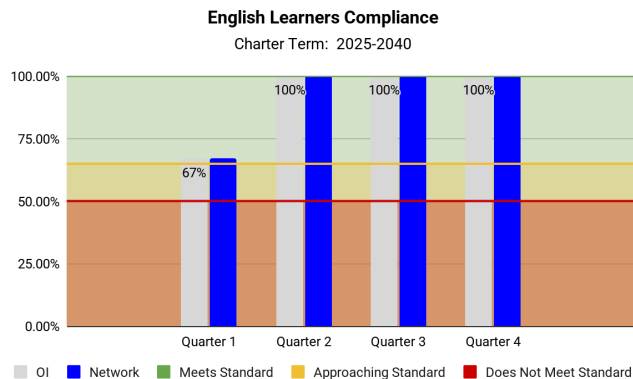
English Learners

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.



Based on evidence collected throughout the 2025-26 school year, Options Schools receives a rating of **Meets Standard** for English Learner (EL) Compliance. Due to student enrollment counts, only Options Indiana enrolled a sufficient number of English Learner students to support a school-level compliance review. As a result, the rating reflects evidence collected at Options Indiana while also considering the network-wide systems, processes, and supports used to serve English Learner students across all Options Schools programs.

Review of documentation and monitoring evidence demonstrated strong adherence to required compliance measures. The school maintained current and accurate

Individualized Learning Plans (ILPs) within Indiana's online system, conducted required case conference meetings in accordance with state and federal requirements, and provided evidence that EL services and supports were communicated to instructional staff. Additionally, documentation indicated that interventions and language support were implemented appropriately and that staffing structures and professional development efforts supported the delivery of services to English Learner students.

Although the remaining Options Schools programs did not enroll a sufficient number of English Learner students to support individual school-level accountability determinations, evidence reviewed throughout the year suggests that the network has established consistent systems and procedures to support compliance across programs. Continued monitoring will be important to ensure these practices remain effective as student enrollment and English Learner populations change over time.

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
45.0% or more of English Language Learners in grades 3-8 were approaching, meeting, or exceeding proficiency on the ELA portion of the state summative assessment.	30.0-44.9% or more of English Language Learners in grades 3-8 were approaching, meeting, or exceeding proficiency on the ELA portion of the state summative assessment.	20.0-29.9% or more of English Language Learners in grades 3-8 were approaching, meeting, or exceeding proficiency on the ELA portion of the state summative assessment.	Less than 20.0% of English Language Learners in grades 3-8 were approaching, meeting, or exceeding proficiency on the ELA portion of the state summative assessment.

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.

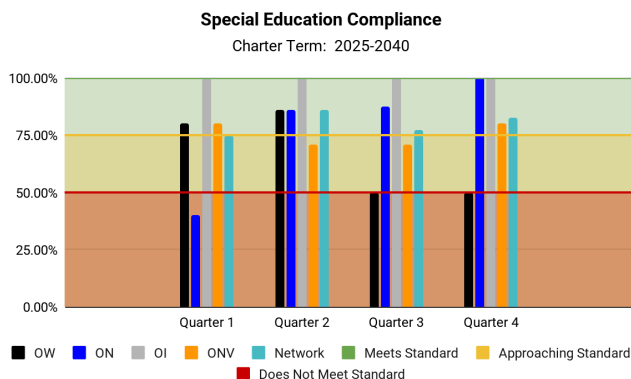
Special Education

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.



Based on evidence collected throughout the 2025-26 school year, Options Schools receives a rating of **Meets Standard** for Special Education Compliance. The network achieved an overall compliance rate of 83% during the fourth quarter and maintained a year-end performance level that exceeded the threshold for meeting expectations.

Overall, the network demonstrated strong implementation of core special education requirements. Evidence collected throughout the year indicated that IEP goals were established, current, and maintained within Indiana's online system, case conference meetings were conducted in accordance with

state and federal requirements, and staffing ratios generally supported the provision of required services. The network also demonstrated ongoing efforts to provide staff training and support related to legal obligations, compliance requirements, and effective instructional practices for students with disabilities.

Performance varied across individual schools throughout the year. Options Indiana consistently demonstrated full compliance across all reporting periods, while Options Noblesville showed significant improvement over the course of

the year. Options New Vistas generally maintained compliance levels that met or approached expectations but experienced some variability across quarters. At Options Westfield, compliance concerns emerged during the second half of the year, primarily related to the accuracy and timeliness of IEP documentation, resulting in lower compliance ratings during Quarters 3 and 4. Additionally, the network should continue monitoring disciplinary actions involving students with disabilities to ensure disciplinary practices remain equitable and proportionate to the school's special education population.

While the network's overall performance met expectations, continued attention to documentation practices, implementation consistency, and equitable discipline procedures will help strengthen compliance across all schools and ensure students with disabilities receive the support and services required to access and succeed in the educational program.

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
40.0% or more of Special Education students in grades 3-8 were approaching, meeting, or exceeding proficiency on the state summative assessment.	25.0-39.9% of Special Education students in grades 3-8 were approaching, meeting, or exceeding proficiency on the state summative assessment.	10.0-24.9% of Special Education students in grades 3-8 were approaching, meeting, or exceeding proficiency on the state summative assessment.	Less than 10.0% of Special Education students in grades 3-8 were approaching, meeting, or exceeding proficiency on the state summative assessment.
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.

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.

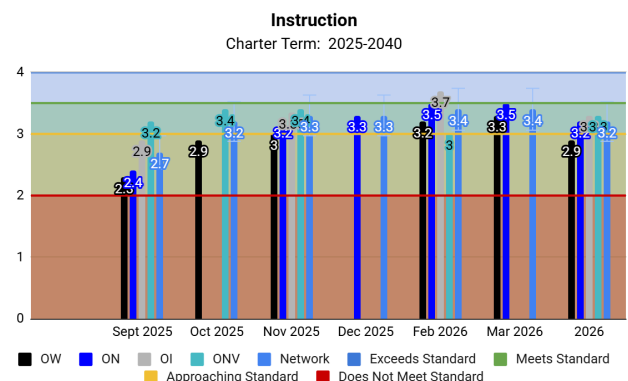
Points Received Key	
0-9.9% of Classrooms Showed Concern	4 points
10-33.2% of Classrooms Showed Concern	3 points
33.3-49.9% of Classrooms Showed Concern	2 points
50-100% of Classrooms Showed Concern	1 point

The rubric for this measure is as follows:

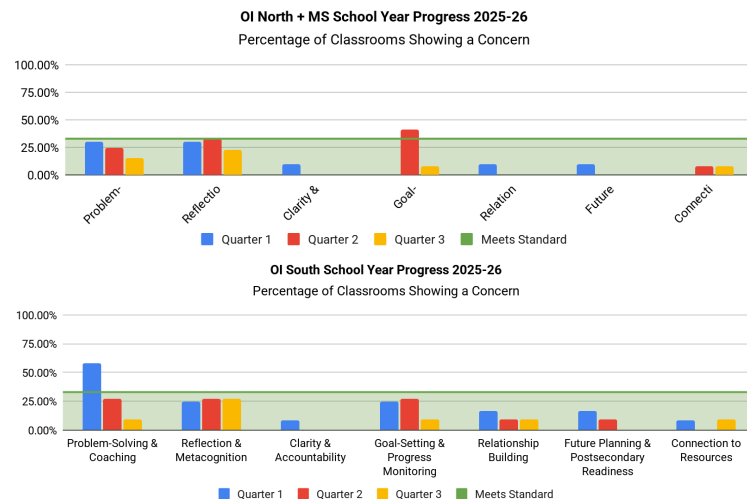
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school receives an instructional rating of 3.5 to 4.0.	The school receives an instructional rating within the range of 3.0-3.4.	The school receives an instructional rating within the range of 2.0-2.9.	The school receives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

All new schools joining the Education One portfolio begin their first year receiving Tier III level support and site visits on a monthly basis during the 2025-26 school year. The following graph illustrates the school's instructional trend data throughout the current charter term (by year) and then the current school year (by month).

Based on the qualitative and quantitative evidence collected throughout the 2025-26 school year, Options Schools receives a rating of **Meets Standard** with an average instructional rating of 3.2 points.

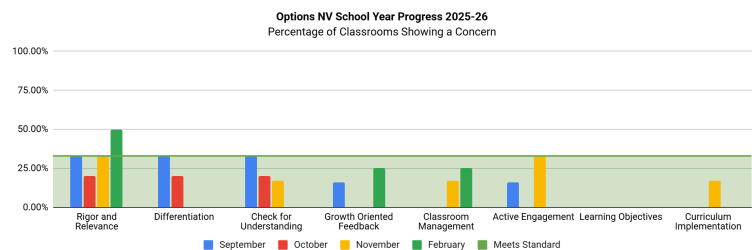


Across the network, classrooms consistently demonstrate strong foundational instructional practices that support productive learning environments. Teachers establish and reinforce clear expectations, foster positive relationships with students, and create classroom cultures where students are attentive, engaged, and focused on learning. These strengths provide a solid foundation for academic growth and student success.

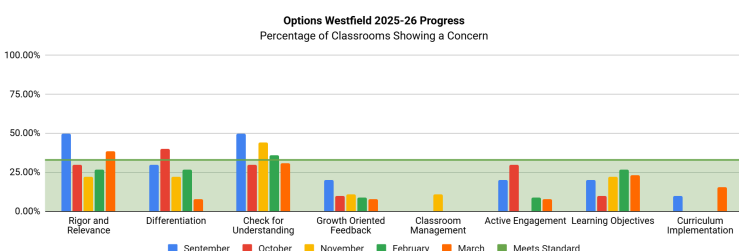
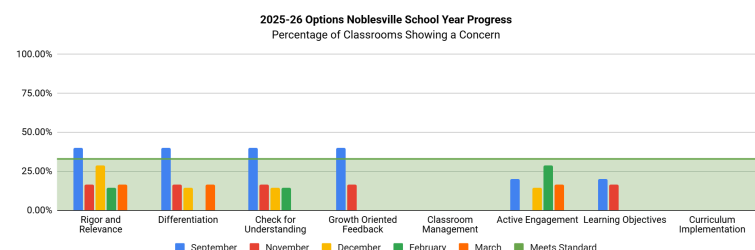


Options Indiana: Options Indiana demonstrates a particularly strong and coherent approach to student support through its advisory program. Advisors build meaningful relationships with students and consistently engage them in goal setting, reflection, and planning aligned to both academic progress and postsecondary aspirations. The school's intentional work to define and implement best practices for advisory sessions creates continuity in student support and reinforces a culture that values both academic achievement and personal development. Based on evidence collected throughout the year, Options Indiana receives a rating of **Meets Standard** with an average instructional rating of 3.3 points.

