



2025-26 ANNUAL REVIEW

TIMOTHY L. JOHNSON ACADEMY

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Education One, L.L.C.

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REPORT OVERVIEW

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

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

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

Part I: Academic Performance

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

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

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

What does the Overall Rating for Academic Performance mean?	
Year 1	Overall, the school received a rating of Approaching Standard, having been rated on 27 measures, with six of those measures receiving a rating of Does Not Meet Standard. Of those measures, most are indicative of the 2023-24 school year. While the school's current outcomes do not yet meet the established proficiency standards, the data reflects steady and appropriate progress aligned with the school's targeted English Learner (EL) strategies and programmatic implementations. The year-over-year growth indicates that the foundational supports now in place are beginning to yield measurable results. Looking ahead, the school is transitioning to a differentiated performance framework that will more accurately assess how it is serving its unique population of students, ensuring that future evaluations better reflect both the context and the progress of the school community.
Year 2	Based on the elementary school's overall academic performance results, an Approaching Standard rating with a weighted score of 2.6 indicates that the school is demonstrating meaningful signs of academic progress, but performance remains inconsistent across measures and has not yet reached the level expected for a fully successful educational program. Students demonstrated positive growth on state assessments in both E/LA and math, with growth measures meeting expectations and showing improvement over time. The school also performed strongly when compared to local schools, earning Exceeds Standard ratings in both reading and math, suggesting that students are achieving outcomes that compare favorably to nearby schools serving similar populations. Additionally, the school has established strong systems for supporting English Learners, maintaining full compliance and producing performance outcomes that met expectations across a majority of student need profiles. At the same time, overall proficiency levels remain low across several measures, including state assessments, third-grade literacy, chronic absenteeism, and historical proficiency indicators. While students are making academic progress, that growth has not yet translated into grade-level proficiency for a sufficient percentage of students. Results also indicate persistent achievement gaps among certain student groups, particularly students with disabilities and Black students. Benchmark assessment data further suggest that while foundational skills are strengthening in the primary grades, additional work is needed to ensure those gains translate into stronger

performance in grades 3-5.

Overall, the Approaching Standard rating reflects a school that is moving in a positive direction and demonstrating evidence of academic growth, particularly given its high percentage of multilingual learners and students facing significant educational barriers. However, continued improvement in proficiency, attendance, literacy outcomes, and subgroup performance will be necessary for the school to consistently demonstrate the level of academic success associated with a Meets Standard rating.

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
State and Federal Academic Performance	Federal Accountability Rating	DNMS	DNMS			
	Progress Towards Proficiency on State Summative Assessment: ELA	MS	MS			
	Progress Towards Proficiency on State Summative Assessment: Math	AS	MS			
	Growth on State Summative Assessment: ELA	MS	MS			
	Growth on State Summative Assessment: Math	AS	MS			
	Pass or Pass+ Status Growth: ELA	ES	MS			
	Pass or Pass+ Status Growth: Math	AS	MS			
	Did Not Pass Status Growth: ELA	AS	MS			
	Did Not Pass Status Growth: Math	AS	MS			
	Comparison to Local Schools: ELA	MS	ES			
	Comparison to Local Schools: Math		ES			
	3rd Grade Literacy	MS	DNMS			
	Average Student Attendance	AS	AS			
	Addressing Chronic Absenteeism	DNMS	DNMS			
	English Learners: Compliance	MS	MS			
	English Learners: Performance	N/A	MS			
	Special Education: Compliance	MS	MS			
	Special Education: Performance	N/A	DNMS			

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

STATE AND FEDERAL ACADEMIC PERFORMANCE

Federal Accountability Rating

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

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

The school's Federal Report Card rating of Does Not Meet Expectations reflects performance below state-established accountability targets across most measured indicators, including academic achievement, academic growth, achievement gap closure, and chronic absenteeism. Proficiency rates remained low in E/LA and math. Similarly, growth measures indicate that many students have not yet achieved the rate of academic progress necessary to meet state expectations, particularly in mathematics.

However, the accountability results should be interpreted within the context of the school's unique student population. Approximately 70% of enrolled students are identified as English Learners, making the school one of the highest-concentration English Learner populations in the state. As a result, many students are simultaneously developing English language proficiency while being expected to demonstrate mastery of grade-level academic content on state assessments administered in English. Traditional accountability measures, particularly those emphasizing proficiency rates, may not fully capture the academic and linguistic growth occurring among students who are still acquiring English.

Notably, the school earned a Meets Expectations rating in the area of Progress in Achieving English Language Proficiency, with 35.0% of English Learners meeting growth targets or achieving proficiency. This result suggests that the school's language acquisition supports are producing measurable progress for a substantial portion of its multilingual learners, even as overall academic outcomes remain below state benchmarks.

While the report card identifies significant opportunities for improvement in academic achievement, student growth, achievement gap closure, and attendance, the school's English Learner results provide evidence that students are making progress in acquiring the language skills necessary to access rigorous academic content. Consequently, the Federal Report Card should be considered alongside additional measures of student success, particularly those related to language development and longitudinal academic growth. Based on the information released by the Federal Department of Education, Timothy L Johnson Academy (TLJA) receives a rating of **Does Not Meet Standard** based on the school's Accountability Plan Performance Framework.

Progress Towards Proficiency on State Summative Assessment: 3-8

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).

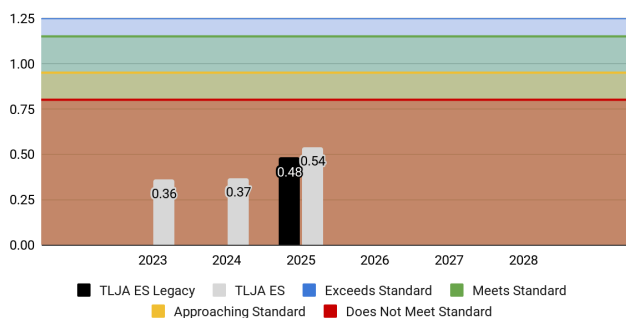
Students included in the percentage used for comparison are legacy students. A legacy student is defined as having attended the school for a minimum of three years. Data is collected from the previous school year. The rubric for this measure is as follows:

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.

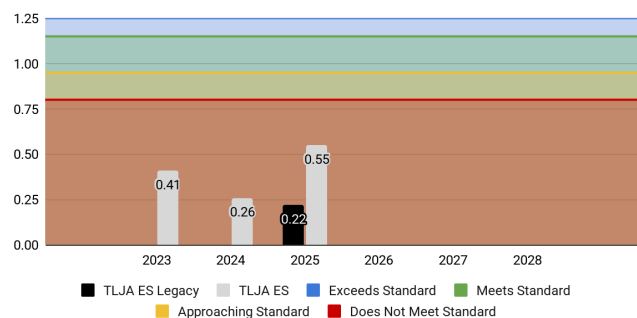
Students in grades three through five at TLJA ES participated in Indiana's state summative assessment, the Indiana Learning Evaluation Assessment Readiness Network (ILEARN) test. ILEARN is administered each spring to measure grade-level standard proficiency and annual growth for students in grades three through eight. All data utilized in this measure's review is from the 2024-25 school year.

The following graphs illustrate the historical trends of the school and state passing rates throughout the school's current charter term defined within this review.

TLJA Progress towards Proficiency on State Summative Assessment: E/LA
Charter Term: 2024-2039



TLJA Progress Towards Proficiency on State Summative Assessment: Math
Charter Term: 2024-2039



English/Language Arts: The school's E/LA performance earned a WCI of 0.54. While proficiency rates remain below expected levels, the data demonstrate notable improvement over time, with the school's overall WCI increasing from 0.36 in 2023 and 0.37 in 2024 to 0.54 in 2025. The school's student population includes a high concentration of students traditionally associated with lower statewide proficiency rates, including students eligible for free or reduced-price lunch (83%), Black students (79%), and English Learners (68%). Among these groups, English Learners demonstrated the strongest relative performance, earning a subgroup WCI of 0.71, the highest among all measured subgroups.

English Learners achieved a proficiency rate of 16.4%, exceeding the statewide proficiency rate of 12.7% for comparable English Learners. This suggests the school's instructional model may be effectively supporting language acquisition and literacy development among multilingual learners. In contrast, students with disabilities demonstrated the largest performance gap relative to statewide peers, earning a WCI of 0.37 and recording no students proficient on the assessment. While the school's overall performance remains below authorizer expectations, the positive trend in reading outcomes and the comparatively strong performance of English Learners provide evidence of emerging strengths within

the educational program. The average annual growth over time was 0.09. Therefore, the school receives a rating of **Meets Standard**.

Math: The school's mathematics performance earned a WCI of 0.55. Similar to E/LA, math outcomes have improved over time, with the school's WCI increasing from 0.26 in 2024 to 0.55 in 2025 after previously reaching 0.41 in 2023. The school's large English Learner population again demonstrated relatively strong performance compared to similar students statewide.

English Learners, who comprise approximately 68% of enrollment, achieved a proficiency rate of 17.2%, compared to a statewide proficiency rate of 18.2% for comparable English Learners, resulting in a subgroup WCI of 0.62. This suggests that mathematics performance among English Learners is approaching expected levels relative to comparable peers and exceeds the performance demonstrated by several other student groups within the school. Students eligible for free or reduced-price lunch earned a WCI of 0.51, while students with disabilities again demonstrated the greatest area of concern, earning a WCI of 0.37 with no students achieving proficiency.

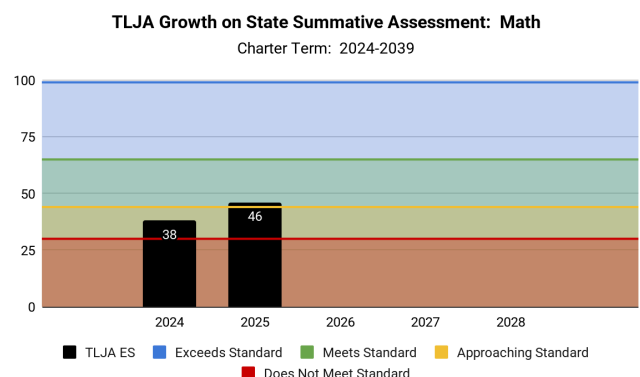
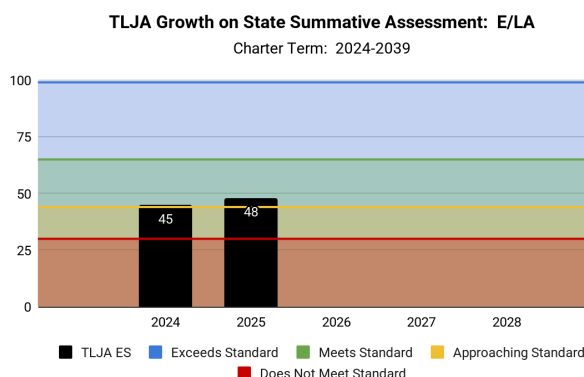
Although mathematics outcomes remain below the threshold required to meet authorizer expectations, the school's performance indicates greater success in serving its English Learner population than is reflected by overall proficiency rates alone. Continued focus on accelerating achievement for all student groups, particularly students with disabilities, will be necessary to move performance closer to expected levels. The average annual growth over time was 0.07. Therefore, the school receives a rating of **Meets Standard**.

Growth on State Summative Assessment: 3-8

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.

The Median Growth Percentile (MGP) is calculated utilizing individual Student Growth Percentiles (SGP) and finding the median, or midpoint, of those numbers. An SGP describes the relationship between the student's previous scores and their current year's score and compares that difference to the same student's academic peers. An academic peer is defined as a student in the same grade who had similar scores on previous assessments. The MGP indicates how the school grew its students as well as or better than other schools that serve similar achieving students. The following graphs illustrate the MGP trends throughout the school's current charter term defined within this review.



English/Language Arts: The school's E/LA growth results demonstrate that students are making academic progress at a rate comparable to similarly achieving peers across the state. The school's MGP increased from 45 in 2024 to 48 in 2025, placing performance within the Meets Standard range in both years. An MGP of 48 indicates that the median student achieved greater academic growth than 48 percent of their academic peers statewide, reflecting growth that is generally consistent with expected progress. The upward trend between 2024 and 2025 suggests that instructional practices and academic support are helping students make incremental gains in reading achievement. While proficiency outcomes remain below state expectations, the growth data indicate that students are progressing academically and that the school is beginning to demonstrate the capacity to accelerate student learning. As a result, the school receives a **Meets Standard**.

Math: The school's math growth results show meaningful improvement over the charter term. The school's MGP increased from 38 in 2024 to 46 in 2025, moving from the Approaching Standard range into the Meets Standard range. This increase suggests that students made stronger academic gains in mathematics during the most recent year than in prior years and are now progressing at a rate comparable to similarly achieving students statewide. An MGP of 46 indicates that the median student achieved greater growth than 46 percent of their academic peers, reflecting growth that is slightly above the threshold required to meet expectations. Although math proficiency remains below desired levels, the improvement in growth outcomes provides evidence that instructional efforts are positively impacting student learning. Based on the most recent results, the school receives a **Meets Standard** rating.

