



2025-2026 ANNUAL REVIEW

THE NATURE SCHOOL OF CENTRAL INDIANA

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Education One, L.L.C.

TABLE OF CONTENTS

<u>Part I: Academic Performance</u>	3
<i>Is the school's educational program successful?</i>	
<u>Part II: Financial Performance</u>	27
<i>Is the school in sound fiscal health?</i>	
<u>Part III: Organizational Performance</u>	33
<i>Is the school effective and well run?</i>	
<u>Part IV: School Climate</u>	49
<i>Is the school providing appropriate conditions for student, family, and staff success?</i>	
<u>Part V: Next Steps</u>	51
<i>Does the school or organization require interventions moving forward?</i>	

REPORT OVERVIEW

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

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

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

Part I: Academic Performance

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

Overall Rating for Academic Performance	Year 1	Year 2	Year 3	Year 4	Year 5
	2021-22	2022-23	2023-24	2024-25	2025-26
	Approaching Standard	Approaching Standard	Approaching Standard	Approaching Standard	Meets Standard

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

What does the Overall Rating for Academic Performance mean?	
Year 1	The school received an overall rating of Approaching Standard, indicating that the school presented some concerns in the indicator measures but had a credible plan to address those issues. As a new school, there were only four measures in which the school received a rating. Ratings of Does Not Meet Standard were given to growth measures for the school overall and by subgroups for both reading and math on the local benchmark assessment. The school needs to create and implement intentional instructional pacing and standards mapping, specifically in math, to support students in either maintaining grade level proficiency or growing towards proficiency. At the time of the report, the school has a plan in place to implement such structures and the personnel capacity to do so from the leadership team and teaching staff.
Year 2	The school received an overall rating of Approaching Standard, indicating that the school presented some concerns in the indicator measures but had a credible plan to address those issues. During its second year, the school received ratings for 12 measures. The majority of those measures were rated as either Exceeding, Meeting, or Approaching Standard. Ratings of Does Not Meet Standard were given to the achievement measures on the local math benchmark assessment. The school still needs to implement intentional instructional pacing and standards mapping in math, to support students in either maintaining grade level proficiency or growing towards proficiency. Similarly, due to the Montessori and Nature Based Model, it is important that the school work to identify alternative assessments to more appropriately student success and mission implementation. At the time of the report, the school has a plan in place to implement such structures and the personnel capacity to do so from the leadership team and teaching staff.
Year 3	The school received an overall rating of Approaching Standard, indicating that the school presented some concerns in the indicator measures but had a credible plan to address those issues. During its third year, the school received ratings for 20 measures. 15 of those measures were rated as either Exceeding, Meeting, or Approaching Standard. Four of the five measures with a Does Not Meet Standard rating involved math, specifically from the results of the 2022-23 ILEARN assessment. Chronic absenteeism also received a rating of Does Not Meet Standard. The school also exhibited a decrease in overall rating in Instruction. While the school evidenced implementation of next steps from the 2022-23 school year, plans were ineffective in showing progress towards meeting standard. With fidelity, the school is required to implement more frequent formative assessments to guide differentiation instruction