Options New Vistas: Options New Vistas demonstrates strong foundational instructional systems, including clear expectations, positive teacher-student relationships, and high levels of student engagement. Students regularly participate in relevant and meaningful learning experiences. To further strengthen instruction, the school should focus on increasing opportunities for students to explain and justify their thinking through rigorous questioning, discussion, and student-led learning experiences. Based on evidence collected throughout the year, Options New Vistas receives a rating of **Meets Standard** with an average instructional rating of 3.3 points.



Options Noblesville: Options Noblesville provides a consistent instructional environment characterized by clear learning objectives, strong student engagement, and effective use of formative assessment practices. Teachers regularly monitor student understanding and make connections to real-world applications. Continued growth will depend on increasing instructional rigor through deeper questioning, expanded student discourse, and more frequent opportunities for students to articulate and defend their thinking. Based on evidence collected throughout the year, Options Noblesville receives a rating of **Meets Standard** with an average instructional rating of 3.2 points.



Options Westfield: Options Westfield demonstrates many of the same foundational strengths observed across the network, including positive classroom cultures, clear expectations, and engaged learners. Evidence of inquiry-based learning, real-world application, and higher-order thinking opportunities is

present in some classrooms; however, implementation is inconsistent. Moving forward, the school should focus on increasing instructional coherence by strengthening alignment between learning targets, classroom tasks, questioning strategies, and checks for understanding. More consistent use of data to differentiate instruction and adjust supports will be critical to improving instructional effectiveness. Based on evidence collected throughout the year, Options Westfield receives a rating of **Approaching Standard** with an average instructional rating of 2.9 points.

Across the network, a primary instructional priority is increasing rigor by elevating the complexity of student thinking and the cognitive demand of daily learning tasks. This includes creating more consistent opportunities for students to analyze, justify, and apply their learning through meaningful discourse and problem-solving. Additionally, strengthening differentiation and scaffolding through the intentional use of student performance data will be essential to ensuring all students receive appropriate levels of support and challenge. By more consistently aligning instructional decisions to student needs, the network can increase access to rigorous learning experiences and improve academic outcomes across all schools.

Credits Earned

Education One tracks the number of credits students earn each year as a key measure of academic progress and effectiveness. This approach recognizes the unique needs of the student population that may exhibit various credit deficiencies and interrupted education. By focusing on credit attempted versus credit earned, Education One can ensure that students are on a path towards graduation, even if their starting points differ.

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:

Risk Profile	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
Very Low Risk	The percentage of credits passed was greater than or equal to 95.0%.	The percentage of credits passed was between 80.0-94.9%.	The percentage of credits passed was between 65.0-79.9%.	The percentage of credits passed was less than 65.0%.
Low Risk	The percentage of credits passed was greater than or equal to 80.0%.	The percentage of credits passed was between 65.0-79.9%.	The percentage of credits passed was 50.0-64.9%.	The percentage of credits passed was less than 50.0%.
Moderate Risk	The percentage of credits passed was greater than or equal to 65.0%.	The percentage of credits passed was between 50.0-64.9%.	The percentage of credits passed was 35.0-49.9%.	The percentage of credits passed was less than 35.0%.
High Risk	The percentage of credits passed was greater than or equal to 50.0%.	The percentage of credits passed was between 35.0-49.9%.	The percentage of credits passed was 20-34.9%.	The percentage of credits passed was less than 20.0%.
Severe High Risk	The percentage of credits passed was greater than or equal to 40.0%.	The percentage of credits passed was between 25.0-39.9%.	The percentage of credits passed was 10-24.9%.	The percentage of credits passed was less than 10.0%.

Credit attainment data represents a significant strength for the network. Across all reported grade levels and risk categories, students met or exceeded the expectations established within Education One's Accountability Plan Performance Framework. This indicates that students are consistently earning credits at rates sufficient to remain on a viable path toward graduation, regardless of their starting level of credit deficiency.

While performance varied across risk groups, the differences are generally consistent with expectations given the varying levels of academic and credit recovery needs among students. Students identified as Very Low Risk and Low Risk demonstrated the highest rates of credit attainment, with credit completion rates ranging from 87.7% to 95.8% across grades. Students identified as Moderate, High, and Severe Risk earned credits at lower rates, but still consistently met or exceeded the performance expectations established for their respective risk levels.

The most notable pattern is the narrowing of performance gaps as students progress toward graduation. Among 11th-grade students, the gap between Very Low Risk students (87.7%) and Severe Risk students (59.2%) was 28.5 percentage points. By 12th grade, that gap narrowed to 19.6 percentage points, with Severe Risk students earning credits at a rate of 76.2%. This trend suggests that the school's intervention, support, and credit recovery systems become increasingly effective over time, enabling students with significant credit deficiencies to make meaningful progress toward graduation.

Particularly noteworthy is the performance of High Risk and Severe Risk seniors, who earned credits at rates of 78.6% and 76.2%, respectively. Although these students entered high school significantly behind their peers, they exceeded the framework's expectations for their risk category by substantial margins. The data suggests that the school's model is successfully supporting students who are furthest from graduation and helping them remain on track to complete diploma requirements.

Overall, the results indicate that the school has established effective systems for credit attainment and recovery. Moving forward, continued attention should be given to reducing the performance gaps between risk groups by identifying and addressing credit deficiencies earlier in students' high school careers, while maintaining the strong support systems that are currently helping higher-risk students make progress toward graduation. The school receives a rating of **Exceeds Standard**.

Credits Passed					
	Very Low Risk	Low Risk	Moderate Risk	High Risk	Severe Risk
Ninth Grade		71.4%			
Tenth Grade	95.0%	90.5%	64.2%		
Eleventh Grade	87.7%	91.0%	74.2%	65.7%	59.2%
Twelfth Grade	95.8%	92.5%	83.8%	78.6%	76.2%

Individual Service Plan

Education One evaluates the school's ability to implement Individual Service Plans (ISP) to ensure students are meeting goals to complete their diploma. This individualized approach reflects the commitment to meeting students where they are and supporting their growth in a holistic, targeted way. Students are expected to meet at least two of their three goals, ensuring both accountability and flexibility. This model allows Education One to monitor progress in a meaningful way while honoring the diverse challenges and strengths students bring. Data is collected on an annual basis. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
85.0% or more of students are meeting at least two of the three goals outlined in their ISP.	65.0-84.9% of students are meeting at least two of the three goals outlined in their ISP.	50.0-64.9% of students are meeting at least two of the three goals outlined in their ISP.	Less than 50% of students are meeting at least two of the three goals outlined in their ISP.

Individual Service Plan (ISP) data represents a significant strength for the network and reflects the organization's commitment to providing individualized supports that help students progress toward diploma completion. Across the network, 75% of students met at least two of their three ISP goals, resulting in a rating of **Meets Standard** according to the Accountability Plan Performance Framework. This indicates that a substantial majority of students are successfully achieving the personalized academic, attendance, behavioral, or graduation-related goals established to support their progress.

Performance was generally strong across all schools, with each program exceeding the 65% threshold required to meet the standard. Options Westfield demonstrated the strongest results, with 86% of students meeting at least two ISP goals, followed by Options Noblesville (82%), Options New Vistas (79%), and Options Indiana (68%). Particularly noteworthy is the percentage of students meeting all three goals, ranging from 49% at Options Indiana to 65% at Options Westfield. Across the network, more than half of all

students (54%) successfully met all three ISP goals, suggesting that many students are not only making progress but are exceeding minimum expectations.

The data also reflects the effectiveness of individualized goal-setting as a student support strategy. While 75% of students met at least two goals, only 13% failed to meet any goals, indicating that the vast majority of students experienced success in at least one targeted area. This outcome is particularly meaningful given the diverse academic, behavioral, attendance, and credit-recovery needs often present within the student population served by the network.

Moving forward, the network's greatest opportunity lies in increasing the percentage of students meeting all three ISP goals while continuing to provide targeted interventions for students who are meeting only one or no goals. Strengthening progress-monitoring systems and ensuring interventions are closely aligned to individual student needs will help further increase the effectiveness of the ISP process and support improved student outcomes across all programs.

Goals Met				
	3 or More Goals Met	2 Goals Met	1 Goal Met	No Goals Met
Options Noblesville	52%	30%	9%	9%
Options Indiana	49%	19%	16%	16%
Options Westfield	65%	21%	5%	9%
Options New Vistas	59%	20%	10%	10%
Options Schools	54%	21%	12%	13%

Progress Towards Proficiency on Benchmark Assessment

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, Options utilized the Indiana Checkpoints. Results were consistently collected, analyzed, and discussed after each testing window to identify areas of immediate 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: Reading						
	Options			Indiana		
	Checkpoint One	Checkpoint Two	Checkpoint Three	Checkpoint One	Checkpoint Two	Checkpoint Three
Sixth	32%	30%	36%	37%	37%	42%
Seventh	29%	26%	26%	32%	38%	40%
Eighth	11%	22%	29%	38%	40%	44%
School	20%	25%	30%	N/A	N/A	N/A
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard						

Reading: Options' reading checkpoint data demonstrates modest but encouraging improvement across the 2025-26 school year. Schoolwide proficiency rates increased from 20% at Checkpoint One to 25% at Checkpoint Two and 30% at

Checkpoint Three, representing a ten-percentage-point gain over the course of the year. For a school serving students who have often experienced significant academic disruption and entered the program performing below grade level, the consistent upward trend across assessment windows suggests students are making progress toward grade-level expectations.

Performance varied across grade levels. Sixth grade demonstrated the strongest overall performance, increasing from 32% proficiency at Checkpoint One to 36% at Checkpoint Three and remaining relatively close to the Indiana comparison group throughout the year. Eighth grade showed the greatest growth, increasing from 11% proficiency to 29%, an 18-percentage-point gain that indicates students responded positively to instruction despite beginning from a substantially lower baseline. Seventh grade remained relatively stable, fluctuating between 26% and 29% proficiency across the three checkpoints and demonstrating less growth than other grade levels.

While the positive trajectory is noteworthy, overall proficiency rates remain below Indiana comparison group averages across all grades and assessment windows. By Checkpoint Three, proficiency rates ranged from 26% to 36% compared to state comparison rates of 40% to 44%, indicating that a substantial number of students continue to perform below grade-level expectations. The data suggests the school has been more successful in supporting incremental academic growth than in accelerating students to grade-level proficiency.