Collectively, the growth data indicate that the school is making progress in supporting student academic development, particularly when considered alongside the unique needs of its student population. While overall proficiency rates remain below authorizer expectations, students are demonstrating growth that is comparable to or exceeds that of similarly achieving peers statewide. The improvement observed in both E/LA and math suggests that instructional strategies and academic supports are contributing to increased student learning outcomes. Given that approximately 70% of the school's students are identified as English Learners, the growth results provide important evidence that students are making meaningful academic progress while simultaneously developing English language proficiency. Although continued efforts are needed to translate this growth into higher levels of academic achievement and proficiency, the school's growth performance demonstrates that students are moving in a positive direction and that the educational program is producing measurable academic gains.

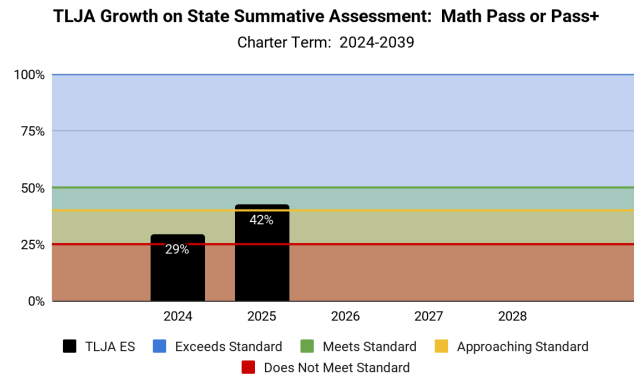
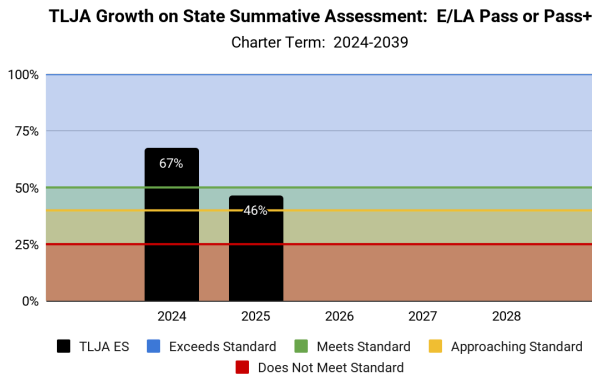
Passing Status Growth on State Summative Assessment

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

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

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 50.0% of students with a previous status of 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.

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



English/Language Arts: The school's E/LA Pass/Pass+ growth results indicate that 46% of previously proficient students demonstrated a SGP of at least 45 in 2025. This result suggests that nearly half of students who had previously met proficiency expectations continued to make growth at a rate sufficient to maintain or strengthen their academic standing relative to similarly achieving peers. While the percentage declined from 67% in 2024, the school remained within the Meets Standard range, indicating that a substantial proportion of proficient students continue to demonstrate growth consistent with ongoing academic success. The results suggest that the school is generally effective in supporting students who have already achieved proficiency, although additional efforts may be needed to increase the percentage of students maintaining strong growth trajectories over time. The school receives a rating of **Meets Standard**.

Math: The school's math Pass/Pass+ growth results improved notably during the most recent year, with 42% of previously proficient students demonstrating a SGP of at least 45 in 2025. This represents a substantial increase from 29% in 2024 and indicates that a larger proportion of proficient students are maintaining growth levels necessary to sustain or strengthen their academic performance. The improvement suggests that the school's math program is becoming more effective at supporting continued growth among students who have already demonstrated proficiency. While there remains room for additional improvement, the upward trend provides evidence that more students are remaining on a trajectory toward continued academic success. The school receives a rating of **Meets Standard**.

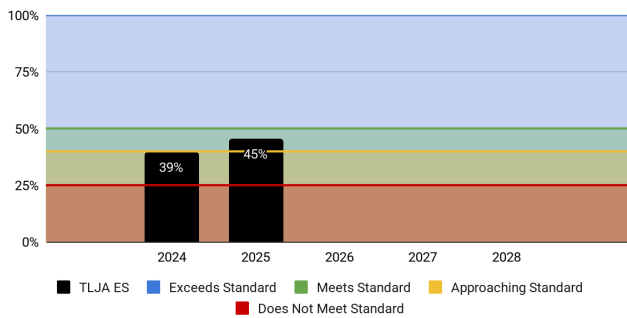
Collectively, the Pass/Pass+ growth results indicate that the school is generally successful in supporting previously proficient students as they work to maintain academic achievement. Both E/LA and math earned Meets Standard ratings, demonstrating that a substantial proportion of students who have already reached proficiency continue to make growth comparable to or greater than similarly achieving peers statewide. While E/LA declined from the prior year and math improved considerably, both subjects remain within the authorizer's expected performance range. These results suggest that the school has established systems that help many proficient students maintain academic momentum, though continued focus on increasing the percentage of students demonstrating strong growth could further strengthen outcomes.

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

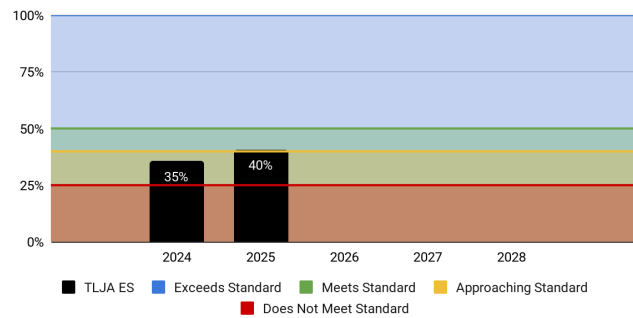
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 50.0% of students with a previous status of Did Not Pass have an SGP of at least 55.	40.0-50.0% of students with a previous status of Did Not Pass have an SGP of at least 55.	25.0-39.9% of students with a previous status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

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

TLJA Growth on State Summative Assessment: E/LA Did Not Pass
Charter Term: 2024-2039



TLJA Growth on State Summative Assessment: Math Did Not Pass
Charter Term: 2024-2039



English/Language Arts: The school's E/LA growth results for students who previously did not demonstrate proficiency indicate that 45% of students with a prior Did Not Pass status achieved a SGP of at least 55 in 2025, earning a Meets Standard rating. This result represents an improvement from 39% in 2024 and suggests that a growing proportion of struggling students are making accelerated academic progress relative to similarly achieving peers statewide. Because an SGP of 55 reflects growth above the state median, these results indicate that many previously non-proficient students are progressing at a rate that supports movement toward future proficiency. The positive trend suggests that instructional supports and interventions are helping students close academic gaps and make meaningful gains in literacy achievement. While opportunities remain to accelerate growth for a larger percentage of students, the school has demonstrated success in supporting academic progress among students who entered below proficiency expectations. The school receives a rating of **Meets Standard**.

Math: The school's math growth results for students who previously did not demonstrate proficiency indicate that 40% of students with a prior Did Not Pass status achieved a SGP of at least 55 in 2025. This reflects an improvement from 35% in 2024 and suggests that an increasing percentage of struggling students are making accelerated growth compared to their academic peers statewide. While a majority of previously non-proficient students have not yet reached the accelerated growth benchmark, the upward trend demonstrates progress in the school's efforts to support students who require the greatest academic intervention. The results indicate that many students are making gains at a rate that could support movement toward proficiency over time, providing evidence that instructional strategies and targeted supports are contributing to improved mathematics outcomes. The school receives a rating of **Meets Standard**.

Collectively, the growth results for students with a prior Did Not Pass status indicate that the school is making progress in accelerating learning for students who enter below proficiency expectations. Both E/LA and math earned Meets Standard ratings, demonstrating that a substantial proportion of previously non-proficient students are achieving growth levels that exceed those of similarly achieving peers statewide. Additionally, both subjects showed improvement from the prior year, suggesting that academic interventions and instructional supports are becoming increasingly effective. While continued efforts are needed to increase the percentage of students demonstrating accelerated growth, the results provide evidence that many struggling students are making meaningful progress toward grade-level expectations and future proficiency.

Comparison to Local Schools

Education One compares its public charter schools to surrounding traditional and/or charter public schools that serve students with similar demographics and are within 10 miles of the school's location to ensure a quality choice is being provided to the community. The Weighted Comparative Index (WCI) approach is useful when comparing a school to nearby schools as it reflects how well a school is doing compared to others serving a similar community. It helps surface meaningful differences in student outcomes across schools that look alike demographically but may use different approaches. Data is collected from the previous school year.

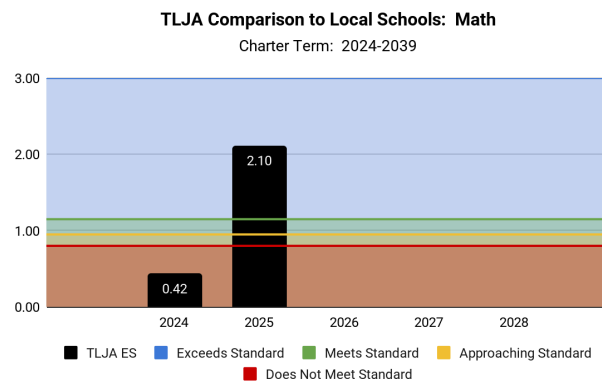
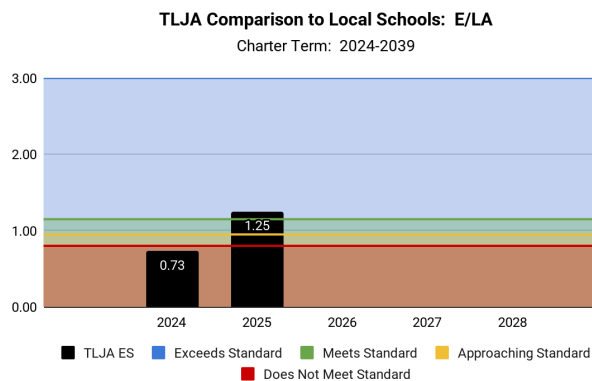
The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school is outperforming comparison schools with a WPI of 1.05 and above.	The school is performing on par with comparison schools with a WPI of 0.95-1.049.	The school is performing slightly below comparison schools with a WPI of 0.85 and 0.949.	The school is performing noticeably below comparison schools with a WPI of less than 0.85.

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

School Name	English/Learner Population	F/R Lunch Population	SPED Population	Distance from School
Timothy L Johnson	68%	83%	6%	
Prince Chapman Academy	55%	82%	11%	2.4 miles
Levan R. Scott Academy	43%	78%	19%	1.2 miles
Merle J Abbett Elementary School	52%	78%	12%	1.3 miles
Adams Elementary	33%	78%	24%	2.6 miles

The following graphs and tables illustrate the performance measures that TLJA performed on par with the aforementioned local schools, which are highlighted in green.



School Name	E/LA WPI	Math WPI
Average	1.25	2.01
Prince Chapman Academy	1.12	0.95
Levan R. Scott Academy	1.02	1.60
Merle J Abbett Elementary School	1.62	3.83
Adams Elementary	1.23	1.65

English/Language Arts: TLJA earned a WPI of 1.25 in 2025, a substantial improvement from 0.73 in 2024 and a performance level that falls within the Exceeds Standard range. The school's WPI exceeded those of Prince Chapman Academy (1.12), Levan R. Scott Academy (1.02), and Adams Elementary (1.23), while remaining below Merle J. Abbett Elementary School (1.62). These results indicate that TLJA Elementary is outperforming most nearby schools serving comparable student populations and is providing a competitive educational option for families within the community. The significant improvement from the prior year suggests that the school's instructional program is becoming increasingly effective at supporting student achievement relative to local peers. As a result, the school receives an **Exceeds Standard** rating for this measure.

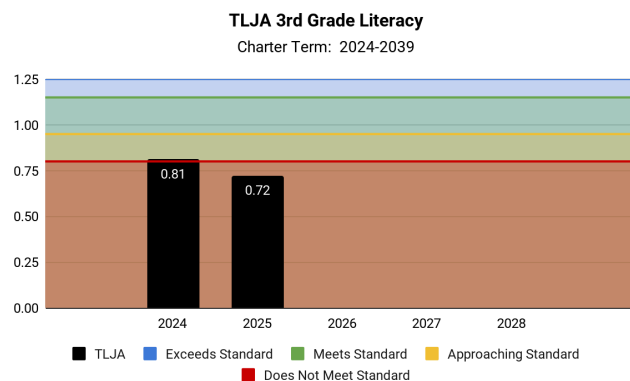
Math: TLJA earned a WPI of 2.10 in 2025, representing a dramatic increase from 0.42 in 2024 and significantly exceeding the threshold required for an Exceeds Standard rating. The school's math performance surpassed that of all identified

comparison schools, including Merle J. Abbett Elementary School (3.83 being the only higher-performing outlier in the comparison group average table) and substantially exceeded Prince Chapman Academy (0.95), Levan R. Scott Academy (1.60), and Adams Elementary (1.65). These results indicate that TLJA is not only performing on par with nearby schools serving similar student populations but is outperforming most local comparison schools in mathematics. Given the school's large English Learner and economically disadvantaged populations, the results provide strong evidence that students are achieving outcomes that compare favorably to those of neighboring schools facing similar demographic challenges. The substantial year-over-year improvement further demonstrates the effectiveness of the school's instructional strategies and academic supports. As a result, the school receives an **Exceeds Standard** rating for this measure.