	throughout the school year. Specifically in math, intervention for students who are not performing on grade level needs to begin after beginning of year local assessments are completed. The school is evidencing that students are outperforming their peers in math when they have finished the last grade in their multi-age classroom. The school needs to complete its assessment of how the curriculum supports the newly revised Indiana Academic Standards and ensure students are being exposed to math content based on those expectations.
Year 4	The school received an overall rating of Approaching Standard, indicating that the school presented some concerns in the indicator measures but had a credible plan to address those issues. During its third year, the school received ratings for 26 measures. 20 of those measures were rated as either Exceeding, Meeting, or Approaching Standard. Three of the six measures with a Does Not Meet Standard rating involved math, specifically from the results of the 2023-24 ILEARN assessment. Chronic Absenteeism continues to be a concern. This was the first year the school was compared to local schools and did not outperform in any area. Leadership did focus more efforts in math instruction, curriculum implementation, and differentiation, which was evidenced on increase in student performance on local math assessments. As the school enters its next phase of growth, the focus needs to shift toward strengthening instructional rigor and ensuring that curriculum implementation is both aligned with Montessori principles and grade-level academic expectations. With families drawn to the school's unique nature-based Montessori model, it is essential that all staff are adequately trained to deliver instruction that meets the dual goals of developmental appropriateness and academic challenge.
Year 5	TNS receives an overall rating of Meets Standard with a weighted score of 3.1. This rating reflects a school that is demonstrating meaningful academic progress and evidence of effective instructional practices, while still working to address several areas of inconsistent performance. The school's strongest outcomes were observed in E/LA, where students demonstrated significant gains in proficiency and growth, outperformed comparable schools, and exceeded expectations on multiple state accountability measures. Reading results across state assessments, benchmark assessments, and legacy student comparisons suggest that students who remain enrolled in the Montessori program for multiple years are experiencing increasingly positive academic outcomes. The school also demonstrated encouraging results for students receiving special education services and evidence that many previously non-proficient students are making accelerated academic growth. At the same time, math remains the school's primary academic challenge. While growth, proficiency, and comparative performance improved from the previous year, overall math achievement continues to lag behind state expectations and local comparison schools. The data suggests that instructional improvements are beginning to produce stronger outcomes, particularly for students who have remained enrolled for multiple years, but those gains have not yet consistently translated into competitive proficiency levels across the school. The rating also reflects the school's continued efforts to strengthen instructional quality, support student growth, and improve attendance outcomes. While chronic absenteeism and foundational literacy proficiency in the earliest grades remain areas for continued focus, the overall body of evidence indicates that TNS has established many of the systems and practices necessary to support student success and is demonstrating positive academic momentum. Moving forward, sustaining gains in E/LA while accelerating math achievement and improving attendance will be critical to advancing the school's overall academic performance.

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
State and Federal Academic Performance	Federal Accountability Rating	N/A	AS	AS	DNMS	AS
	Proficiency on State Summative Assessment: E/LA	N/A	N/A	N/A	AS	ES
	Proficiency on State Summative Assessment: Math	N/A	N/A	N/A	DNMS	ES
	Growth on State Summative Assessment: E/LA	N/A	N/A	MS	AS	ES
	Growth on State Summative Assessment: Math	N/A	N/A	DNMS	AS	MS
	Pass or Pass+ Status Growth: E/LA	N/A	N/A	MS	AS	ES
	Did Not Pass Status Growth: E/LA	N/A	N/A	MS	AS	ES
	Pass or Pass+ Status Growth: Math	N/A	N/A	DNMS	DNMS	AS

	Did Not Pass Status Growth: Math	N/A	N/A	MS	AS	ES
	Comparison to Local Schools: E/LA	N/A	N/A	N/A	DNMS	ES
	Comparison to Local Schools: Math	N/A	N/A	N/A		DNMS
	3rd Grade Literacy	N/A	N/A	MS	ES	AS
	6th Grade Math	N/A	N/A	AS	ES	MS
	Average Student Attendance	MS	AS	AS	AS	AS
	Addressing Chronic Absenteeism	N/A	AS	DNMS	DNMS	DNMS
	Special Education Compliance	MS	MS	AS	AS	MS
	Special Education Performance	N/A	N/A	N/A	N/A	MS

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

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 Approaches Expectations rating reflects a combination of strengths and challenges across Indiana's federal accountability indicators. The school met expectations in both E/LA Academic Progress and E/LA Closing Achievement Gaps, demonstrating an ability to support student growth and accelerate learning for lower-performing students in literacy. However, these strengths were offset by lower performance in math achievement and growth, limited evidence of closing achievement gaps in math, and ongoing concerns related to chronic absenteeism. Collectively, the data suggests the school has been more successful in supporting literacy growth than in producing comparable outcomes in mathematics and attendance, which ultimately limited the school's overall accountability rating. Based on the information released by the Federal Department of Education, The Nature School of Central Indiana (TNS) receives a rating of **Approaching 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).