The results establish an important baseline for future analysis and indicate that continued focus on literacy acceleration, targeted interventions, and grade-level instruction will be necessary to close proficiency gaps and increase the percentage of students meeting grade-level expectations. As this is Indiana's first year implementing Checkpoints statewide, Options will receive a rating of **Not Applicable**.

Progress Towards Proficiency: Math						
	Options			Indiana		
	Checkpoint One	Checkpoint Two	Checkpoint Three	Checkpoint One	Checkpoint Two	Checkpoint Three
Sixth	16%	26%	28%	31%	37%	44%
Seventh	7%	17%	10%	37%	39%	37%
Eighth	15%	16%	20%	32%	38%	38%
School	13%	19%	19%	N/A	N/A	N/A
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard						

Math: Options' math checkpoint data reflects a more challenging academic picture than reading. Schoolwide proficiency rates increased from 13% at Checkpoint One to 19% at Checkpoint Two but remained unchanged at 19% by Checkpoint Three. While the school demonstrated some mid-year improvement, the lack of continued growth during the second half of the year suggests that gains were not consistently sustained or accelerated over time.

Performance varied across grade levels. Sixth grade demonstrated the strongest and most consistent improvement, increasing from 16% proficiency at Checkpoint One to 28% at Checkpoint Three. Although proficiency rates remained below Indiana comparison group averages, sixth grade showed evidence that students were making measurable progress toward grade-level expectations. Eighth grade demonstrated modest growth, increasing from 15% to 20% proficiency across the three assessment windows. In contrast, seventh grade exhibited the greatest level of concern. After improving from 7% proficiency at Checkpoint One to 17% at Checkpoint Two, proficiency declined to 10% at Checkpoint Three, indicating that early gains were not maintained through the end of the year.

Across all grade levels, proficiency rates remained substantially below Indiana comparison group averages. By Checkpoint Three, proficiency rates ranged from 10% to 28%, compared to state comparison rates of 37% to 44%. These results suggest that many students entered the school with significant unfinished learning in mathematics and continue to perform below grade-level expectations. While there is evidence of incremental growth for some students, particularly

in sixth grade, the overall data indicates the school has not yet demonstrated the capacity to consistently accelerate students toward grade-level proficiency in mathematics.

Similar to reading, as this is Indiana's first year implementing Checkpoints statewide, Options will receive a rating of **Not Applicable**.

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: Reading 3-8						
	Population %	Checkpoint One	Checkpoint Two	Checkpoint Three	End of Year Progress Towards Proficiency	Rating
Multiracial	11%	9%	9%	0%	N/A	N/A
White	89%	25%	30%	35%	N/A	N/A
F/R Lunch	41%	22%	23%	20%	N/A	N/A
SPED	40%	23%	23%	41%	N/A	N/A
School	100%	20%	25%	30%	N/A	N/A
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard						

Progress Towards Proficiency: Math 3-8						
	Population %	Checkpoint One	Checkpoint Two	Checkpoint Three	End of Year Progress Towards Proficiency	Rating
Multiracial	11%	9%	9%	9%	N/A	N/A
White	89%	12%	20%	18%	N/A	N/A
F/R Lunch	41%	21%	14%	12%	N/A	N/A
SPED	40%	7%	10%	24%	N/A	N/A
School	100%	13%	19%	19%	N/A	N/A
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard						

Reading: Reading subgroup data provides additional insight into the school's overall performance trends and highlights differences in how student groups responded to instruction throughout the year.

White students, who comprise 89% of the school's enrollment, largely mirrored the school's overall trajectory, increasing from 25% proficiency at Checkpoint One to 35% at Checkpoint Three. Because this subgroup represents the majority of the student population, its performance heavily influenced the school's overall improvement in reading outcomes.

Students receiving special education services, representing 40% of enrollment, demonstrated the most notable improvement among reported subgroups. After remaining stable at 23% proficiency during the first two checkpoint windows, proficiency increased to 41% at Checkpoint Three. This performance exceeded the school's overall proficiency rate and suggests that instructional support and interventions may have become increasingly effective as the year progressed. Given the size of the subgroup and its importance within the school's student population, this positive trend warrants continued monitoring and analysis.

Students eligible for Free and Reduced Lunch, who comprise 41% of enrollment, demonstrated relatively flat performance across the year, moving from 22% proficiency at Checkpoint One to 20% at Checkpoint Three. While performance remained generally stable, the lack of meaningful growth suggests additional attention may be needed to ensure economically disadvantaged students are experiencing the same levels of academic progress observed in other student groups.

The Multiracial subgroup, representing 11% of enrollment, demonstrated proficiency rates of 9% at both Checkpoint One and Checkpoint Two before declining to 0% at Checkpoint Three. Given the relatively small size of the subgroup, results should be interpreted with caution; however, the decline highlights the importance of monitoring subgroup performance to ensure all students are making progress toward grade-level expectations.

As Indiana's first year of statewide ILEARN Checkpoint implementation, benchmark results will be considered informational and no formal rating will be assigned for this measure. Nevertheless, the subgroup data establishes an important baseline and indicates that academic growth was not experienced uniformly across student populations. While students receiving special education services demonstrated notable improvement by the end of the year, students eligible for Free and Reduced Lunch showed relatively flat performance across all three checkpoint windows. Given that economically disadvantaged students represent 41% of the school's enrollment, continued analysis of instructional practices, intervention effectiveness, attendance patterns, and subgroup performance data will be important to ensure all students have equitable opportunities to make progress toward grade-level proficiency. The school receives a rating of **Not Applicable**.

Math: Math subgroup data provides additional context to the school's overall performance and highlights meaningful differences in student outcomes across populations. While no subgroup is performing near Indiana comparison group averages, the trajectories suggest that some student populations are benefiting from instructional support more consistently than others.

White students, who comprise 89% of the school's enrollment, generally mirrored the schoolwide trend, increasing from 12% proficiency at Checkpoint One to 20% at Checkpoint Two before declining slightly to 18% at Checkpoint Three. Although performance improved overall, growth was not sustained through the final assessment window.

Students receiving special education services, representing 40% of enrollment, demonstrated the strongest improvement among reported subgroups. Proficiency increased from 7% at Checkpoint One to 24% at Checkpoint Three, exceeding the school's overall proficiency rate and reflecting a pattern similar to that observed in reading. Given the size of the subgroup and the consistency of improvement across content areas, the data suggests that targeted supports and interventions may be positively impacting student outcomes.

Students eligible for Free and Reduced Lunch, who comprise 41% of enrollment, demonstrated the most concerning trend. Proficiency declined from 21% at Checkpoint One to 12% at Checkpoint Three, making this the only major subgroup to experience a sustained decrease across the year. Because economically disadvantaged students represent a

significant portion of the student population, these results warrant further analysis to determine whether factors such as attendance, intervention participation, instructional access, or other barriers may be impacting academic growth.

The Multiracial subgroup remained relatively stable at 9% proficiency across all three checkpoint windows. Given the small size of the subgroup, results should be interpreted with caution; however, the absence of measurable growth suggests continued monitoring is warranted to ensure students are making progress toward grade-level expectations.

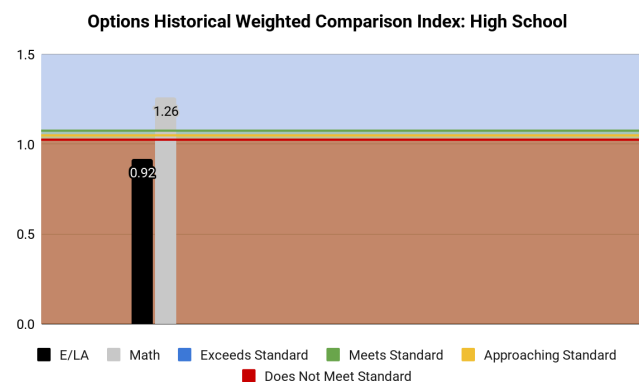
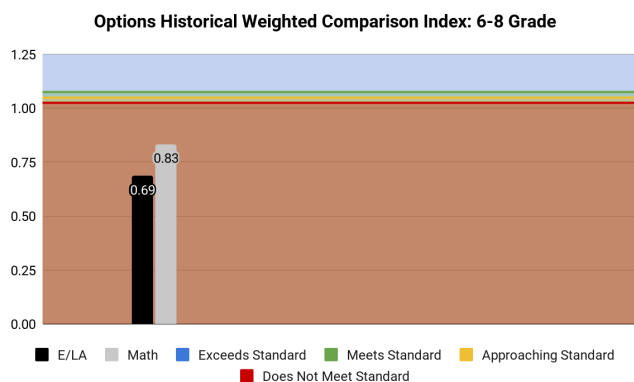
The subgroup data establishes an important baseline and suggests that future improvement efforts should focus on sustaining gains among students receiving special education services while strengthening support for economically disadvantaged students, whose performance trends indicate they may not be benefiting from instructional interventions at the same rate as their peers. Similar to reading, the school receives a rating of **Not Applicable**.

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 grade level proficiency standards is at least 80.0%.	LPI is between 1.050-1.075 OR The percentage of legacy students meeting grade level proficiency standards is between 70.0-79.9%.	LPI is between 1.025-1.049 OR The percentage of legacy students meeting grade level proficiency standards is between 60.0-69.9%.	LPI <1.025 OR The percentage of legacy students meeting grade level proficiency standards is less than 60.0%

The following tables illustrate historical proficiency of legacy, non-legacy, and the whole school throughout the schools current charter term.



Historical Proficiency: Checkpoints									
		Reading				Math			
	Population %	Checkpoint 1	Checkpoint 2	Checkpoint 3	Rating	Checkpoint 1	Checkpoint 2	Checkpoint 3	Rating
Legacy	6%	20%	22%	14%	✗	10%	22%	14%	✗
Non-Legacy	94%	21%	25%	31%	✗	13%	18%	19%	✗
Whole School	100%	20%	25%	30%	✗	13%	19%	19%	✗

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

Historical Proficiency: PSAT					
		Reading		Math	
	Population %	Fall PSAT	Rating	Fall PSAT	Rating
Options Noblesville					
Legacy	21%	44%	✓	22%	✓
Non-Legacy	79%	36%	✗	9%	✗
Whole School	100%	38%	✗	12%	✗
Options Westfield					
Legacy	25%	25%	✗	13%	✗
Non-Legacy	75%	38%	✗	17%	✓
Whole School	100%	34%	✗	16%	✓
Network					
Legacy	35%	35%	✗	18%	✓
Non-Legacy	65%	37%	✗	12%	✗
Whole School	100%	36%	✗	14%	✗
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard					

Reading: At the end of the 2025-26 school year, 14.3% of legacy students were considered on grade level on Indiana Checkpoints compared to 30.6% of non-legacy students, resulting in a Legacy Performance Index (LPI) of 0.69. It is important to note, however, that legacy students represented only 6% of the Checkpoint-tested population and consisted of fewer than 10 students. As a result, these data should be interpreted cautiously and are considered contextual rather than ratings-bearing.