3rd Grade Literacy

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

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The average WCI is greater than or equal to 1.05. OR The average annual growth in WCI over time is greater than or equal to 0.11	The average WCI is between 0.95-1.049. OR The average annual growth in WCI over time is between 0.05 and 0.109.	The average WCI is between 0.85-0.949. OR The average annual growth in WCI over time is between 0.01 and 0.049.	The average WCI is less than 0.85. OR The average annual growth in WCI over time is less than 0.01.



To ensure a fair evaluation of school performance, Education One utilizes a Weighted Comparative Index (WCI), which adjusts expectations based on the demographic characteristics of the students served and compares outcomes to similar student populations across the state. In 2024-25, TLJA earned an IREAD-3 WCI of 0.72, a decline from 0.81 in 2023-24. While the school demonstrated a 61.0% overall passing rate on the assessment, performance remained below the level expected when compared to similar student populations statewide.

A closer review of subgroup performance reveals important distinctions in student outcomes. The school's largest student group, English Learners, who comprise 74% of tested students, achieved a passing rate of 65.6%, compared to a statewide passing rate of 70.8% for comparable English Learners. This resulted in the school's strongest subgroup performance and a WCI of 0.81, indicating that English Learner outcomes were relatively close to statewide expectations. These results suggest that the school's literacy and language development supports are helping many multilingual learners achieve reading proficiency despite the additional challenge of acquiring English language skills.

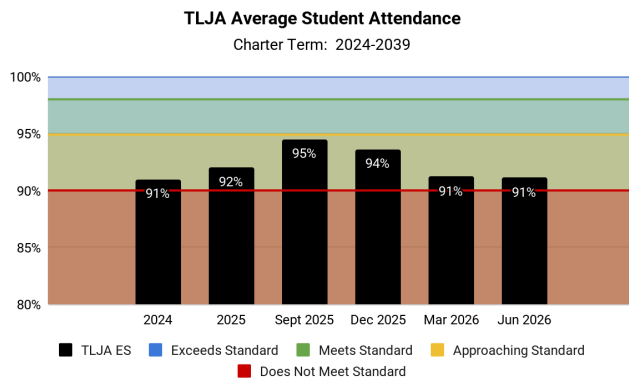
In contrast, Black students achieved a passing rate of 50.0%, substantially below the statewide passing rate of 76.1% for comparable students, resulting in a WCI of 0.66. Similarly, students with disabilities demonstrated a passing rate of only 14.3%, compared to a statewide passing rate of 64.6%, highlighting another area where additional intervention and support may be necessary.

Reading proficiency by third grade is widely recognized as one of the most important predictors of future academic success. Students who enter fourth grade reading proficiently are better positioned to access increasingly complex content across all subject areas, while students who do not meet this benchmark often face ongoing academic challenges. Although the school's English Learner population is performing relatively close to statewide expectations, continued efforts to improve outcomes for Black students, students with disabilities, and other historically underserved student groups will be critical to increasing overall literacy achievement and ensuring more students are prepared for future academic success. The school receives a rating of **Does Not Meet Standard**.

Average Student Attendance

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

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school's calculated attendance is between 98.0-100%	The school's calculated attendance is between 95.0-97.9%	The school's calculated attendance is between 90.0-94.9%.	The school's calculated attendance is less than 90.0%



The school has maintained a relatively consistent attendance rate over the past three years; however, attendance remains below the state benchmark of 95%. While attendance continues to be an area for improvement, the results should be considered within the context of the unique student population served by the school.

A significant portion of the school's students are English Learners and come from refugee or recently resettled families who may be navigating a variety of challenges associated with adapting to a new country, educational system, language, and community. In many cases, families may arrive with different cultural understandings of school attendance expectations,

illness-related absences, transportation systems, and the long-term academic implications of missed instructional time. Recognizing these challenges, the school has intentionally worked to build relationships with families, provide culturally responsive communication, and educate parents and caregivers about the importance of regular school attendance and its connection to academic success.

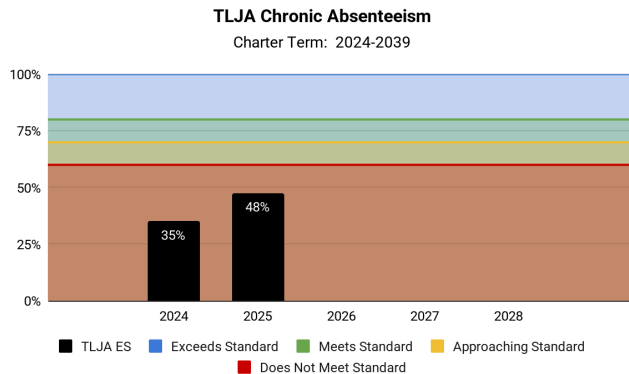
School leadership and staff continue to engage families through outreach efforts, translation and interpretation services, family education opportunities, and ongoing communication designed to reinforce attendance expectations while remaining responsive to the unique circumstances faced by refugee and multilingual communities. These efforts reflect the school's commitment to partnering with families and addressing barriers that may impact student attendance. The school receives a rating of **Approaching Standard**.

Addressing Chronic Absenteeism

Student attendance, on a federal level, measures whether students are considered "model attendees" by either demonstrating persistent attendance or improved attendance during the school year. Persistent attendance is defined as having at least a 96% attendance rate. Improved attendance is defined as improving the student's attendance rate by at least three percentage points from the prior school year to the current. The school receives an overall rating for this

measure at the end of the year based on data submitted to the IDOE and ESSA goals created by the state of Indiana. The rubric for this indicator is as follows:

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



In 2024-25, 48% of students were identified as model attendees, an increase from 35% in 2023-24. While this represents modest improvement, the school's performance remains below the 60% threshold required to meet authorizer expectations.

Although the percentage of model attendees remains below desired levels, the results should be considered within the context of the unique student population served by the school. A significant portion of students come from refugee, immigrant, and multilingual families who may be navigating challenges associated with resettlement, transportation, healthcare access, housing stability, employment demands,

and adaptation to a new educational system. Additionally, many families arrive from countries where attendance expectations, school accountability systems, and the long-term academic impact of absences may differ substantially from those in the United States. These factors can create barriers to consistent attendance that extend beyond the school's direct control.

Recognizing these challenges, the school has made intentional efforts to support families through culturally responsive engagement strategies, multilingual communication, translation and interpretation services, and ongoing outreach designed to strengthen family understanding of attendance expectations and their connection to student success. School staff continue to work closely with families to address attendance barriers, build trust, and reinforce the importance of consistent school participation while remaining sensitive to the unique experiences and needs of refugee and newcomer communities.

The large increase in the percentage of model attendees suggests that these efforts are having a positive impact. However, the data also indicate that a majority of students have not yet met the state's definition of a model attendee through either persistent attendance or meaningful year-over-year improvement. Because regular attendance is closely linked to academic achievement, language acquisition, social-emotional development, and long-term student success, continued focus on attendance interventions, family education, and barrier reduction will be critical. The school receives a rating of **Does Not Meet Standard**.

English Learners

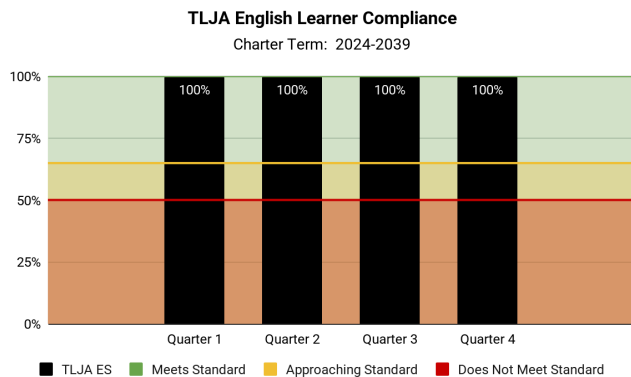
English Learner Compliance: To ensure that laws and requirements are being upheld and students who are English Learners (EL) are being serviced appropriately, Education One conducts an EL compliance check quarterly, looking for the following components:

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

and effective practices relating to services being provided.

The rubric for this measure is as follows:

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



The school demonstrated a strong commitment to serving its English Learner population by meeting 100% of English Learner compliance requirements during each quarterly review conducted throughout the school year. This performance is particularly noteworthy given that English Learners comprise a substantial majority of the school's student population. Maintaining full compliance while serving such a large number of multilingual learners reflects well-established systems, strong organizational capacity, and a clear commitment to ensuring students receive the services and supports required under state and federal law.

Throughout the year, the school consistently demonstrated evidence that Individual Learning Plan (ILP) goals were current and appropriately documented, required meetings and processes were completed in compliance with legal requirements, classroom teachers were informed of student needs and accommodations, and English Learner services were implemented with fidelity. Quarterly reviews also confirmed that staffing levels remained sufficient to support students and that staff received ongoing professional development to strengthen their understanding of effective practices for serving multilingual learners.

The school's consistent compliance is particularly significant because it extends beyond procedural requirements and reflects an intentional effort to build systems capable of supporting a diverse and linguistically rich student population. Schools serving large numbers of refugee, immigrant, and multilingual students often face complex challenges related to language acquisition, cultural responsiveness, family engagement, and service delivery. The school's ability to maintain full compliance throughout the year demonstrates that leadership has established effective processes to ensure students receive the supports necessary to access the curriculum and make progress toward English language proficiency.

While compliance alone does not guarantee academic success, it provides an important foundation for student achievement by ensuring that English Learners receive appropriate services, accommodations, and instructional supports. The school's consistent performance on this measure reflects a strong understanding of its responsibilities to multilingual learners and a commitment to implementing those responsibilities with fidelity. As a result, TLJA receives a rating of **Meets Standard**.

English Language Performance: Education One recognizes that multilingual learners (MLs), particularly English Learner (EL) students, often face a complex array of challenges that extend beyond the process of English language acquisition. These challenges can significantly affect academic outcomes. As such, the approach to evaluating TLJA's program effectiveness for English Learners goes beyond compliance or standardized growth metrics. It is grounded in a holistic, student-centered framework that considers each learner's unique context.

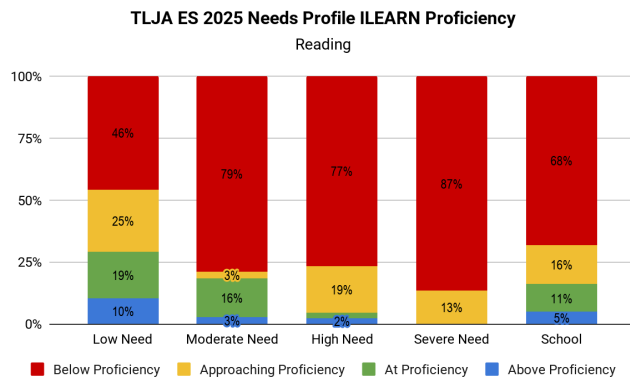
To ensure performance expectations are aligned to student needs, Education One utilizes the Needs Profile Rubric. This structured tool assesses a range of non-academic barriers that impact learning, such as attendance patterns, family responsibilities, English exposure at home, and cultural or academic assimilation. Each student is assigned a Need Profile Identifier (Low, Moderate, High, or Severe) based on their weighted score from the rubric. This allows for a differentiated approach to measuring student growth. The Needs Profile Rubric supports the school in identifying how environmental, familial, and linguistic variables intersect to shape a student's academic readiness and progress. By integrating these dimensions, the school is held accountable not only for student performance, but for creating responsive, targeted supports that meet learners where they are.

The framework does not assume equal conditions for all students. For example, a student categorized as "Severe Need" may have significant caregiving responsibilities at home, no exposure to English, and less than a year in U.S. schools. Expecting this student to demonstrate the same pace of language acquisition as a "Low Need" peer would be misleading. The tiered rubric provides a meaningful way to track school-level program success while maintaining high and appropriate expectations across need profiles. The rubric for this measure is as follows:

Student growth in English proficiency is then evaluated by the Median Growth Percentiles from the Indiana Learning Evaluation Assessment Readiness Network (ILEARN). The rubric is as follows:

	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
Low Need	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.
Moderate Need	40.0% 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.	25.0-39.9% 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.	15.0-24.9% 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 15.0% of English Language Learners in grades 3-8 were approaching, meeting, or exceeding proficiency on the ELA portion of the state summative assessment.
High Need	35.0% 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.	20.0-34.9% 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.	10.0-19.9% 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 10.0% of English Language Learners in grades 3-8 were approaching, meeting, or exceeding proficiency on the ELA portion of the state summative assessment.
Severe Need	30.0% 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.	15.0-29.9% 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.	5-14.9% 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 5.0% of English Language Learners in grades 3-8 were approaching, meeting, or exceeding proficiency on the ELA portion of the state summative assessment.