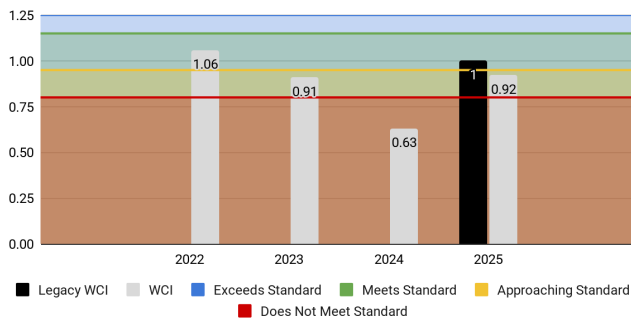
Students included in the percentage used for comparison are legacy students. A legacy student is defined as having attended the school for a minimum of three years. Data is collected from the previous school year. The rubric for this measure is as follows:

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.

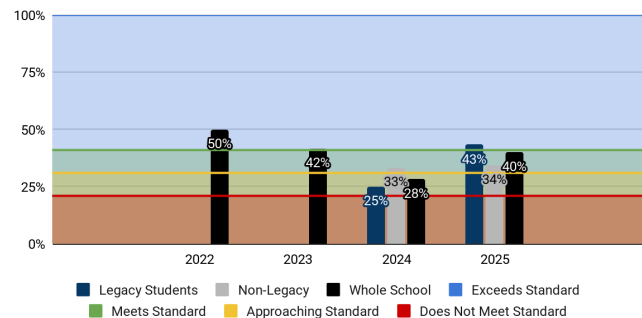
Students in grades three through eight at TNS, participated in Indiana's state summative assessment, the Indiana Learning Evaluation Assessment Readiness Network (ILEARN) test. ILEARN is administered each spring to measure grade-level standard proficiency and annual growth for students in grades three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

The graphs on the following page illustrate the historical trends of the school and state passing rates throughout the school's current charter term defined within this review. The 2024-25 school year is the first year for the school to have legacy students.

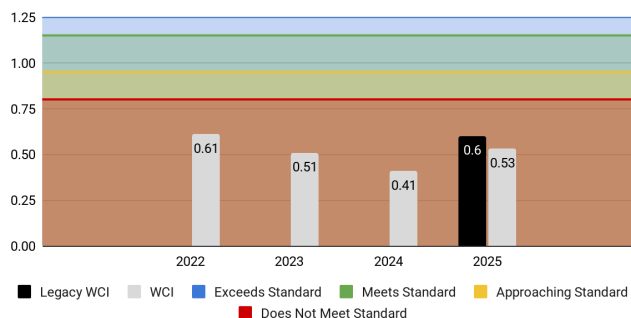
TNS Progress Towards Proficiency on State Summative Assessment: E/LA
Charter Term: 2021-2026



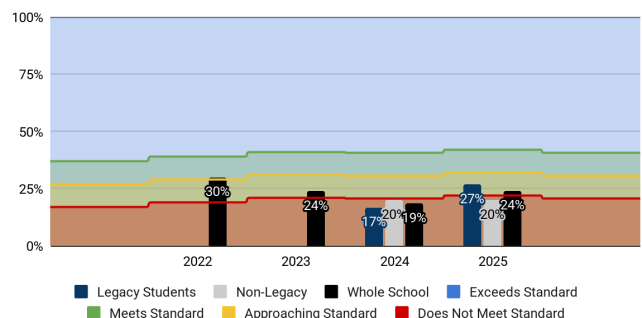
TNS Whole School Proficiency on State Summative Assessment: E/LA
Charter Term: 2021-26



TNS Progress Towards Proficiency on State Summative Assessment: Math
Charter Term: 2021-2026



TNS Whole School Proficiency on State Summative Assessment: Math
Charter Term: 2021-26



English/Language Arts: In Indiana, 41% of students in grades three through eight met or exceeded standards on the 2024-25 English/Language Arts assessment. TNS reported a whole-school proficiency rate of 40%, performing nearly on par with the statewide average. When adjusted for student demographics through the WCI, the school's legacy WCI was 1.00, indicating that legacy students performed at levels consistent with comparable student populations statewide. The school also demonstrated significant improvement from the previous year, with its legacy WCI increasing from 0.63 in 2024 to 1.00 in 2025, a gain of 0.37 points. This increase exceeds the growth threshold established within the

Accountability Plan Performance Framework and reflects meaningful improvement in English/Language Arts outcomes relative to the students served. Therefore, the school receives a rating of **Exceeds Standard** for this measure.