The PSAT results, which capture the network's high school population, present a different picture. At Options Noblesville, 44% of legacy students met reading benchmarks compared to 36% of non-legacy students. At Options Westfield, 25% of legacy students met benchmark compared to 38% of non-legacy students. At the network level, 35% of legacy students met benchmark compared to 37% of non-legacy students, resulting in an LPI of 0.92.

Taken together, the data suggests that legacy students are not yet outperforming their non-legacy peers in reading, but the achievement gap narrows substantially as students progress through the network. While the Checkpoint data indicates legacy students are performing below non-legacy students in grades 6-8, the PSAT results suggest more comparable outcomes at the high school level. Continued attention should be given to ensuring students who remain enrolled over multiple years experience measurable literacy growth that translates into grade-level proficiency and college-readiness benchmarks. Based on the school's Accountability Plan Performance Framework, the school receives a rating of **Does Not Meet Standard** for this measure.

Math: At the end of the 2025-26 school year, 14.3% of legacy students were considered on grade level on Indiana Checkpoints compared to 18.9% of non-legacy students, resulting in a Legacy Performance Index (LPI) of 0.83. As with reading, the legacy subgroup represented fewer than 10 students and only 6% of the Checkpoint-tested population, making these results contextual rather than ratings-bearing.

The PSAT results demonstrate a markedly different trend. At Options Noblesville, 22% of legacy students met math benchmarks compared to 9% of non-legacy students. At Options Westfield, legacy students met benchmarks at a rate of 13% compared to 17% for non-legacy students. Collectively, legacy students across the network met benchmark at a rate of 18% compared to 12% for non-legacy students, resulting in an LPI of 1.26.

The combined data suggests that while legacy students in the middle grades are performing similarly to or slightly below their non-legacy peers, students who remain enrolled through high school demonstrate stronger mathematics outcomes

than students who enroll more recently. Although overall proficiency rates remain low for all student groups, the positive PSAT LPI indicates that sustained participation in the network's educational model may be contributing to improved mathematics performance over time. Continued analysis of instructional practices, student persistence, and academic growth patterns will be important to better understand the factors contributing to stronger outcomes among long-tenured students. Based on the school's Accountability Plan Performance Framework, the school receives a rating of **Approaching Standard** 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
	2025-26	2026-27	2027-28	2028-29	2029-30
	Does Not Meet Standard				

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

What does the Overall Rating for Financial Performance mean?	
Year 1	The school receives an overall rating of Does Not Meet Standard, with a weighted score of 1.9. This rating indicates that significant concerns exist regarding the school's overall financial condition. Enrollment shortfalls reduced anticipated revenue and contributed to ongoing financial challenges throughout the year. In addition, the school failed to meet standards for both liquidity and cash reserves, with the current ratio remaining below the minimum threshold and days cash on hand declining to critically low levels. While the school maintained compliance with debt obligations and improved its debt-to-asset ratio, these strengths were insufficient to offset concerns related to financial sustainability and short-term financial stability. This review period also represents the school's first full year under Education One's oversight and accountability framework. As a result, several of the financial performance measures included in this report may differ from those previously utilized by the school's former authorizer. While the school demonstrated compliance with financial reporting requirements and submitted an annual audit with no findings, the application of Education One's financial performance standards identified areas of concern that warrant continued monitoring. Overall, the rating reflects a school that has maintained appropriate financial reporting practices but continues to face significant financial performance challenges that must be addressed to strengthen long-term fiscal stability.

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

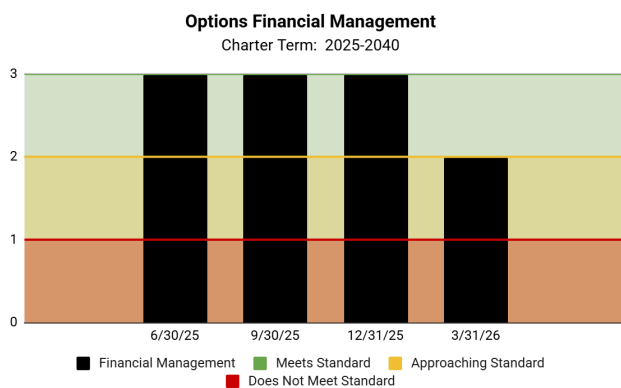
Financial Management

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

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

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

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



Options Schools met Education One's expectations for both annual financial auditing and quarterly financial reporting during the review period. The annual independent audit for the period of July 1, 2024, through June 30, 2025, was submitted and identified no findings, significant deficiencies, or material weaknesses within the school's financial controls. Additionally, the school submitted quarterly financial reports throughout the year that were timely, complete, and sufficient to support ongoing financial monitoring and oversight.

During the review period, the school worked collaboratively with Education One to provide additional financial information, including consolidated financial statements that more accurately reflected the financial position of the organization and its related entities. As a result, Options Schools receive a rating of **Meets Standard**.

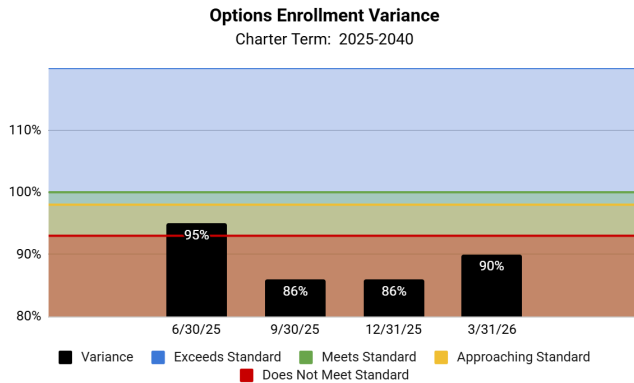
While the school meets the standard for financial management and reporting compliance, the following financial performance metrics reflect concerns related to enrollment, liquidity, and cash reserves that warrant continued monitoring.

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, Options Schools reported an enrollment of 1,097 students across all programs during the October 2025 count period. By February 2026, enrollment had increased to 1,188 students; however, enrollment remained below the school's budgeted projection of 1,272 students submitted as part of its August 2025 budget.



These persistent enrollment shortfalls reduced anticipated tuition revenue throughout the fiscal year. The impact was further compounded by reductions in funding associated with certain student population subgroups, creating additional pressure on the school's financial position. As a result, school leadership implemented staffing reductions during the first quarter of the fiscal year to align expenditures with available revenue. While these actions improved the school's ability to manage expenses, they also required adjustments to staffing structures and operational practices throughout the organization.

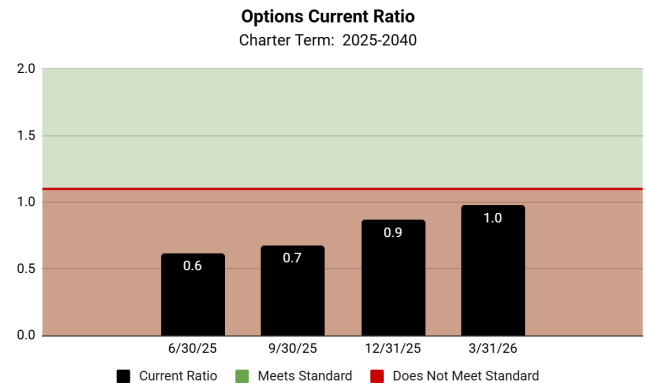
Although there was demonstrated improvement during the second half of the year, enrollment remained below budgeted expectations at each reporting period. The continued gap between projected and actual enrollment contributed significantly to the financial challenges experienced by the school during the review period and underscores the importance of developing enrollment projections that more closely align with actual student demand. With a combined enrollment variance of 89.8%, the school receives a rating of **Does Not Meet Standard**.

Current Ratio

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

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

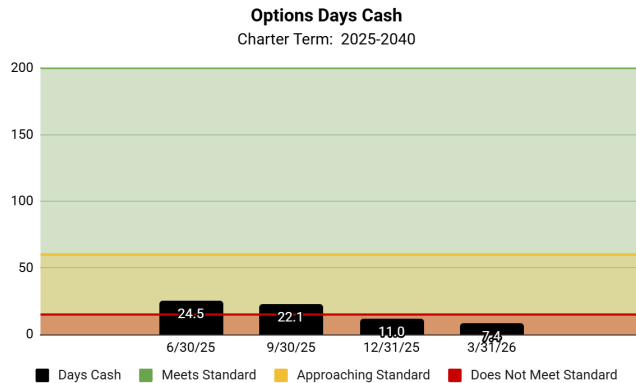
The school's current ratio remained below Education One's minimum standard of 1.1 throughout the review period. While the ratio improved from 0.61 in June 2025 to 0.97 by March 2026, current liabilities consistently exceeded current assets, indicating ongoing liquidity concerns. Although the trend demonstrates improvement, the school did not demonstrate sufficient short-term financial capacity to meet its obligations without continued monitoring and financial management attention and 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) the school would be able to operate. The rubric for this sub-indicator is as follows:

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



The school's days cash on hand remained below standard throughout the review period and declined significantly over time. Cash reserves decreased from approximately 25 days in June 2025 to just over 7 days by March 2026. The school never exceeded the 30-day threshold required for a higher rating and finished the year substantially below the minimum 15-day threshold. This level of cash reserves provides limited protection against unexpected financial disruptions and represents a significant concern regarding financial sustainability. For this reason, Options receives a rating of **Does Not Meet Standard**.

Debt/Default Delinquency

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

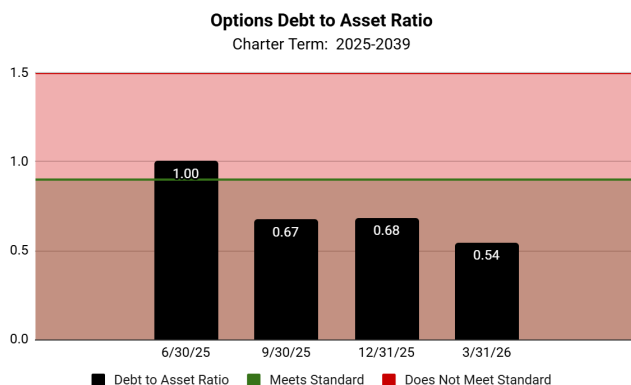
Meets Standard	Does Not Meet Standard
The school is not delinquent or in default on any outstanding loan.	The school is delinquent and/or in default on any outstanding loan.