Needs Profile Proficiency			
	Population %	Approaching, Meeting, or Exceeding Proficiency on ILEARN	Rating
Low Need	33%	54%	✓
Moderate Need	26%	21%	✗
High Need	30%	23%	✓
Severe Need	10%	13%	✗
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard			



Results indicate that the school is achieving mixed outcomes across need categories. Students identified as Low Need, who comprise approximately 33% of the multilingual learner population, demonstrated strong performance, with 54% approaching, meeting, or exceeding proficiency on the ELA assessment, earning an Exceeds Standard rating. Similarly, students identified as High Need, who represent approximately 30% of the population, achieved a proficiency rate of 23%, earning a Meets Standard rating and demonstrating that many students facing substantial barriers are making meaningful academic progress.

However, performance was less consistent among other student groups. Students identified as Moderate Need achieved a proficiency rate of 21%, resulting in an Approaching Standard rating, while students classified as Severe Need achieved a proficiency rate of 13%, also earning an Approaching Standard rating. Although these students are demonstrating some success, the results suggest that additional supports may be necessary to accelerate language acquisition and academic achievement for students facing the most significant barriers.

The distribution of students across need profiles provides important context for interpreting these results. Approximately 40% of multilingual learners fall within the Moderate Need and Severe Need categories, indicating that a substantial portion of the student population faces challenges that may impact academic performance beyond language acquisition alone. These challenges may include limited English exposure outside of school, interrupted formal education, family responsibilities, attendance concerns, or recent arrival to the United States.

Additionally, this measure evaluates students in grades 3 through 5, when academic expectations shift from learning foundational literacy skills to applying reading and writing skills across increasingly complex content. For multilingual learners who are simultaneously developing English proficiency and mastering grade-level academic standards, demonstrating proficiency on the state assessment can present an additional challenge. As a result, the performance of students in the High Need and Severe Need categories should be considered within the context of both their language acquisition journey and the increasing academic demands associated with upper elementary grades.

While performance was not consistent across all need profiles, the results demonstrate that many multilingual learners are successfully accessing grade-level content despite significant linguistic and environmental barriers. Given that these outcomes are based on state assessments administered in grades 3–5, the school's ability to achieve Meets or Exceeds ratings for more than half of its multilingual learner population provides evidence that its instructional model is supporting both language development and academic achievement for many students. However, additional attention will be needed to accelerate outcomes for Moderate Need and Severe Need learners to ensure more consistent success across all student groups. The school receives a rating of **Meets Standard**.

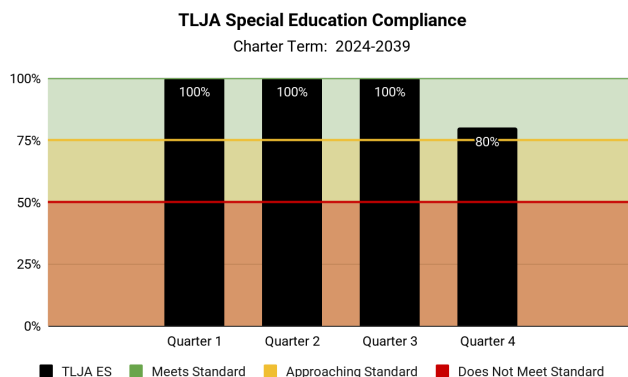
Special Education

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

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

The rubric for this sub-indicator is as follows:

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



The school has demonstrated a strong commitment to meeting the needs of students with disabilities through the consistent implementation of systems designed to ensure compliance with state and federal special education requirements. Throughout the 2024-25 school year, Education One conducted quarterly compliance reviews examining key components of special education programming, including IEP development and implementation, legal compliance, service delivery, staff capacity, disciplinary practices, and communication of student support to classroom teachers.

During the first three quarters of the school year, the school achieved 100% compliance across all reviewed indicators, demonstrating well-established systems and a strong understanding of special education requirements. Quarterly reviews confirmed that IEP goals were current and appropriately documented, required case conference meetings were conducted in accordance with applicable laws, interventions and accommodations were communicated effectively to staff, and services were implemented with fidelity. Reviews also found that staffing ratios remained appropriate to meet student needs and that staff received ongoing professional development to support effective service delivery.

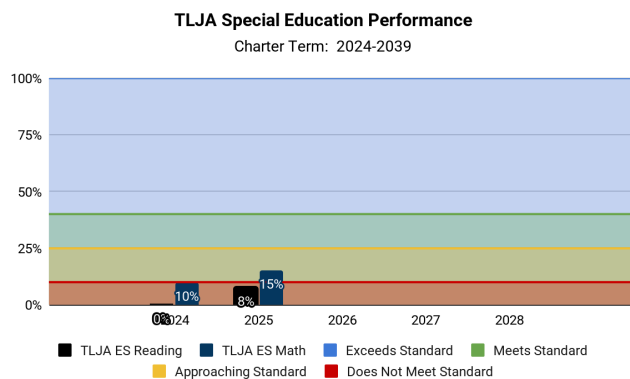
During the fourth quarter, the school achieved 80% compliance, reflecting a minor decrease in performance while still maintaining a level well above the threshold required to meet authorizer expectations. Despite this decline, the school continued to demonstrate compliance across the vast majority of reviewed indicators and maintained systems that support the effective implementation of special education services. Importantly, there were no systemic concerns identified that would suggest widespread deficiencies in the school's special education program.

The consistency of compliance results throughout the year is particularly noteworthy given the complexity of special education requirements and the individualized nature of services provided to students. Maintaining high levels of compliance requires strong organizational systems, effective collaboration among staff, ongoing monitoring, and a commitment to ensuring students receive the supports and services outlined in their Individualized Education Programs.

While compliance alone does not guarantee positive academic outcomes, it provides an essential foundation for student success by ensuring that students with disabilities have equitable access to instruction, interventions, accommodations, and specialized supports. The school's performance demonstrates a sustained commitment to fulfilling its legal obligations and implementing systems designed to support the unique needs of students with disabilities. Based on evidence collected throughout the school year, TLJA MS receives a rating of **Meets Standard** for this measure.

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.



During the 2024-25 school year, the school served 17 students with IEPs, representing approximately 4.3% of the overall student population. Results indicated that 8% of students with disabilities were approaching, meeting, or exceeding proficiency in E/LA, while 15% demonstrated proficiency or near-proficiency in math. When reading and mathematics performance were averaged, 8.5% of students with disabilities were approaching, meeting, or exceeding proficiency on the state summative assessment, resulting in a **Does Not Meet Standard** rating according to the Accountability Plan Performance Framework.

While the overall results remain below authorizer expectations, the data do show modest improvement over the prior year. In 2024, no students with disabilities demonstrated proficiency or near-proficiency in E/LA, and only 10% did so in math. The increase in both reading and math outcomes suggests that some students are beginning to make progress toward grade-level expectations. Given the relatively small size of the subgroup, individual student performance can significantly influence year-to-year results; however, the data nevertheless indicate that many students with disabilities continue to experience challenges in achieving academic proficiency.

Given the school's broader student population, which includes a high percentage of multilingual learners, some students with disabilities may be navigating both language acquisition and disability-related learning needs simultaneously. As a result, academic progress may require targeted interventions that address both linguistic and instructional barriers. Continued emphasis on individualized instruction, evidence-based interventions, progress monitoring, and collaboration between special education and multilingual learner staff will be critical to accelerating achievement for this student group.

Although the subgroup remains relatively small, the results highlight an important area for continued improvement. The modest gains observed over the past year provide some evidence of progress, but additional work is needed to ensure that more students with disabilities are approaching, meeting, or exceeding grade-level standards. As a result, the school receives a **Does Not Meet Standard** rating for this measure.

LOCAL ACADEMIC PERFORMANCE

Instruction

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

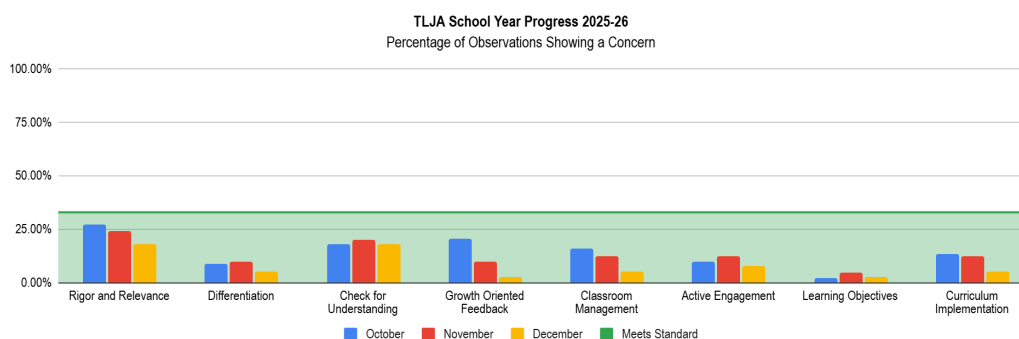
- **Rigor and Relevance:** Instructional delivery possesses the appropriate level of rigor and relevance, whereas rigor is defined as complexity and relevance is defined as culturally affirming.
- **Differentiated Instruction:** Differentiation in a classroom refers to the practice of tailoring instruction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

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

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

The rubric for this measure is as follows:

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



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

Any area that had 50% or more classrooms exhibiting misalignment to the best practice were recommended as areas of focus and improvement with the school leadership team at the site visit and to the Board of Directors during regularly scheduled board meetings.

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

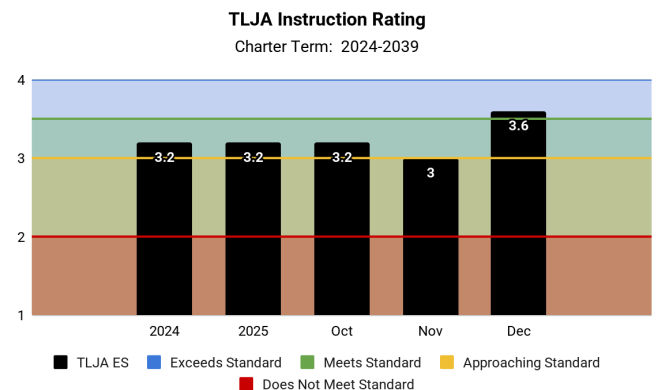
	October	November	December
Rigor + Relevance	27%	24%	17.9%
Differentiation	9%	10%	5.1%
Checks for Understanding	18%	20%	17.9%
Growth Oriented Feedback	20%	10%	2.6%
Classroom Management	16%	13%	5.1%
Active Engagement	10%	13%	7.7%
Learning Objectives	2%	5%	2.6%
Curriculum Implementation	14%	13%	5.1%

The school demonstrates a consistent foundation of well-managed classrooms, where clear expectations, strong teacher presence, and attentive student behavior contribute to a focused learning environment. Teachers utilize a variety of instructional methods and provide specific, actionable feedback, supporting student understanding across diverse learning needs. There is also emerging evidence of rigor across grade levels, with both teachers and students demonstrating awareness of varying levels of cognitive demand within lessons.

A clear trend across observations is the presence of strong instructional structures paired with developing systems for rigor and responsiveness. While shifts in intellectual demand are evident, there is an opportunity to strengthen the consistency and intentionality of scaffolding, questioning, and checks for understanding to ensure all students are supported in accessing rigorous content. Additionally, building more systematic approaches to using real-time data from checks for understanding will enhance teachers' ability to adjust instruction and grouping in the moment.

Based on the school's federal, state, and local academic measure outcomes, the school was identified as a Tier IIa school, receiving site visits on a quarterly basis during the 2025-26 school year. The 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, TLJA receives a rating of **Meets Standard** with an average instruction rating of 3.3 points.



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	70.0-79.9% of students demonstrate grade level proficiency standards or met	60.0-69.9% of students demonstrate grade level proficiency standards or met	Less than 60.0% of students demonstrate grade level proficiency standards or met

growth targets.	growth targets.	growth targets.	growth targets..
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During the 2025-26 school year, TLJA utilized the Northwest Evaluation Association (NWEA) tool Measures of Academic Progress (MAP) and Indiana Checkpoints. This computer adaptive assessment evaluates students in reading and math and is aligned to grade level standards. Results were consistently collected, analyzed, and discussed after each testing window to identify areas of improvement and celebration.