No evidence was identified indicating that the school was delinquent or in default on any outstanding debt obligations during the review period. Quarterly financial reporting and available documentation demonstrated that debt obligations continued to be serviced as required. As a result, the school receives a rating of **Meets Standard**.

Debt to Asset Ratio

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

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



The school's debt-to-asset ratio improved substantially during the review period. The ratio was reported at 1.00 in June 2025, indicating that liabilities exceeded assets at that time. However, beginning in September 2025, the ratio improved to 0.67 and remained below the 0.90 threshold through March 2026, ending the period at 0.54.

While the improvement was influenced in part by the inclusion of additional organizational assets through consolidated reporting, the school ultimately demonstrated a debt-to-asset position that met Education One's standard. The school receives a rating of **Meets Standard**.

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
	2025-26	2026-27	2027-28	2028-29	2029-30
	Approaching Standard				

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

What does the Overall Rating for Organizational Performance mean?	
Year 1	Options Schools received a weighted score of 2.6 and an overall rating of Approaching Standard for Organizational Performance, indicating that the network has established many of the foundational systems necessary to support effective governance, leadership, and organizational operations, but implementation and effectiveness remain inconsistent in several key areas. The network's strongest organizational strengths include its clear alignment to the charter and educational model, stable compliance systems, effective financial oversight, and a leadership team that successfully navigated significant organizational challenges during the 2025-26 school year. The governing board maintained appropriate oversight of financial, strategic, and compliance matters, while school leaders demonstrated a commitment to supporting staff development, implementing school-specific models, and addressing identified deficiencies. The organization also successfully managed lower-than-projected enrollment, funding reductions, staffing adjustments, the integration of an additional school into the network, and a planned executive leadership transition while maintaining operational stability. At the same time, the review identified opportunities to strengthen the effectiveness of both governance and instructional leadership systems. While the board regularly received academic information, its use of student performance data to drive strategic oversight remained limited. Similarly, school leaders generally implemented instructional and advising models with fidelity and could identify broad areas of strength and concern; however, the depth of data analysis, root-cause identification, progress monitoring, and evaluation of intervention effectiveness varied considerably across schools. As a result, improvement efforts were not consistently translated into measurable academic outcomes across the network. Performance differences among individual schools also contributed to the overall rating. While several schools demonstrated effective leadership practices and improved organizational systems, others continued to experience challenges related to instructional leadership capacity, compliance monitoring, and the implementation of consistent accountability structures. These variations indicate that organizational

	effectiveness is not yet consistently embedded across all programs within the network. Overall, the Approaching Standard rating reflects an organization with strong foundational systems, clear mission alignment, and demonstrated capacity to respond to challenges, but one that must continue strengthening governance engagement, instructional leadership, and school-level accountability systems to ensure improvement efforts consistently translate into stronger student outcomes across all schools.
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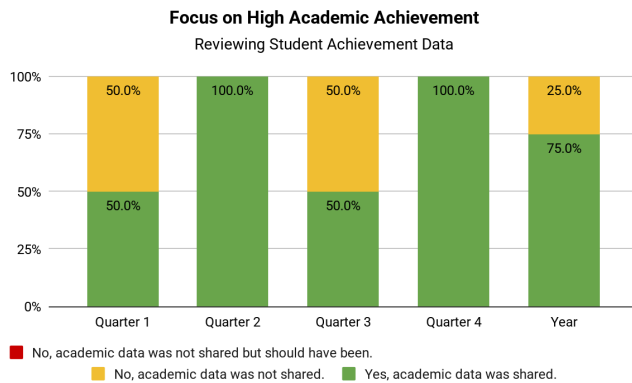
	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Governing Board	Focus on High Academic Achievement	AS				
	Commitment to Exemplary Governance	MS				
	Fiduciary Responsibilities	MS				
	Strategic Planning and Oversight	MS				
	Legal and Regulatory Compliance	MS				
School Leader	Culture of High Expectations	MS				
	Staff Development	MS				
	Instructional Leadership	AS				
Compliance	Charter Implementation	ES				
	Charter Compliance	MS				

GOVERNING BOARD

Focus on High Academic Achievement

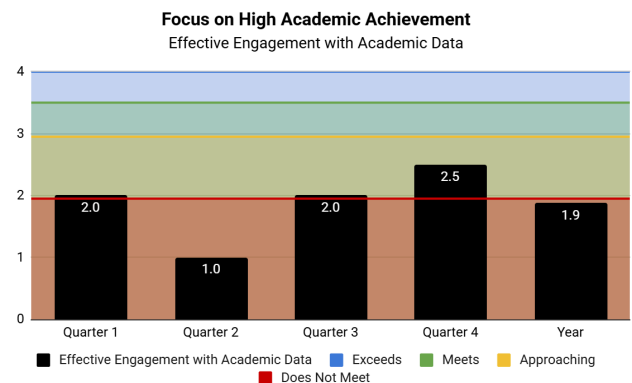
Education One expects governing boards to actively support the school's mission and charter, ensuring students are on track for high-level academic achievement. This includes having a shared belief in the mission, a clear definition of academic excellence, understanding how achievement is measured, and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



Option's Executive Team demonstrated a strong commitment to keeping the board informed of academic performance throughout the year. Academic performance data was presented during six of the board's eight meetings and included updates on instructional performance, attendance, graduation cohorts, compliance monitoring, intervention and support status, and school-specific academic priorities. Leadership consistently provided context around performance trends, identified areas requiring attention, and communicated ongoing improvement efforts. This approach ensured the board had access to the information necessary to monitor progress, understand organizational priorities, and fulfill its oversight responsibilities.

The board's strongest attribute in this area is its demonstrated commitment to understanding the school's mission and educational model. The addition of board members with educational backgrounds strengthened the board's overall capacity to understand academic performance measures and student outcomes, while leadership consistently provided data and contextual information to support informed oversight. The board also demonstrated openness to feedback regarding identified academic concerns and supported leadership efforts to address instructional leadership and school improvement priorities.



While academic information was reviewed consistently, evidence suggests opportunities remain to strengthen the board's analysis and use of student performance data. Across multiple quarters, board discussions tended to focus on

receiving updates rather than actively questioning trends, probing root causes, or evaluating the effectiveness of improvement strategies. Quarterly board check-ins and meeting observations noted that leadership regularly provided academic and authorizer data; however, board engagement was often limited to surface-level discussion and lacked the depth of inquiry necessary to consistently inform strategic decision-making.

Moving forward, the board should focus on strengthening its assessment literacy and increasing the use of student performance data to guide oversight and accountability discussions. More frequent questioning of performance trends, subgroup outcomes, intervention effectiveness, and progress toward academic goals will better position the board to fulfill its role as a steward of student achievement and ensure leadership leaves meetings with clear expectations regarding academic priorities and next steps. Based on evidence collected throughout the school year, Options' governing board receives a rating of **Approaching Standard**.

Commitment to Exemplary Governance

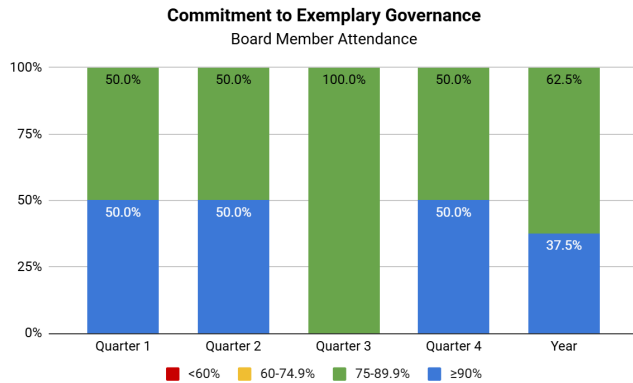
Education One measures governing boards based on their commitment to strong governance practices and the ability to maintain a high-functioning, engaged board. Exemplary boards demonstrate this by recruiting and retaining skilled members, completing board self-evaluations to support board development 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%.

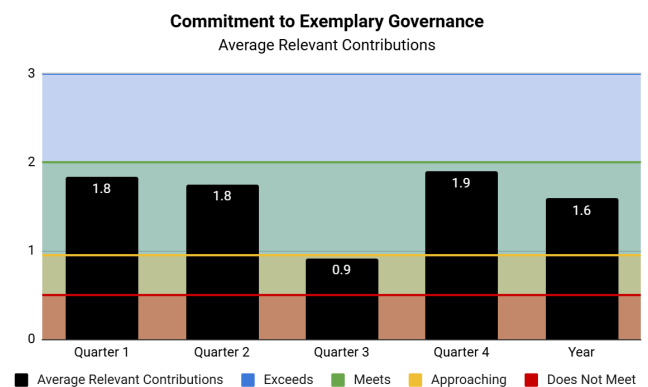
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The average board member makes 3 or more relevant contributions during each meeting that demonstrate preparation, insight, and help advance discussion or decision making.	The average board member makes 1-2 relevant contributions 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 commitment to maintaining effective governance practices throughout the year. Average board member attendance remained within the Meets Standard range, and board members consistently contributed to discussions in ways that supported oversight and decision-making. While the depth and frequency of participation varied among individual members, overall engagement reflected a board that was prepared, informed, and invested in the success of the organization.



The board also demonstrated a commitment to continuous improvement through the implementation of a board self-assessment process aligned to the Education One governance rubric. Results were used to support board development discussions and identify future governance priorities, reflecting an understanding that strong boards regularly evaluate their effectiveness and seek opportunities for growth. Additionally, the board maintained governance resources for members, sought onboarding and refresher training opportunities, and participated in discussions regarding board composition and long-term governance capacity.

Throughout the year, the board navigated several membership transitions, including the resignation of one member, the planned departure of another, and the transition of board leadership. Despite these changes, the board maintained continuity of operations while actively recruiting new members with diverse professional expertise. These efforts demonstrate an understanding of the importance of succession planning and maintaining a board with the skills necessary to effectively govern a growing organization.



Moving forward, the board should continue strengthening its overall governance capacity by completing recruitment efforts in identified areas of need and increasing the depth of board member engagement during meetings. As the organization continues to grow and evolve, maintaining a diverse mix of expertise and ensuring all members contribute meaningfully to governance discussions will further strengthen the board's effectiveness and long-term sustainability. Based on evidence collected throughout the 2025-26 school year, the Options Schools governing board receives a rating of **Meets Standard** for Commitment to Exemplary Governance.