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

Progress Towards Proficiency: Reading							
	Baseline Proficiency Fall of 2025	Mid-Year Proficiency Winter of 2025	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2026	End of Year Progress Towards Proficiency	Rating
Kindergarten	35%	31%	51%	✓	45%	52%	✓
First	35%	37%	54%	✓	38%	61%	✓
Second	41%	47%	70%	✓	54%	70%	✓
School	37%	38%	58%	✓	45%	61%	✓
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard							

Progress Towards Proficiency: Reading						
	TLJA ES			Indiana		
	Checkpoint One	Checkpoint Two	Checkpoint Three	Checkpoint One	Checkpoint Two	Checkpoint Three
Third	13%	19%	20%	25%	34%	38%
Fourth	6%	9%	11%	34%	37%	43%
Fifth	11%	16%	14%	34%	39%	37%
School	10%	14%	15%	N/A	N/A	N/A
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard						

Progress Towards Proficiency: Math							
	Baseline Proficiency Fall of 2025	Mid-Year Proficiency Winter of 2025	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2026	End of Year Progress Towards Proficiency	Rating
Kindergarten	30%	47%	66%	✓	65%	77%	✓
First	41%	44%	66%	✓	45%	52%	✓
Second	28%	46%	63%	✓	47%	68%	✓
School	33%	46%	65%	✓	52%	65%	✓
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard							

Progress Towards Proficiency: Math						
	TLJA ES			Indiana		
	Checkpoint One	Checkpoint Two	Checkpoint Three	Checkpoint One	Checkpoint Two	Checkpoint Three
Third	10%	26%	20%	45%	43%	48%
Fourth	13%	5%	13%	48%	41%	50%
Fifth	14%	20%	12%	42%	41%	44%
School	9%	17%	15%	N/A	N/A	N/A
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard						

Reading: Reading results in grades K-2 demonstrate a strong foundation of student growth and progress toward proficiency. All three grade levels earned ratings consistent with meeting expectations for progress toward proficiency. Kindergarten students increased from 35% baseline proficiency to 45% proficiency by spring, while 52% of students maintained proficiency or met growth targets by the end of the year. First grade demonstrated steady growth, increasing from 35% to 38% proficiency, with 61% of students maintaining proficiency or meeting growth targets. Second grade produced the strongest outcomes, increasing from 41% to 54% proficiency, while 70% of students met growth targets or maintained proficiency throughout the year. Collectively, schoolwide K-2 proficiency increased from 37% to 45%, and 61% of students maintained proficiency or met growth expectations by spring, indicating that a majority of students are progressing toward grade-level reading standards.

In grades 3-5, Indiana Checkpoint results reveal continued challenges with grade-level proficiency, despite some evidence of growth. Third grade demonstrated the strongest performance among upper elementary grades, improving from 13% at Checkpoint One to 20% at Checkpoint Three. Fourth grade increased from 6% to 11%, while fifth grade improved from 11% to 16% before ending the year at 14%. Schoolwide performance increased from 10% to 15% across the three checkpoint windows. While these trends indicate incremental progress, performance remained below statewide results, which ranged from 37% to 43% by Checkpoint Three.

Taken together, the data suggest that the school's strongest reading outcomes are occurring in the primary grades, where students are consistently maintaining proficiency or meeting growth expectations. The contrast between K-2 MAP results and grades 3-5 Checkpoint performance suggests that the school has established effective foundational literacy systems but has not yet fully translated those gains into upper-elementary proficiency outcomes. Given the school's large multilingual learner population, continued emphasis on vocabulary development, language acquisition, reading comprehension, and academic language will be critical to helping students transition from learning foundational reading skills to successfully accessing grade-level content. As Indiana Checkpoints are in their first year of implementation, TLJA receives a rating of **Not Applicable** for this measure.

Math: Mathematics results in grades K-2 indicate strong growth and positive progress toward proficiency across all grade levels. Kindergarten students demonstrated particularly impressive gains, increasing from 30% baseline proficiency to 65% proficiency by spring, while 77% of students maintained proficiency or met growth targets, representing the strongest mathematics performance in the elementary school. First grade increased from 41% to 45% proficiency, with 52% of students maintaining proficiency or meeting growth targets, while second grade improved substantially from 28% to 47% proficiency, with 68% of students meeting growth expectations by year-end. Schoolwide K-2 proficiency increased from 33% to 52%, and 65% of students maintained proficiency or met growth targets, indicating that a majority of students are progressing toward grade-level mathematics standards.

In grades 3-5, Indiana Checkpoint results reveal a more mixed pattern. Third grade demonstrated notable improvement, increasing from 10% at Checkpoint One to 26% at Checkpoint Two before ending the year at 20%. Fifth grade followed a similar trajectory, increasing from 14% to 20% before declining to 12%, while fourth grade experienced greater volatility, decreasing from 13% to 5% before recovering to 13% by the final checkpoint. Schoolwide checkpoint performance increased from 9% to 17% at mid-year before ending at 15%, suggesting that some gains made during the first half of the year were difficult to sustain through the spring assessment window.

The contrast between strong K-2 MAP results and lower grades 3-5 Checkpoint performance suggests that students are developing foundational mathematics skills in the early grades but continue to face challenges when applying those skills to increasingly complex grade-level standards in upper elementary school. Given the school's large population of multilingual learners, continued attention to academic language within mathematics instruction, problem-solving strategies, and vertical alignment across grade levels will be important to ensuring that early gains translate into long-term achievement. Overall, the data demonstrate encouraging growth in the primary grades while highlighting opportunities to strengthen mathematics outcomes in grades 3-5. As Indiana Checkpoints are in their first year of implementation, TLJA receives a rating of **Not Applicable** for this measure.

Historical Proficiency

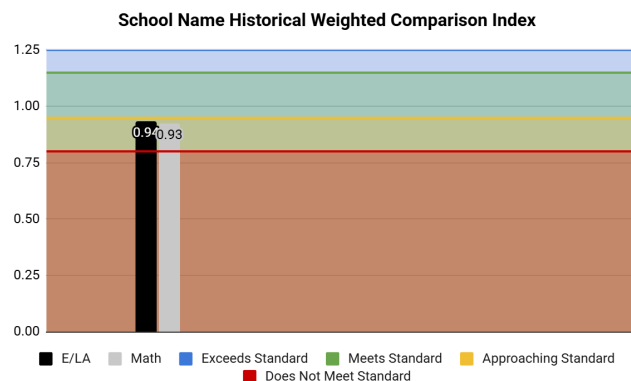
The success of the school's educational model is measured by analyzing how legacy students perform compared to non-legacy students. A legacy student is identified by having attended the school for a minimum of three consecutive years. A Legacy Performance Index (LPI) is used to quantify this relationship 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 table and graphs 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	73%	11%	14%	15%	✗	9%	16%	15%	✗
Non-Legacy	27%	9%	16%	16%	✗	9%	19%	16%	✗
Whole School	100%	10%	15%	15%	✗	9%	17%	15%	✗

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



Reading: At the conclusion of the 2025-26 school year, 15% of legacy students were considered on grade level in reading according to Indiana Checkpoints, compared to 16% of non-legacy students. Because legacy students did not outperform their non-legacy peers, the school earned an LPI of 0.94, resulting in a **Does Not Meet Standard** rating according to the Accountability Plan Performance Framework.

Checkpoint results reveal that legacy students held a slight advantage at the beginning of the year, outperforming non-legacy students at Checkpoint One (11% compared to 9%). However, non-legacy students surpassed legacy students at both Checkpoint Two (16% compared to 14%) and Checkpoint Three (16% compared to 15%). While the differences between groups were relatively small, the data indicate that students who have spent a greater amount of

time in the school's program did not demonstrate stronger reading outcomes than newer students by the end of the year.

The results should be considered within the context of the school's student population. Nearly 70% of students are English Learners, approximately 81% qualify for Free or Reduced Lunch, and more than 70% of students identify as Asian, many of whom are members of multilingual and refugee communities. Subgroup analysis shows that legacy students performed similarly to non-legacy students across nearly every demographic category. Among English Learners, for example, legacy students achieved a reading proficiency rate of 12.6% compared to 13.9% for non-legacy students, while economically disadvantaged students demonstrated proficiency rates of 14.0% and 16.7%, respectively. These findings suggest that the lower LPI is driven less by a significant decline among legacy students and more by the fact that both groups continue to face similar challenges in achieving grade-level proficiency.

While the school's reading proficiency rates remain below desired levels, the relatively narrow gap between legacy and non-legacy students suggests that students are entering and remaining in a learning environment that produces comparable outcomes regardless of tenure. Moving forward, the school's focus should be on accelerating reading achievement for all students while ensuring that students with longer enrollment histories experience stronger cumulative gains over time. Demonstrating a more substantial performance advantage among legacy students will be critical to validating the long-term effectiveness of the school's educational model.

Math: At the conclusion of the 2025-26 school year, 15% of legacy students were considered on grade level in math according to Indiana Checkpoints, compared to 16% of non-legacy students. As a result, the school earned a math LPI of 0.93, resulting in a **Does Not Meet Standard** rating under the Accountability Plan Performance Framework.

Similar to reading, checkpoint results indicate that legacy students maintained only a slight advantage early in the year before being surpassed by non-legacy students as the year progressed. Legacy students and non-legacy students performed identically at Checkpoint One (9%), while non-legacy students outperformed legacy students at Checkpoint Two (19% compared to 16%) and Checkpoint Three (16% compared to 15%). Although the differences were relatively small, the expectation of this measure is that students with multiple years of exposure to the school's educational model will demonstrate stronger academic outcomes than newer students. The data suggest that this advantage has not yet materialized in math.

Subgroup data provide additional context for interpreting these results. The school's math proficiency rates were relatively consistent across legacy and non-legacy groups, particularly among the school's largest student populations. Among English Learners, who comprise approximately 70% of students, legacy students achieved a proficiency rate of 13.4% compared to 14.7% for non-legacy students. Similarly, among students qualifying for Free or Reduced Lunch, legacy students achieved a proficiency rate of 16.3% compared to 13.3% for non-legacy students, representing one of the few areas where legacy students demonstrated a measurable advantage. These patterns suggest that the lower LPI is not attributable to a specific subgroup but rather reflects overall mathematics achievement levels that remain low for both legacy and non-legacy students.

While math outcomes remain below authorizer expectations, the relatively small differences between student groups indicate that the school is producing comparable results regardless of enrollment duration. The challenge moving forward will be increasing overall math proficiency while ensuring that students who remain enrolled over multiple years experience greater cumulative academic benefits from the school's instructional program. Continued focus on standards-aligned instruction, intervention systems, and mathematical problem-solving will be necessary to strengthen outcomes and demonstrate the long-term impact of the educational model.

Part II: Financial Performance

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

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

Is the school in good financial standing?

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

What does the Overall Rating for Financial Performance mean?

Year 1	The school received an overall rating of Meets Standard with a weighted score of 3.2, complying with and presenting no concerns in the indicator measures. The school continues to surpass enrollment targets, increase Days Cash overtime, and maintain a low debt to asset ratio.
Year 2	The school received an overall rating of Meets Standard with a weighted score of 3.0. The school maintained healthy liquidity, strong cash reserves, low debt levels, and enrollment that remained closely aligned with budget projections. Overall, the evidence indicates that the school maintains the financial capacity necessary to support its educational program, meet its financial obligations, and continue serving students effectively.
Year 3	
Year 4	
Year 5	

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

Financial Management

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

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

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

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

Education One's review of financial management indicates that TLJA maintains strong financial reporting and oversight practices. The school consistently submitted quarterly financial reports that were timely, complete, and sufficient to evaluate fiscal health throughout the review period. In addition, the school completed its annual audit and maintained the financial records necessary to support ongoing monitoring and oversight activities.

The 2024-25 supplemental audit report identified a repeat finding related to Form 9 reporting for certain federal grant funds. Specifically, individual federal grant fund balances reported on the Form 9 did not fully reflect amounts owed on those grants at year-end due to differences between accrual-based accounting records and cash-based reporting requirements. The finding did not impact the school's reported cash balance, did not identify concerns regarding internal controls over cash management, and did not indicate any misuse of funds or financial instability. School leadership acknowledged the finding and implemented a corrective action plan that includes additional reconciliation and review procedures prior to future submissions.

Despite this reporting finding, the school demonstrated strong fiscal oversight, maintained accurate financial records, and consistently met quarterly financial reporting requirements throughout the year. As a result, the school receives a rating of **Meets Standard** for this measure.

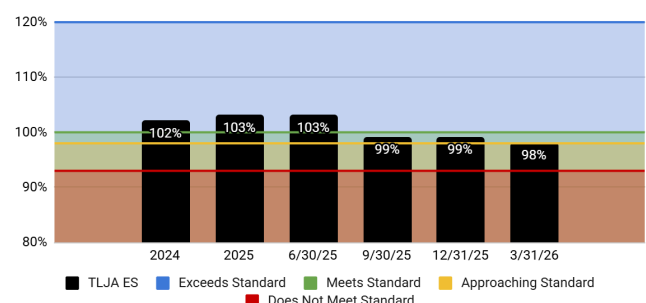
Enrollment Variance

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.