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 consistent and effective financial oversight throughout the year by regularly reviewing, discussing, and approving financial reports at each board meeting. Financial information was presented in a transparent manner, and board members demonstrated an understanding of key financial indicators, budget assumptions, enrollment impacts, and organizational priorities. As a result, the board remained informed of the school's financial position and was able to exercise appropriate oversight of financial operations.

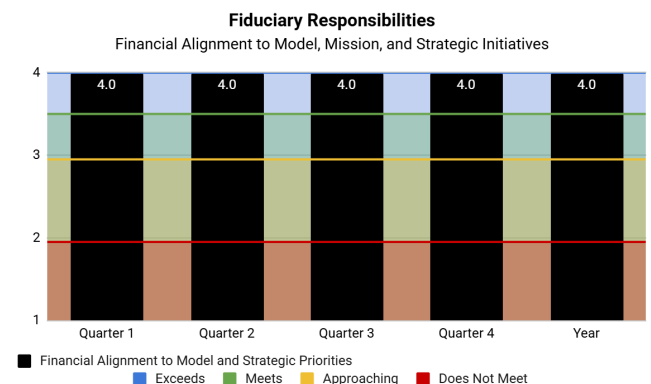
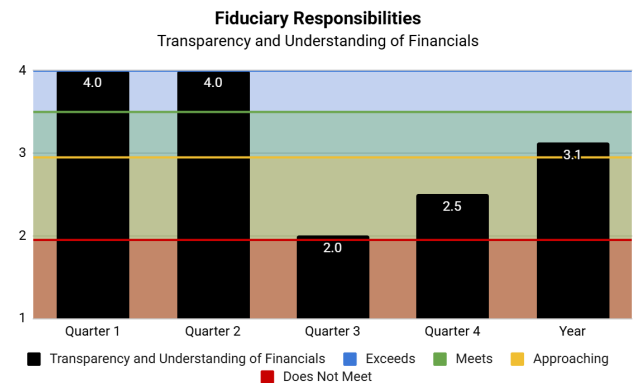
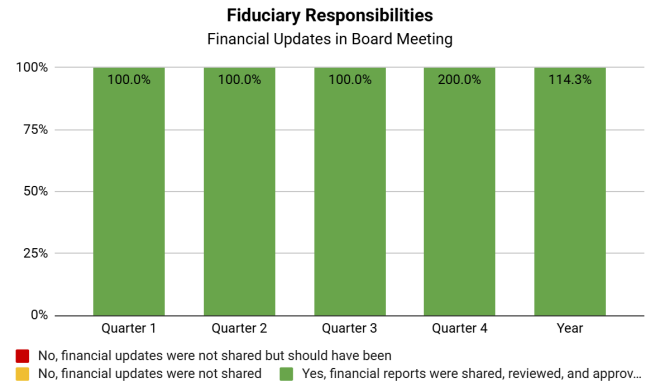
A particular strength of the board's fiduciary oversight was its partnership with the Executive Team. Leadership consistently provided context, rationale, and next steps related to financial decisions, allowing the board to engage in informed discussions regarding resource allocation, enrollment trends, budget adjustments, and long-term organizational sustainability. Throughout the year, the board worked collaboratively with leadership to amend and monitor the budget as enrollment projections shifted and funding was cut, ensuring financial planning remained aligned with the network's operational needs, mission, and strategic priorities.

The board also demonstrated a commitment to aligning financial resources with organizational goals. Financial discussions regularly considered sustainability, enrollment trends, budget amendments, and the long-term viability of the network's educational model. Board observations reflected exemplary levels of transparency and financial understanding during Quarters 1 and 2, when leadership and the board engaged in significant discussions regarding enrollment projections, budget adjustments, and financial planning. As those decisions were finalized, financial discussions during Quarters 3 and 4 became more focused on routine monitoring and reporting. While these conversations were generally less robust than those observed earlier in the year, the board continued to consistently review financial reports and maintain appropriate oversight of the organization's financial position.

Moving forward, the board should continue building its collective financial literacy and strategic oversight capacity by expanding discussions beyond current financial performance to include longer-term financial forecasting, risk analysis, and future resource needs. Doing so will further strengthen the board's ability to proactively support the organization's sustainability and strategic growth objectives. Based on evidence collected throughout the school year, Options' governing board receives a rating of **Meets Standard**.

Strategic Planning and Oversight

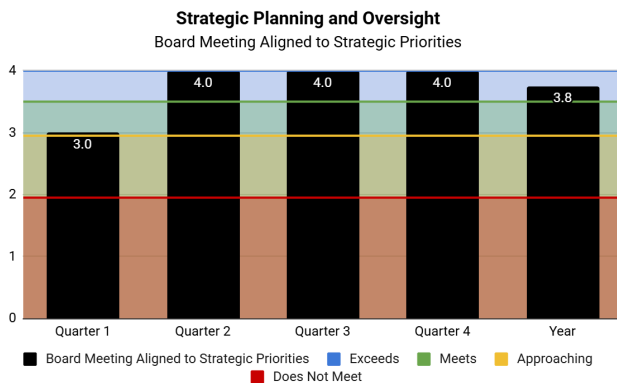
Education One believes that an effective governing board determines the strategic direction of a school, understands and respects the balance between oversight and management, and evaluates and holds school leaders and management partners accountable. The rubrics for this measure are as follows:



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 a commitment to providing strategic oversight while maintaining an appropriate balance between governance and management responsibilities. Board agendas, leadership reports, and governance discussions consistently reflected the network's mission, educational model, and organizational priorities. Throughout the year, the board remained informed of key organizational challenges and opportunities, including enrollment trends, financial sustainability, leadership capacity, governance development, and school performance.

The 2025-26 school year presented several significant challenges for the organization. The network experienced

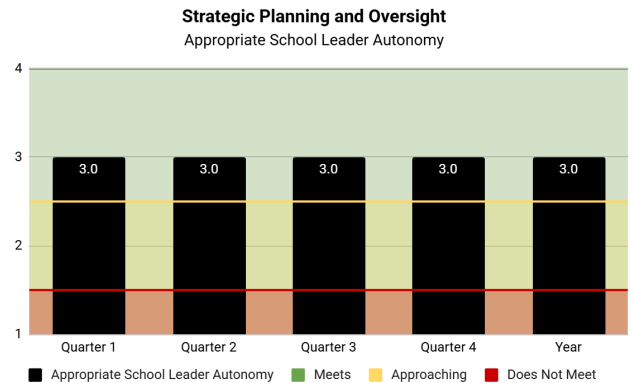
lower-than-projected enrollment, a substantial reduction in funding, the integration of an additional school into the network, and the resulting need to amend the budget and make difficult staffing decisions across multiple programs. During the same period, the organization also underwent a leadership transition following the resignation of its long-serving President. Despite these challenges, the board provided consistent oversight and support while working collaboratively with the Executive Team to ensure organizational stability and continuity.

A particular strength of the board was its prior investment in succession planning. Years before the leadership transition occurred, the board had established a clear plan for executive leadership succession. As a result, the transition process was implemented smoothly and with minimal disruption to the organization. Quarterly board check-ins also reflected

ongoing discussions regarding governance development, leadership sustainability, and organizational priorities, demonstrating the board's commitment to maintaining long-term stability during a period of significant change.

The board also maintained an appropriate level of autonomy for school leadership. The Executive Team was empowered to manage day-to-day operations while remaining accountable for organizational outcomes. Board discussions remained focused on oversight, monitoring, and strategic considerations rather than operational decision-making, reflecting a healthy governance structure and a clear understanding of board and leadership roles.

Moving forward, the board should continue building upon this foundation by further formalizing strategic priorities, establishing measurable milestones, and regularly monitoring progress toward long-term organizational goals. Doing so will strengthen the board's ability to evaluate the impact of strategic decisions while maintaining the strong partnership that currently exists between the board and Executive Team. Based on evidence collected throughout the school year, Options' governing board receives a rating of **Meets Standard**.



Legal and Regulatory Compliance

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

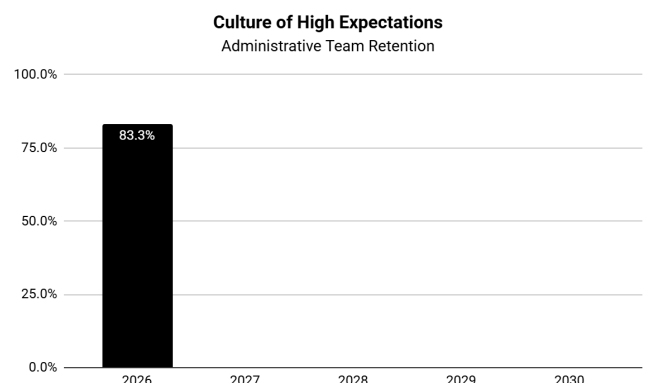
Characteristics of a culture of high expectations are observed during qualitative site visits, attendance at regularly scheduled board meetings, collection of ongoing performance evaluations, and quantitative classroom observations. The rubric for this measure is as follows:

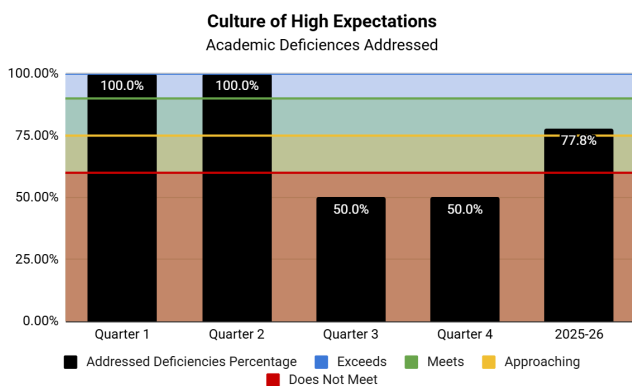
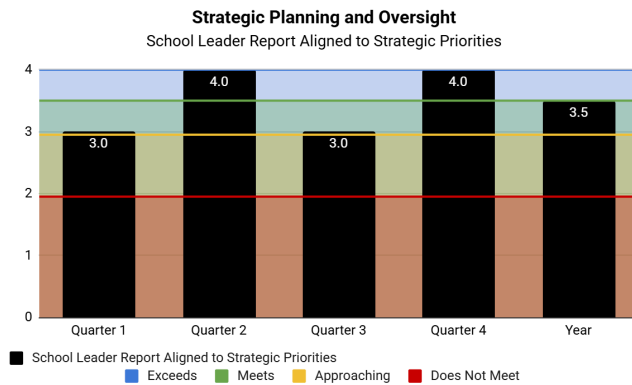
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
There has been no turnover in key administrative positions in the last three years.	There has been minimal turnover, 0.0-10.0%, in key administrative positions in the last three years.	There has been moderate turnover, 10.1-25.0%, 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 network demonstrates a generally strong foundation in cultivating a culture of high expectations across its schools. Leadership teams maintained stability across key administrative positions, retaining five of six key leaders during the year while continuing to support school operations through a period of significant organizational change. Individual school leaders maintained regular communication with the Executive Team, which supported the consistent flow





of information to the governing board regarding school performance, organizational priorities, and emerging challenges.