Throughout the review period, TLJA maintained enrollment levels that closely aligned with budget projections. According to the Indiana Department of Education, TLJA had an enrollment count of 445 students in October of 2025 and 441 students in February of 2026. In August of 2025 TLJA submitted its annual budget based on a student enrollment count of 450. With an average enrollment variance of 98.4%, the school receives a rating of **Meets Standard** for this measure. These results demonstrate strong enrollment

TLJA Enrollment Variance
Charter Term: 2024-2039

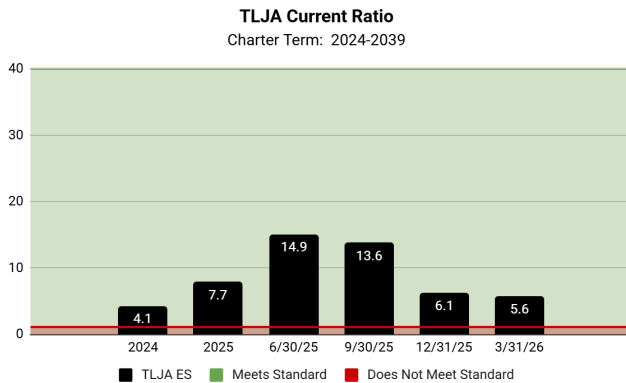


forecasting and budgeting practices, allowing school leadership to make informed staffing and operational decisions.

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.

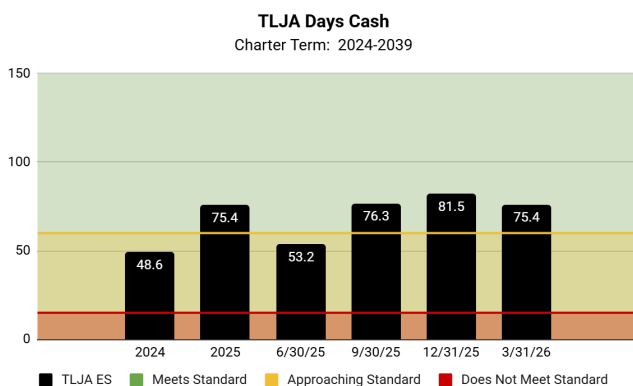


Throughout the review period, Timothy L. Johnson Academy Elementary School maintained current ratios well above the minimum threshold of 1.1. Current ratios ranged from 5.6 to 14.9 during the year, indicating that the school maintained sufficient current assets to cover current liabilities and continued to demonstrate strong liquidity. Although the ratio declined from earlier highs during the second half of the year, it remained significantly above required standards and reflects a stable financial position. As a result, the school receives a rating of **Meets Standard** for this measure.

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.



TLJA continued to maintain a healthy cash position throughout the review period despite normal fluctuations in cash balances. Following a decline in cash reserves at fiscal year-end, days cash on hand improved from 53.2 days at June 30, 2025 to 76.3 days at September 30 and 81.5 days at December 31 before ending the third quarter at 75.4 days. These results consistently exceeded the 60-day benchmark and demonstrate strong cash management practices. The school's low debt burden further supports its ability to maintain financial flexibility and stability. As a result, the school receives a rating of **Meets Standard** for this measure.

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:

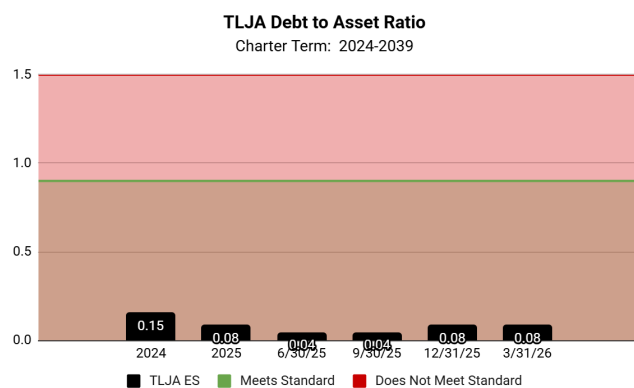
Meets Standard	Does Not Meet Standard
The school is not delinquent or in default on any outstanding loan.	The school is delinquent and/or in default on any outstanding loan.

Education One's review found no evidence that the school was delinquent or in default on any outstanding obligations during the review period. The school remained current on all financial commitments and demonstrated sound fiscal management practices. As a result, the school receives a rating of **Meets Standard** for this measure.

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.



TLJA maintained exceptionally low debt levels throughout the review period. The debt-to-asset ratio ranged from 0.04 to 0.08, substantially below the 0.90 threshold. These results indicate that the school finances the vast majority of its operations and assets without reliance on debt and maintains a strong overall financial position. As a result, the school receives a rating of **Meets Standard** for this measure.

Debt Service Coverage

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

Part III: Organizational Performance

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

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

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

What does the Overall Rating for Organizational Performance mean?	
Year 1	The school received a rating of Approaching Standard with a weighted score of 2.8, experiencing some concerns in indicator measures with credible plans to address the issues. While the board includes highly skilled members, inconsistent attendance, leading to one-third of meetings missing or nearly missing quorum, raises concerns about engagement. Regular attendance and participation is critical to maintaining high-functioning governance and effective oversight.
Year 2	The school received a rating of Meets Standard with a weighted score of 3.3. This rating reflects an organization with stable governance, effective leadership, and operational systems that support the implementation of its mission and educational program. Throughout the review period, both the governing board and leadership team demonstrated a commitment to continuous improvement, accountability, and long-term organizational sustainability. Leadership maintained strong compliance systems, implemented instructional and operational priorities with consistency, and utilized data to inform decision-making and support staff development. The governing board provided appropriate oversight of academics, finances, and compliance while increasingly strengthening its focus on strategic priorities and long-term planning. At the same time, opportunities remain to further strengthen strategic planning processes, establish clearer long-term performance measures, and continue deepening the board's engagement with student outcome data beyond major assessment windows. While some organizational systems continue to evolve, the evidence suggests that the school possesses the leadership capacity, governance structures, and operational stability necessary to address challenges and sustain improvement over time. Overall, the Meets Standard rating indicates that the school is effectively governed and led, with organizational practices that support student success and position the school for continued growth and sustainability.
Year 3	
Year 4	

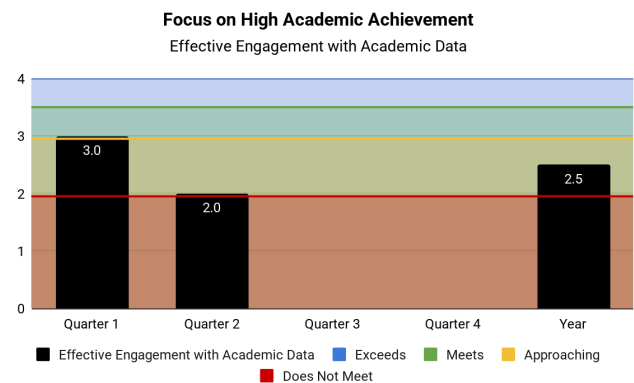
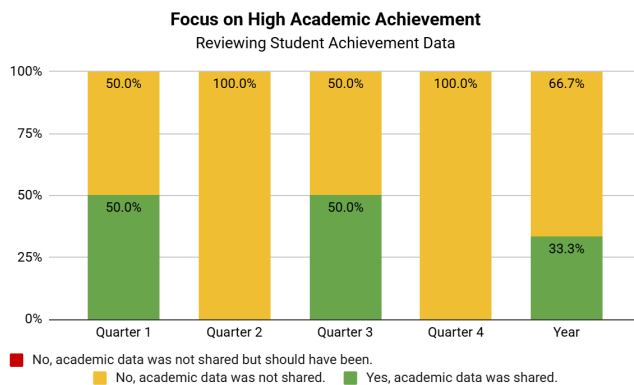
Year 5						
	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Governing Board	Focus on High Academic Achievement	MS	MS			
	Commitment to Exemplary Governance	AS	MS			
	Fiduciary Responsibilities	AS	MS			
	Strategic Planning and Oversight	MS	MS			
	Legal and Regulatory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

GOVERNING BOARD

Focus on High Academic Achievement

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

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



The board demonstrated an ongoing commitment to student achievement by engaging in discussions regarding academic performance, school improvement priorities, intervention efforts, and student outcomes throughout the year. While major academic data points such as ILEARN, Checkpoints, and growth results become available at limited points during the school year, the board utilized those opportunities to review performance trends, discuss areas of concern, and understand the leadership team's planned responses. The addition of a board member with significant educational expertise further strengthened the board's ability to engage in meaningful discussions regarding student achievement and instructional priorities.

At the same time, opportunities exist to further strengthen academic oversight by incorporating additional student outcome measures into regular board reporting between major assessment windows. While the board received updates related to academic initiatives, instructional priorities, and school improvement efforts, more frequent reporting on leading indicators such as attendance, benchmark assessments, intervention effectiveness, course performance, and subgroup outcomes would provide additional opportunities for the board to monitor progress and evaluate the impact of improvement strategies throughout the year. The board receives a rating of **Meets Standard**.

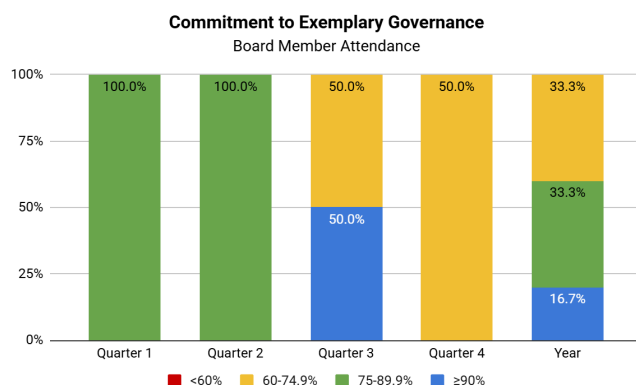
Commitment to Exemplary Governance

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

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

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

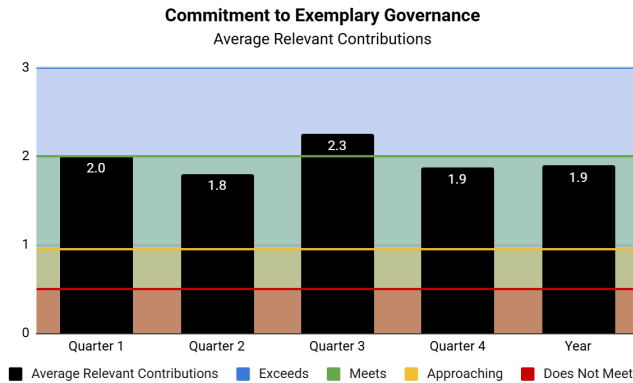
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The average board member makes 3 or more relevant contributions during each meeting that demonstrate preparation, insight, and help advance discussion or decision making.	The average board member makes 1-2 relevant contributions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



The board demonstrated a commitment to strengthening governance practices throughout the year. Board leadership took proactive steps to address member engagement and accountability by coaching inactive members off the board, recruiting individuals with skills aligned to the school's needs, and creating opportunities to strengthen board effectiveness. These efforts contributed to improved participation and more meaningful board discussions over the course of the year.

The board completed its annual self-evaluation process and utilized the results to inform governance discussions and future development needs. While attendance varied

throughout the year and remained an area for continued improvement, participation among active members increased, with board members demonstrating greater preparation, engagement, and willingness to contribute to strategic discussions. The board chair played a significant role in fostering accountability and building a stronger governance culture focused on long-term organizational success.



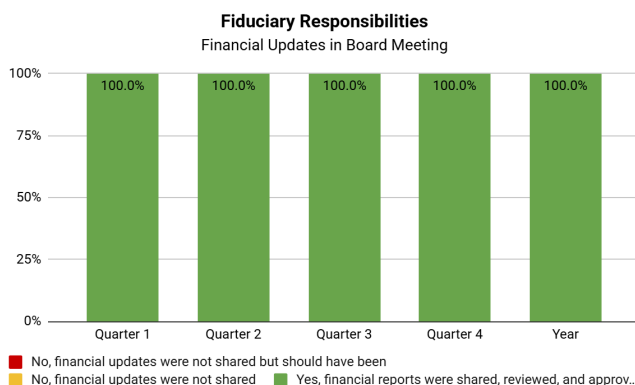
Opportunities remain to further strengthen member participation and ensure consistent engagement across all directors. However, the board demonstrated meaningful progress in board development, recruitment, and overall effectiveness during the review period. As a result, the board receives a rating of **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.



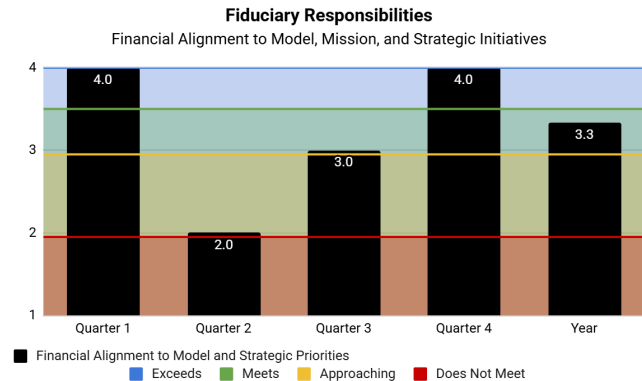
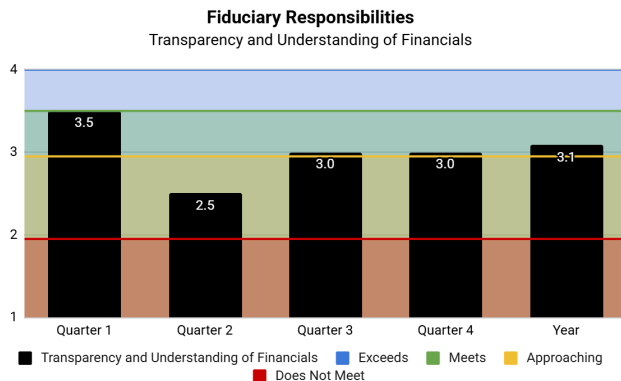
The board demonstrated strong financial stewardship and a clear commitment to ensuring the long-term sustainability of the network. Throughout the year, the board consistently reviewed and approved financial reports, monitored enrollment trends, discussed audit results, and evaluated key financial indicators related to cash flow, liquidity, and organizational stability. Financial discussions reflected an understanding not only of the schools' current financial position, but also the long-term implications of strategic decisions.

A significant focus of the board's work during the review period centered on evaluating and planning for the future consolidation of the elementary and middle school programs. The board carefully considered enrollment projections, operational efficiencies, staffing implications, facility needs, and financial sustainability to determine how best to position the organization for long-term success. These discussions demonstrated thoughtful oversight of organizational resources and a willingness to make strategic decisions that prioritize both financial health and student outcomes.

Board members regularly engaged leadership in conversations regarding budgeting, resource allocation, and sustainability planning, ensuring financial decisions remained aligned with the school's mission and strategic priorities.

Rather than focusing solely on short-term financial performance, the board demonstrated an understanding of its responsibility to steward resources in a manner that supports the organization's future viability.

Collectively, the evidence reflects a board that provides effective financial oversight while balancing immediate operational needs with long-term organizational planning. As a result, the board receives a rating of **Meets Standard** for Fiduciary Responsibilities.



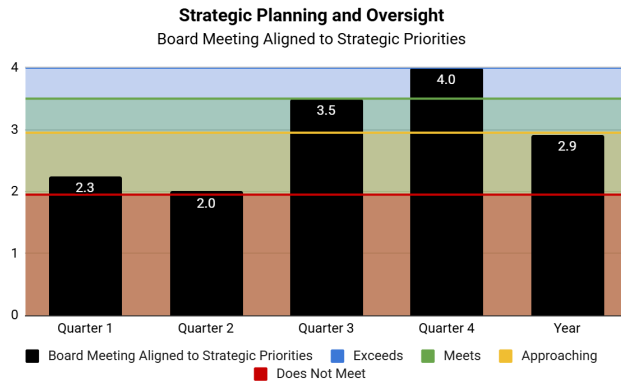
Strategic Planning and Oversight

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:

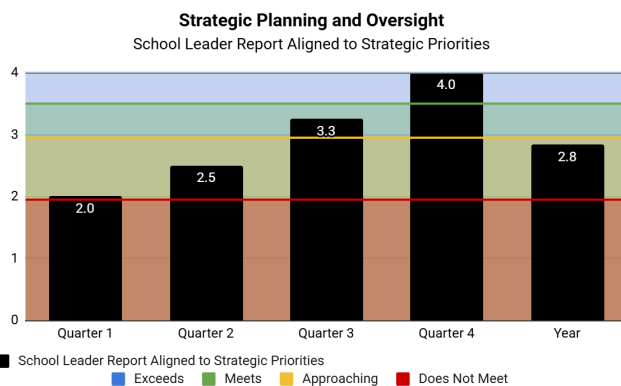
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The board develops a comprehensive, clear, and measurable strategic plan that is aligned with the school's vision and long-term goals. The plan is reviewed and adjusted regularly based on progress toward goals, and clear milestones 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.



Throughout the review period, the board demonstrated meaningful growth in its strategic oversight practices. Early in the year, Education One identified opportunities to strengthen alignment between board meeting agendas, leadership reporting, and the school's strategic priorities. In response, board leadership made intentional adjustments to the structure of board meetings, including reorganizing agendas to place greater emphasis on strategic initiatives and long-term organizational priorities. This shift created a more consistent framework for monitoring progress, discussing challenges, and identifying areas where board members could actively support school improvement efforts.



As a result, strategic discussions became increasingly embedded within board meetings over the course of the year. Evidence of this improvement is reflected in board observation data, which showed Board Meeting Alignment to Strategic Priorities increasing from Approaching Standard levels during the first half of the year (2.0-2.3) to Meets and Exceeds Standard levels by the second half of the year (3.5-4.0). Similarly, School Leader Reports Aligned to Strategic Priorities improved from 2.0-2.5 during Quarters 1 and 2 to 3.3-4.0 during Quarters 3 and 4, demonstrating a stronger connection between leadership reporting, board oversight, and organizational goals.

Strategic discussions focused on several critical priorities, including enrollment growth, family engagement, facility planning, long-term financial sustainability, and the planned consolidation of elementary and middle school operations. Committee structures and leadership updates were increasingly utilized to monitor progress and support implementation efforts. The board also consistently maintained an appropriate balance between oversight and management, providing school leadership with autonomy to manage day-to-day operations while remaining focused on organizational outcomes.

While significant progress was made during the review period, opportunities remain to strengthen the formal strategic planning process through the development of clearer long-term goals, measurable success indicators, defined timelines, and accountability structures. Overall, the board demonstrated meaningful growth in strategic oversight and established stronger systems for aligning governance work with organizational priorities, resulting in 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.

Throughout the review period, the board remained in compliance with applicable laws, policies, bylaws, and charter requirements. Board meetings were conducted appropriately, required actions were completed, and no material compliance concerns were identified through board observations, quarterly monitoring, audits, or authorizer oversight. The board consistently addressed compliance expectations and demonstrated an understanding of its governance responsibilities. Therefore, the 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.

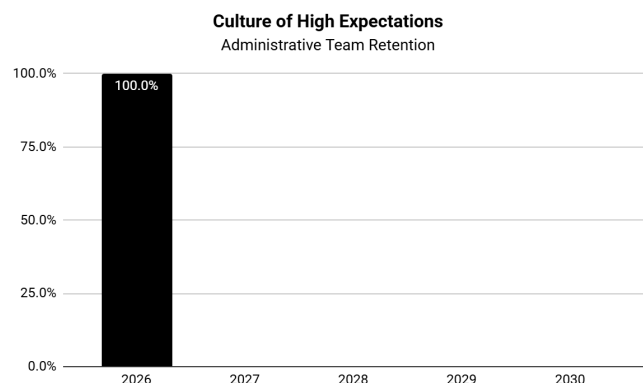
Characteristics of a culture of high expectations are observed during qualitative site visits, attendance at regularly scheduled board meetings, collection of ongoing performance evaluations, and quantitative classroom observations. The rubric for this measure is as follows:

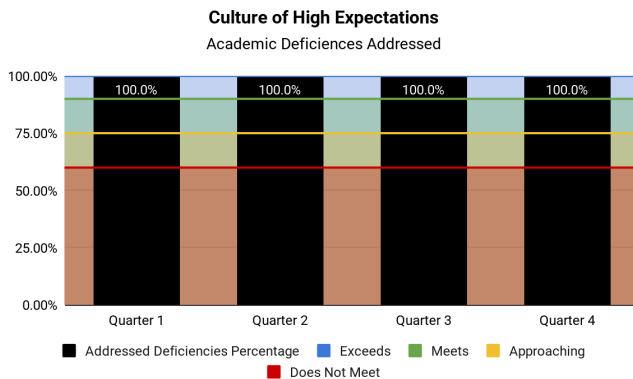
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
There has been no turnover in key administrative positions in the last three years.	There has been minimal turnover, 0.0-10.0%, in key administrative positions in the last three years.	There has been moderate turnover, 10.1-25.0%, 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.

TLJA's leadership team has excelled in establishing a culture of high expectations, demonstrated through stable and collaborative leadership, intentional instructional refinement, and a sustained commitment to continuous improvement. The leadership team has remained consistent with no administrative turnover, allowing key leaders to remain actively engaged in decision-making and the





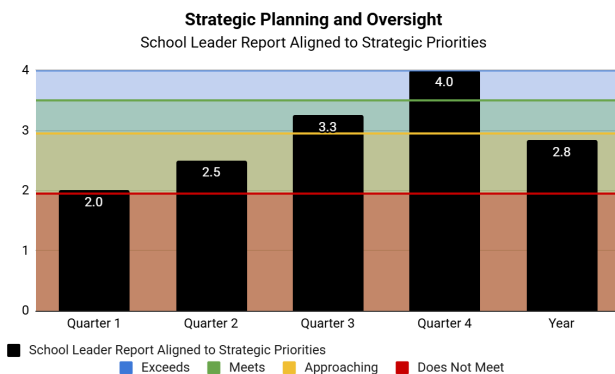
strategic implementation of initiatives aligned to identified areas of need.

Deficiencies identified through monitoring processes have been moderate in nature and are being appropriately and proactively addressed through targeted instructional updates and support structures. Leadership has effectively leveraged internal successes by identifying high-performing grade levels on ILEARN and incorporating effective instructional practices into broader schoolwide planning and next-step discussions.

Additional targeted supports, including co-teaching structures between ELL staff and K-8 classrooms informed by WIDA results, maintenance of Tier II instructional supports, and

high-quality interventions for special education students, reflect a responsive and student-centered approach to improvement. Ongoing professional development in frameworks, such as SIOP and SLANT, further demonstrates the school's commitment to strengthening instructional quality and consistency. While attendance has declined from the previous quarter, overall attendance rates continue to show improvement compared to the prior school year, indicating positive long-term trends.

The leadership team consistently provides the board with relevant trend data, school performance updates, and information necessary to support effective oversight and decision-making. Throughout the year, leadership demonstrated responsiveness to feedback by refining board reporting structures and aligning presentations more closely to the school's strategic priorities.



As a result, board discussions became increasingly focused on enrollment, academic performance, family engagement, facilities planning, financial sustainability, and the planned consolidation of elementary and middle school operations. Leadership reports evolved beyond operational updates to provide greater context, analysis, and opportunities for board engagement around long-term organizational goals. Collectively, these practices reflect a leadership team that not only sustains a culture of high expectations but actively drives improvement through strategic, data-informed leadership, effective governance support, and a clear commitment to student success.

Based on evidence collected throughout the school year, TLJA's school leadership receives a rating of **Exceeds 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:

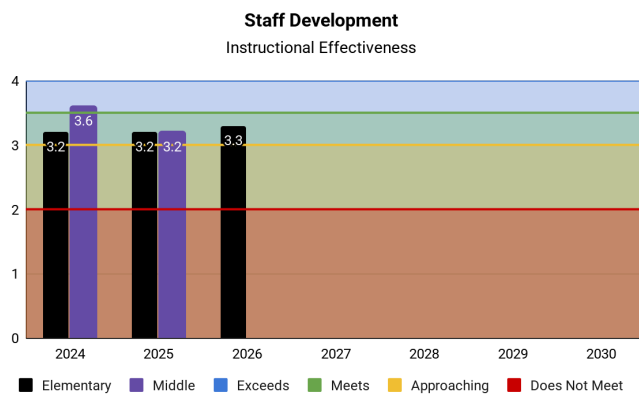
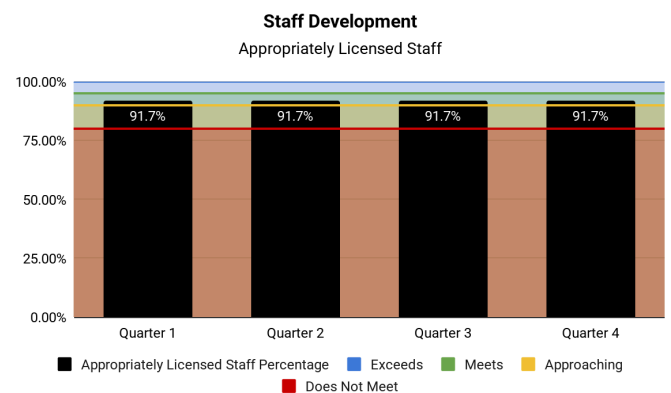
- At least 90.0% of full-time teachers hold or are actively pursuing appropriate Indiana licensure, and all individuals providing services requiring licensure under Indiana law possess the necessary credentials;
- Conduct regular, rigorous evaluations using clearly defined criteria that inform coaching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

The school's leadership demonstrates effective staff development practices supported by a stable, appropriately credentialed workforce and a clear commitment to continuous improvement. Throughout the school year, 91.7% of instructional staff (22 of 24 educators) held appropriate Indiana licensure or permits, meeting the expectations established within the Accountability Plan Performance Framework. Staff retention remained a strength, allowing leadership to build upon existing instructional practices and maintain continuity in implementation across classrooms.



Leadership has established systems designed to support teacher growth through ongoing evaluation, coaching, and professional learning. Instructional practice has remained consistently within the Meets Standard range throughout the charter term, with average instructional ratings of 3.2 in both 2024 and 2025 and improving to 3.3 in 2026. These results indicate that instructional expectations are generally understood and implemented across classrooms, while also demonstrating incremental growth in instructional effectiveness over time.