The combination of the Executive Team and individual leaders demonstrated responsiveness in addressing identified deficiencies and organizational needs. During the first half of the year, academic and organizational concerns were consistently addressed within established timelines. While the rate of timely resolution declined during the second half of the year, leadership continued to address identified concerns and maintained an overall deficiency resolution rate within the Meets Standard range.

Leadership reports and board communications were consistently aligned to organizational priorities and provided the governing board with relevant information regarding school performance, compliance, enrollment, finances, and operational needs. Beyond simply reporting information, the Executive Team frequently provided context around emerging challenges, performance trends, and organizational decisions, allowing the board to understand both current conditions and potential implications for the network. While opportunities remain to further integrate long-term trend analysis and strategic recommendations into all board discussions, leadership

demonstrated a generally proactive approach to communication and consultation throughout the year.

The Executive Team effectively guided the organization through a year marked by lower-than-projected enrollment, significant funding adjustments, staffing reductions, and a planned executive leadership transition. Despite these challenges, leadership maintained organizational stability and continued to support school leaders in addressing instructional, compliance, and operational priorities.

Leadership performance varied across the network, though most programs demonstrated the characteristics associated with a culture of high expectations. Common strengths included regular communication with network senior leadership, responsiveness to identified deficiencies, and a commitment to improving instructional quality, compliance systems, and student outcomes. Across the network, school leaders worked to align school-level goals with the broader Options framework while navigating enrollment challenges, staffing adjustments, and evolving accountability expectations.

Options Indiana (**Meets Standard**) demonstrated a strong commitment to continuous improvement despite experiencing slight administrative turnover. Leadership successfully strengthened advising implementation and improved instructional performance to a level that now meets expectations. Consistent communication with network senior leadership supported organizational alignment and accountability while allowing school leaders to focus on school-specific priorities and student needs.

Options New Vistas (**Meets Standard**) demonstrated meaningful progress in establishing systems that support student success. Leadership successfully addressed prior special education compliance concerns, implemented more purposeful scheduling structures, improved attendance outcomes, and strengthened alignment between student pathways and credit completion. Continued attention to attendance urgency and graduation readiness monitoring will be important to sustaining and accelerating this progress.

Options Noblesville (**Meets Standard**) benefited from strong leadership stability and clearly defined administrative responsibilities. The leadership team demonstrated the ability to identify and address deficiencies in a timely manner, particularly related to special education compliance and instructional quality. Leadership's responsiveness to feedback and commitment to corrective action contributed to improved organizational performance throughout the year.

Options Westfield (**Approaching Standard**) experienced the greatest leadership challenges within the network. Administrative turnover in both the principal and assistant principal roles over the past three years has limited the development of consistent systems for monitoring deficiencies, ensuring compliance, and driving data-informed decision-making. While leadership demonstrated responsiveness through targeted professional development efforts that contributed to improved instructional performance, ongoing special education compliance concerns and system-level inconsistencies indicate a continued need for stronger leadership structures and oversight.

Overall, the network demonstrates a solid foundation for cultivating a culture of high expectations. Continued growth will depend on strengthening the consistency of school-level accountability systems, progress-monitoring structures, and strategic planning processes across all campuses. More systematic monitoring of performance indicators, coupled with earlier intervention when challenges emerge, will help ensure identified deficiencies are addressed promptly, improvement efforts are sustained over time, and leadership teams are equipped to proactively respond to emerging needs. Continued investment in leadership development and organizational systems will be essential to ensuring all schools consistently meet the expectations established by the network. Based on evidence collected throughout the school year, the network 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:

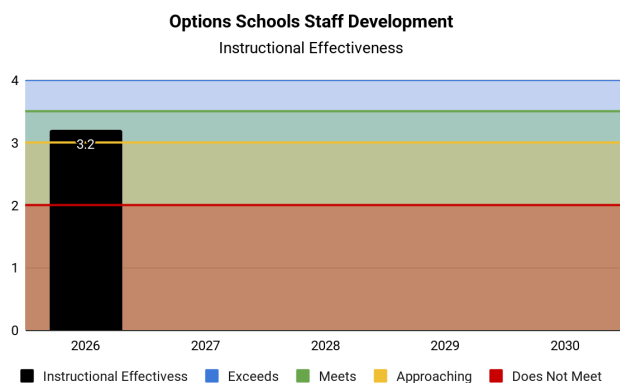
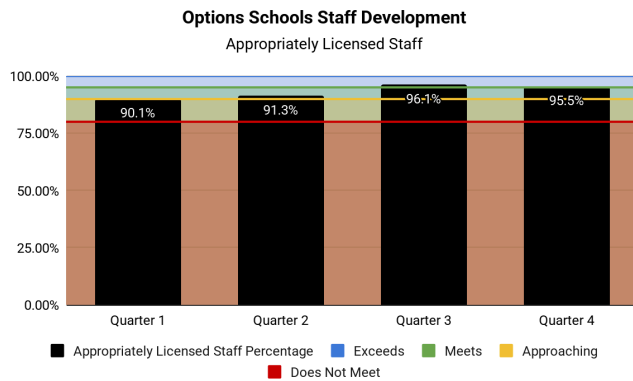
- At least 90.0% of full-time teachers hold or are actively pursuing appropriate Indiana licensure, and all individuals providing services requiring licensure under Indiana law possess the necessary credentials;
- Conduct regular, rigorous evaluations using clearly defined criteria that inform coaching 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.

Across the network, leadership demonstrates a clear commitment to developing and supporting instructional staff through a combination of professional development, coaching, distributed leadership structures, and ongoing performance monitoring. The network maintained strong staffing credentials throughout the year, with appropriately



licensed personnel increasing from 90.1% in Quarter 1 to 95.5% by Quarter 4. This upward trend reflects leadership's commitment to recruiting, retaining, and supporting qualified educators while maintaining compliance with Indiana licensure requirements.

Leadership teams have also established systems to support instructional improvement through classroom observations, site visit feedback, and targeted professional development aligned to school and network priorities. These efforts contributed to an overall instructional effectiveness rating of 3.2, indicating that classrooms across the network consistently demonstrate many of the foundational instructional practices associated with effective teaching and learning. Emerging practices, including teacher-led professional development, advising structures, and shared leadership opportunities, further support the development of instructional capacity across schools.

Staff development effectiveness varied across the network, though all schools demonstrated a commitment to supporting teacher growth through professional development, coaching, leadership structures, and instructional monitoring. Common strengths included efforts to align professional learning with school priorities, increase leadership visibility in classrooms,

and build instructional capacity through collaborative practices. At the same time, differences in licensure rates, instructional effectiveness, and the degree to which professional development was connected to student outcomes resulted in varying levels of implementation across schools.

Options Indiana (Meets Standard) demonstrated the strongest overall alignment between staff development systems and the school's instructional model. With 100% appropriately licensed staff and instructional practices meeting established expectations, leadership successfully refined advising expectations and site visit indicators to create greater consistency in implementation. Professional development efforts supported staff understanding of the school's model and contributed to a coherent instructional environment.

Options New Vistas (Meets Standard) demonstrated a solid foundation for staff development, supported by fully licensed staff, leadership visibility in classrooms, and instructional practices that meet expectations. Frequent walkthroughs and ongoing support have contributed to a positive instructional culture. Continued growth will depend on ensuring professional development priorities are consistently informed by instructional and student performance data.

Options Noblesville (Approaching Standard) demonstrated emerging strengths in staff development through weekly teacher-led professional development opportunities that promote shared leadership and highlight effective instructional practices. However, only 80% of staff were appropriately licensed, resulting in the school falling below network expectations for educator credentials. Strengthening recruitment and retention efforts while more intentionally connecting professional learning to measurable student outcomes will be important to increasing the long-term impact of these efforts.

Options Westfield (Approaching Standard) established foundational structures to support staff development, including distributed leadership opportunities and alignment to network priorities. However, instructional performance remained below the network's other schools, and current professional development, PLC, and coaching systems have not yet

consistently translated into measurable instructional improvement. Greater alignment between coaching, data analysis, and classroom practice will be necessary to strengthen instructional effectiveness and improve student outcomes.

Overall, the network demonstrates a clear commitment to developing instructional staff and building leadership capacity within schools. The most significant opportunities for growth involve ensuring professional development, coaching, and collaborative learning structures are consistently aligned to instructional data and student performance outcomes. Strengthening this connection will help leaders better evaluate the effectiveness of staff development efforts and ensure improvements in professional practice translate into improved student achievement. Based on evidence collected throughout the school year, the Options Schools leadership team receives a cumulative 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.

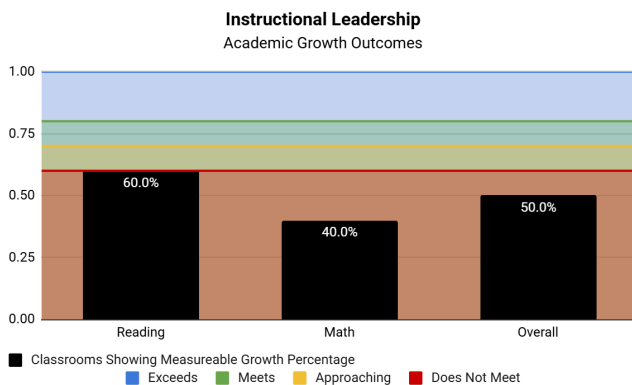
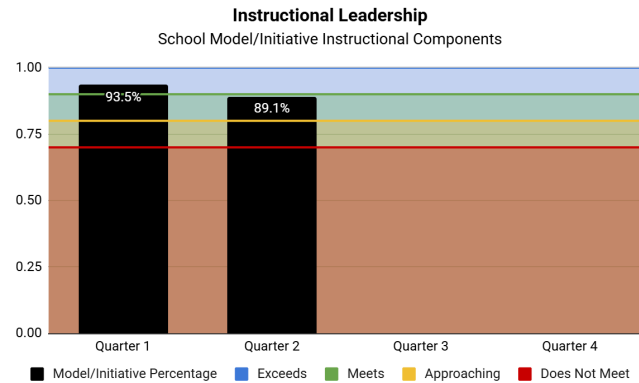
Characteristics of instructional leadership are observed during qualitative site visits, attendance at regularly scheduled board meetings, collection of ongoing performance evaluations, and quantitative classroom observations. The rubric for this measure is as follows:

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.