Professional development is intentionally aligned to the unique needs of the school's student population and instructional model. Leadership continues to prioritize training in sheltered instructional practices through SIOP implementation, as well as schoolwide behavioral and engagement expectations through SLANT training. Professional learning opportunities are reinforced through coaching cycles, classroom observations, and collaborative Professional Learning Communities that include both teachers and instructional assistants. This inclusive approach helps ensure instructional consistency, shared ownership of student outcomes, and alignment of support strategies across classrooms.

Leadership also demonstrates responsiveness to emerging needs by utilizing instructional data, classroom observations, and staff feedback to inform professional development priorities. Collectively, these practices reflect a leadership team that is committed to developing staff capacity, maintaining high expectations for instruction, and creating the conditions

necessary for continuous improvement in teaching and learning. Based on evidence collected throughout the school year, TLJA's school leadership receives a rating of **Meets Standard**.

Instructional Leadership

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

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

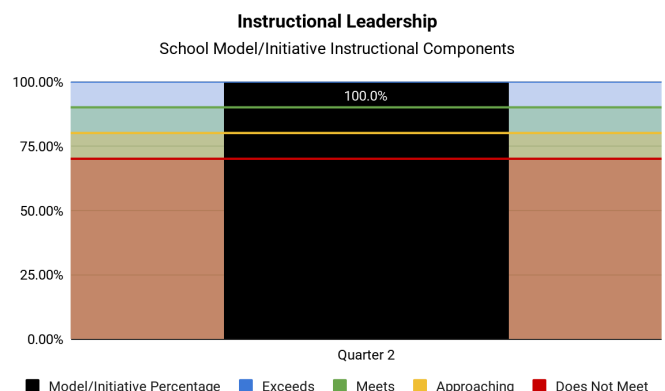
Characteristics of instructional leadership are observed during qualitative site visits, attendance at regularly scheduled board meetings, collection of ongoing performance evaluations, and quantitative classroom observations. The rubric for this measure is as follows:

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

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

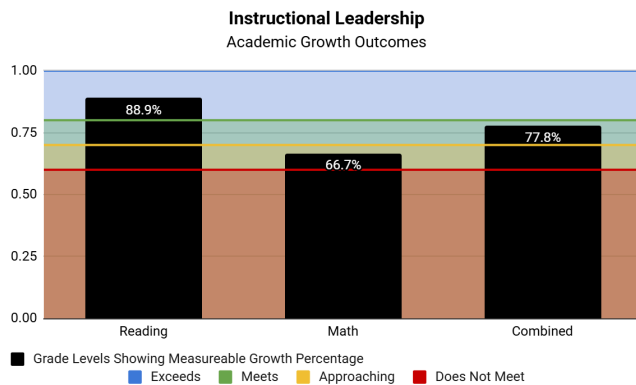
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
During data meetings, the leader articulates specific instructional shifts or student groupings tied directly to data trends and demonstrates proactive planning and reflection.	During data meetings, the leader identifies general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

The leadership team demonstrated strong instructional leadership throughout the review period by establishing clear instructional expectations, ensuring consistent implementation of the school's instructional model, and utilizing student performance data to inform decision-making. Classroom observations and site visit evidence indicated that instructional strategies aligned to the school's priorities were implemented in 100% of observed classrooms, reflecting a high level of consistency across grade levels and instructional staff. Schoolwide



expectations, including sheltered instructional practices and engagement strategies, were evident throughout the learning environment and reinforced through ongoing coaching and professional development.

The leadership team also demonstrated exceptional effectiveness during data analysis meetings. Leaders consistently moved beyond identifying performance trends to articulating specific instructional responses, student grouping strategies, intervention plans, and targeted supports directly connected to the data. Discussions reflected proactive planning, continuous monitoring of student progress, and a willingness to adjust instructional approaches based on emerging needs. Evidence from data meetings indicated that leadership maintained a clear focus on improving student outcomes through strategic and responsive instructional decision-making.



Student performance data further supports the effectiveness of the school's instructional leadership. Across both the elementary and middle school programs, the majority of classrooms demonstrated measurable academic growth during the school year. In reading, 8 of 9 grade levels (88.9%) showed measurable improvement from beginning-of-year to end-of-year assessments or from Checkpoint One to Checkpoint Three, resulting in an Exceeds Standard rating for this measure. Growth was evident across all elementary grade levels and throughout middle school, indicating that instructional strategies, interventions, and supports were positively impacting student learning outcomes. In

mathematics, 6 of 9 grade levels (66.7%) demonstrated measurable growth, reflecting improvement in multiple grades despite ongoing challenges in overall proficiency. Collectively, 14 of 18 instructional areas (77.8%) demonstrated measurable growth during the year, placing the school within the Meets Standard range overall.

While overall proficiency levels remain below state averages in several grade levels, the widespread evidence of student growth suggests that leadership is effectively utilizing classroom observations, assessment data, and intervention systems to identify needs and drive instructional improvement. The consistency of growth across nearly all reading classrooms and a majority of mathematics classrooms reflects a leadership team that is actively monitoring student outcomes, adjusting instructional supports, and maintaining a clear focus on continuous academic improvement. These results indicate that instructional systems are generating positive momentum and provide evidence that leadership actions are contributing to improved student performance over time.

Collectively, the evidence reflects a leadership team that consistently aligns instructional practice to the school's mission, provides meaningful support to teachers through coaching and feedback, and utilizes data to drive instructional improvement. The strong implementation of instructional strategies, combined with leadership's highly effective use of data and evidence of student growth across multiple grade levels, demonstrates instructional leadership that exceeds expectations and contributes positively to student learning outcomes. As a result, the school leadership team receives a rating of **Exceeds 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, TLJA 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 also maintained full adherence to the terms of its charter, including applicable

amendments, policies, regulations, and federal and state requirements. Leadership proactively monitored compliance obligations and addressed requirements in a timely and effective manner, contributing to a high level of confidence in the school's operational governance and oversight. Based on evidence collected throughout the school year, TLJA receives a rating of **Exceeds 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
	2024-25	2025-26	2026-27	2027-2028	2028-29
	Meets Standard	Meets Standard			

Is the school providing appropriate conditions for student, family, and staff success?		
Performance Rubric	Meets Standard	The weighted percentage of parents, students, and staff reporting overall satisfaction is at or above 80.0%
	Approaching Standard	The weighted percentage of parents, students, and staff reporting overall satisfaction is between 70.0 and 79.9%.
	Does Not Meet Standard	The weighted percentage of parents, students, and staff reporting overall satisfaction is less than 70.0%.

What does the Overall Rating for School Wide Climate mean?	
Year 1	Overall, the school receives a rating of Meets Standard. Students, staff, and families reported a 93.7% satisfaction rate. The high participation rates by all stakeholder groups is commendable and further validates the successful results.
Year 2	The school received a rating of Meets Standard due to an average satisfaction rate of 97.3%. With student and family participation rates at 97%, there is validity in the survey results. It is suggested to explore ways to increase staff participation in future surveys.
Year 3	
Year 4	
Year 5	

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

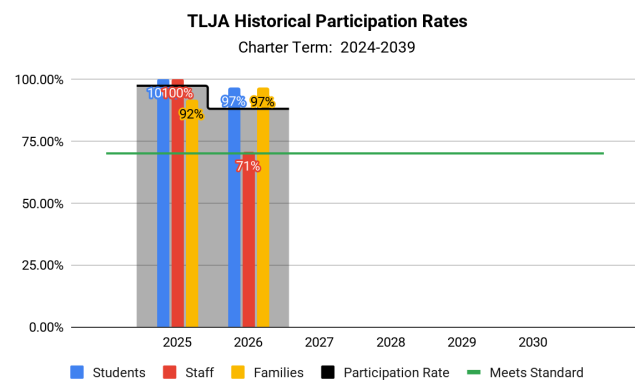
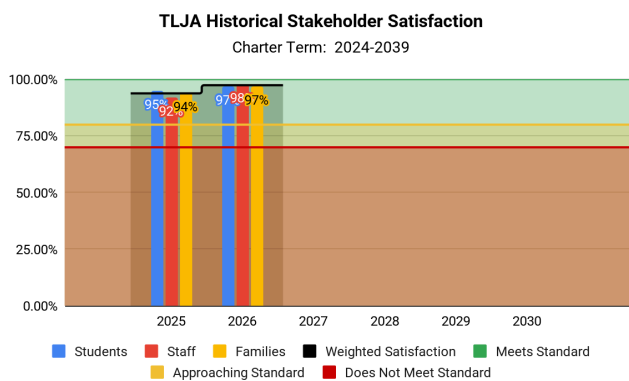
Stakeholder Satisfaction

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

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 97%, 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 exceptionally strong satisfaction across all respondent groups. While staff participation remained above the established validity benchmark, participation decreased from prior years and was only slightly above the threshold, suggesting an area for continued attention in future survey administration cycles. Overall, the results reflect broad stakeholder confidence in the school's program and educational experience.

TLJA Network's Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	610	590	96.7%
Staff	85	60	70.6%
Families	375	362	96.5%

Part V: Next Steps

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

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

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

Annual Intervention + Support

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

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

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

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

Next Steps Overview
for 2026-27 School Year

Academic Performance		
Rating	Tier	Probationary Status?
Approaching Standard	Tier placements will be determined following the release of 2026 ILEARN results.	

Commendations:

- Demonstrating positive academic growth in both E/LA and math, with state growth measures improving and earning Meets Standard ratings.
- Outperforming local comparison schools in both reading and math, earning Exceeds Standard ratings and demonstrating the school's ability to provide a competitive educational option for families.
- Establishing strong foundational literacy and math systems in grades K-2, with a majority of students maintaining proficiency or meeting growth targets by the end of the year.
- Effectively supporting multilingual learners, with English Learners performing near or above comparable statewide peer groups on several measures and earning a Meets Standard rating for English Learner performance.
- Maintaining strong compliance systems for both English Learner and Special Education services, ensuring students received required support and interventions.

Recommendations:

- Implement targeted strategies to improve third-grade literacy outcomes, with particular attention to Black students and students with disabilities, whose performance remains below comparable statewide groups.
- Develop a more intentional plan for supporting Moderate Need and Severe Need multilingual learners to ensure stronger and more consistent outcomes across all English Learner need profiles.

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

Commendations:

- Maintaining strong financial stability throughout the review period, consistently meeting expectations across all financial performance measures.
- Demonstrating effective cash management, maintaining more than 60 days cash on hand throughout most of the year and improving cash reserves following fiscal year-end.
- Maintaining exceptionally low debt levels and no debt delinquencies, providing significant financial flexibility and reducing long-term financial risk.
- Keeping enrollment closely aligned with budget projections, supporting accurate financial planning and resource allocation.

Recommendations:

- Develop a comprehensive financial transition plan that identifies potential risks, timelines, and contingency strategies to ensure the combined program remains fiscally stable and sustainable following the merger.

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

Governing Board

Commendations:

- Demonstrating a commitment to improving board effectiveness by addressing member engagement challenges, recruiting and retaining qualified members, and fostering increased participation and accountability throughout the year.
- Providing strong fiduciary oversight through consistent review of financial reports, monitoring of organizational sustainability, and thoughtful planning related to the future consolidation of elementary and middle school operations.
- Improving the alignment of board agendas and discussions to strategic priorities, resulting in more focused conversations regarding enrollment, family engagement, facilities planning, academic performance, and long-term sustainability.
- Maintaining an appropriate balance between oversight and management by supporting school leadership while allowing leaders the autonomy necessary to manage day-to-day operations effectively.

Recommendations:

- Continue refining the strategic planning process by establishing clearer long-term goals, measurable performance indicators, defined timelines, and accountability structures to guide organizational decision-making.
- Increase the frequency and depth of discussions regarding student outcomes throughout the year by incorporating additional academic progress indicators beyond major assessment windows to strengthen oversight of student achievement.

Leadership Team

Commendations:

- Demonstrating strong instructional leadership by ensuring schoolwide implementation of key instructional practices and using data meetings to drive targeted instructional adjustments and intervention planning.
- Maintaining a stable and appropriately licensed staff, with 91.7% of educators holding the required credentials and evaluation systems implemented consistently throughout the year.
- Establishing meaningful professional development structures aligned to the school's instructional priorities, including SLOP implementation, SLANT expectations, coaching cycles, and collaborative PLCs that included instructional assistants.
- Strengthening governance practices by improving the alignment of leadership reports and board discussions to strategic priorities, resulting in more focused oversight of academics, enrollment, family engagement, facilities, and long-term sustainability.
- Demonstrating responsiveness to feedback and a commitment to continuous improvement by refining systems, monitoring implementation, and adjusting supports based on student and staff needs.

Recommendations:

- Continue strengthening instructional systems in mathematics, particularly in upper elementary and middle school grades, to ensure that growth trends translate into higher levels of proficiency and sustained academic gains.
- Develop clearer long-term academic improvement targets and progress-monitoring measures to support strategic decision-making and ensure instructional initiatives are consistently tied to measurable student outcomes.

- Leverage the planned elementary-middle school consolidation to further align instructional expectations, intervention systems, professional development, and data analysis practices across grade spans to create a more cohesive K-8 educational program.