Across the network, leadership demonstrated a clear commitment to implementing instructional and advising models aligned to each school's mission and educational approach. Evidence from site visits, classroom observations, and leadership meetings indicated that school leaders generally established and reinforced instructional expectations that



reflected their respective models, resulting in a high degree of implementation fidelity across schools. Leaders participated consistently in data-review processes and could identify general areas of strength and concern. However, data discussions frequently lacked deeper analysis, and instructional adjustments or student grouping decisions were often broad or generic rather than targeted to specific student needs or performance trends.

Several schools demonstrated positive movement toward more data-informed instructional leadership through the implementation of student watch lists, benchmark data reviews, intervention tracking systems, and coaching cycles informed by multiple sources of evidence. These structures reflect a growing emphasis on using data to inform instructional decision-making and support student success. At the same time, instructional leadership capacity varied across the network, particularly in the areas of root-cause analysis, progress monitoring, and evaluating the effectiveness of interventions. As a result, many improvement efforts remain dependent on individual school leadership capacity rather than consistently implemented network-wide systems.

Student performance data reflects both the promise and the challenge of the network's instructional leadership efforts.

Reading outcomes demonstrated the strongest evidence of growth, with 60% of classrooms demonstrating measurable gains. Math results were less consistent, with only 40% of classrooms demonstrating measurable growth and several grade levels struggling to sustain improvement through the final assessment window. Collectively, only 50% of classrooms demonstrated measurable growth, indicating that while leaders have established instructional systems, those efforts have not yet translated into consistently strong academic outcomes across the network.

Instructional leadership effectiveness varied across the network, though all schools demonstrated efforts to strengthen instructional systems, improve data use, and align practices to their respective educational models. Common strengths included increasing use of benchmark data, intervention monitoring, coaching structures, and collaborative problem-solving processes.

Options Indiana (Approaching Standard) demonstrated improvement in the implementation of its advising model and increased clarity regarding expectations for staff and students. While these efforts contributed to stronger program implementation, instructional leadership systems remain underdeveloped. Continued attention to program evaluation, root-cause analysis, and the use of outcome measures to assess the effectiveness of advising and instructional initiatives will be critical to future growth.

Options New Vistas (Meets Standard) demonstrated the strongest evidence of developing instructional leadership systems. Leadership effectively identified instructional strengths and challenges, connected student needs to targeted supports, and implemented monitoring structures such as student watch lists and shared communication systems to support intervention efforts. The next stage of development will involve ensuring identified needs consistently lead to measurable instructional adjustments and improved student outcomes, particularly in the areas of attendance, credit attainment, and graduation readiness.

Options Noblesville (Approaching Standard) demonstrated a growing commitment to data-informed leadership through the implementation of data chats, coaching structures, and professional development informed by multiple sources of evidence. While these systems represent positive progress, instructional leadership remains in the early stages of development. Greater consistency in connecting student performance data to instructional decisions and monitoring the impact of improvement efforts will be necessary to establish a more cohesive cycle of continuous improvement.

Options Westfield (Approaching Standard) demonstrated gradual progress in building foundational instructional leadership systems under relatively new leadership. Over the course of the year, leaders showed increasing use of assessment data, benchmark analysis, and student progress-monitoring tools to inform school priorities. Leadership appropriately identified key instructional focus areas, including checks for understanding, classroom routines, and data utilization. Continued development of leader fluency with instructional data, stronger intervention monitoring systems, and clearer expectations for rigorous instruction will be necessary to strengthen instructional coherence and improve academic outcomes.

Overall, the network has established foundational instructional leadership structures and demonstrated growing use of data to inform decision-making. The most significant opportunity for growth lies in strengthening leaders' ability to consistently implement, monitor, and refine instructional responses. Establishing more consistent expectations for data analysis, instructional planning, intervention monitoring, and progress tracking across schools will help ensure coaching efforts, student supports, and instructional adjustments translate into stronger and more sustained academic growth. Continued development of instructional leadership capacity will be essential to converting implementation fidelity into improved student achievement outcomes. Based on evidence collected throughout the school year, Options Schools' leadership team receives a rating of **Approaching Standard** for Instructional Leadership.

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, Options 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, Options receives a rating of **Meets Standard**.

Part IV: School Wide Climate

The School Climate indicator gauges how stakeholder satisfaction supports student re-enrollment and teacher retention. School Climate is broken down into the following measure:

- Stakeholder Satisfaction

Overall Rating for School Climate	Year 1	Year 2	Year 3	Year 4	Year 5
	2025-26	2026-27	2027-28	2028-29	2029-30
	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	Overall, the school had an average satisfaction rate of 86.1%, so the school receives a rating of Meets Standard. With only 17.6% of students and 11.6% of families participating in the survey, it will be important to increase future participation to increase validity of student and family satisfaction rates.

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

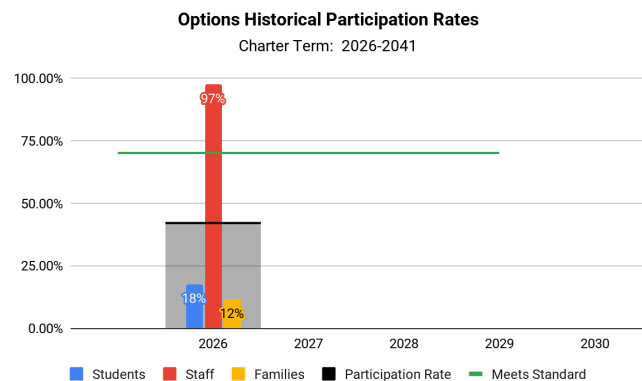
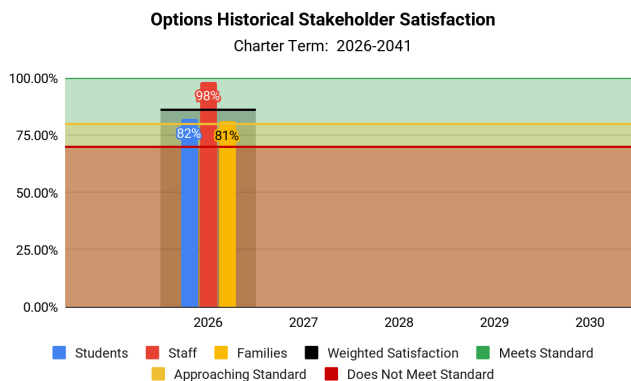
Stakeholder Satisfaction

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

The rubric for this indicator 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 86.1%, the school receives a rating of **Meets Standard**.



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

Education One's standard for survey viability is a participation rate of at least 70.0%. Stakeholder survey results indicate strong satisfaction across all respondent groups. Participation rates vary significantly by group, with staff participation (97.4%) meeting the 70% validity threshold and supporting strong confidence in staff results. In contrast, student participation (17.6%) and family participation (11.6%) fall substantially below the validity threshold, significantly limiting the reliability and generalizability of those subgroup results. While satisfaction results appear positive across groups, the low response rates for students and families warrant caution in interpretation and indicate a need for improved engagement strategies to strengthen future survey validity.

Options' Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	1,263	222	17.6%
Staff	117	114	97.4%
Families	758	88	11.6%

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 2025-26 School Year

Academic Performance		
Rating	Tier	Probationary Status?
Approaching Standard	New School	No

Commendations:

- Supporting strong credit attainment and graduation progress across all student risk levels.
- Implementing effective individualized supports, with 75% of students meeting at least two ISP goals.
- Maintaining positive learning environments with clear expectations, strong engagement, and consistent implementation of school-specific models.
- Demonstrating measurable growth in reading, particularly among sixth-grade students, eighth-grade students, and students receiving special education services.
- Maintaining compliance with English Learner and Special Education requirements while strengthening support systems for diverse learners.

Recommendations:

- Increase instructional rigor and acceleration to improve grade-level proficiency, particularly in mathematics.
- Strengthen supports for economically disadvantaged students, who demonstrated limited growth in reading and declining performance in mathematics.
- Improve the consistency of intervention and progress-monitoring systems to better target student needs and measure impact.
- Strengthen literacy outcomes for long-tenured students while identifying and replicating practices contributing to stronger mathematics outcomes among legacy students.
- At Options Westfield, review and update procedures to ensure case conference meetings strictly comply with all state and federal requirements. Consider additional training for staff on legal requirements and best practices for conducting these meetings.

Financial Performance		
Rating	Tier	Probationary Status?
Does Not Meet Standard	Tier II	No

Commendations:

- Receiving a clean annual audit with no findings, significant deficiencies, or material weaknesses.
- Taking proactive steps to address financial challenges, including aligning expenditures with available revenue and improving the debt-to-asset ratio.

Recommendations:

- Develop and implement a multi-year financial sustainability plan focused on improving fiscal stability and cash reserves.
- Strengthen enrollment forecasting, recruitment, and retention efforts to better align enrollment with budget projections.
- Prioritize improving liquidity and days cash on hand through targeted financial management and reserve-building strategies.

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

Governing Board

Commendations:

- Maintaining stability through enrollment declines, funding reductions, organizational growth, and leadership transition.
- Providing strong financial oversight through budget monitoring and informed fiscal decision-making.
- Implementing effective succession planning that supported a smooth leadership transition.
- Balancing strategic oversight with appropriate autonomy for the Executive Team.
- Investing in board development through self-assessment, training, and recruitment efforts.

Recommendations:

- Strengthen assessment literacy and engagement with academic performance data.
- Increase the depth of board discussion, inquiry, and accountability during meetings.
- Establish measurable long-term strategic goals and regularly monitor progress.
- Continue recruiting members with expertise aligned to the organization's evolving needs.

Leadership Team

Commendations:

- Maintaining organizational stability through enrollment challenges, funding reductions, staffing changes, and leadership transition.
- Strengthening implementation of school-specific instructional and advising models aligned to the network's mission.
- Responding effectively to identified deficiencies through corrective actions and compliance improvements.
- Expanding instructional staff capacity through professional development, coaching, leadership opportunities, and improved licensure rates.

Recommendations:

- Strengthen leaders' ability to analyze data, identify root causes, and monitor the impact of interventions.
- Establish more consistent expectations for data analysis, progress monitoring, and accountability across all schools.
- Better align professional development and coaching to student performance outcomes.
- Continue developing leadership capacity in instructional decision-making, compliance oversight, and continuous improvement.
- At Options Noblesville, ensure at least 90% of full-time teachers hold, or are actively pursuing, appropriate Indiana licensure or a valid teaching permit in accordance with state requirements.