Math: In Indiana, 42% of students in grades three through eight met or exceeded standards on the 2024-25 mathematics assessment. TNS reported a whole-school proficiency rate of 24%, performing 18 percentage points below the statewide average. Because proficiency rates are influenced by the unique student populations schools serve, Education One utilizes a WCI to evaluate performance relative to comparable student groups across the state. TNS earned a legacy WCI of 0.60, indicating that legacy students performed below the level expected when compared to demographically similar students statewide. However, the school's WCI increased from 0.41 in 2024 to 0.53 in 2025, representing a year-over-year increase of 0.12. Under Education One's framework, this level of growth exceeds the threshold required for an Exceeds Standard rating based on improvement over time. Therefore, the school receives a rating of **Exceeds Standard** for this measure.

Across both content areas, the school's WCI results suggest that subgroup performance patterns are largely consistent. The strongest relative performance was observed among students receiving special education services, particularly in English/Language Arts, where outcomes exceeded statewide expectations for comparable students. Conversely, mathematics performance was substantially below expectations across nearly all subgroup categories, indicating a schoolwide challenge rather than an issue isolated to a specific student population. Because White students comprise approximately 88% of the tested population, their performance has the greatest influence on the school's overall WCI. As a result, improvements in mathematics achievement and proficiency among the school's largest student groups will be critical to increasing future WCI outcomes and overall academic performance.

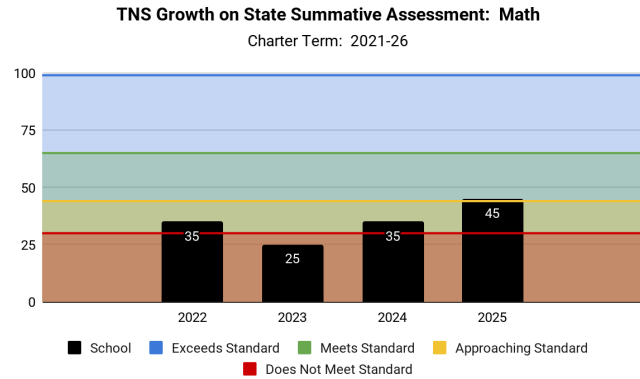
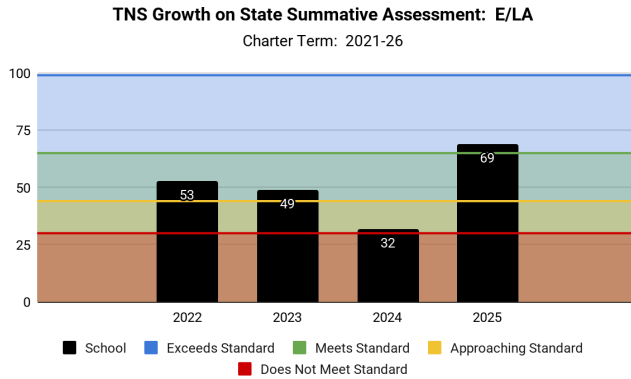
Growth on State Summative Assessment

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

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

The Median Growth Percentile (MGP) is calculated utilizing individual Student Growth Percentiles (SGP) and finding the median, or midpoint, of those numbers. An SGP describes the relationship between the student's previous scores and their current year's score and compares that difference to the same student's academic peers. An academic peer is defined as a student in the same grade who had similar scores on previous assessments.

The MGP indicates how the school grew its students as well as or better than other schools that serve similar achieving students. The following graphs illustrate the MGP trends throughout the school's current charter term defined within this review.



English/Language Arts: TNS achieved a MGP of 69 on the 2024-25 ILEARN E/LA assessment. A MGP of 69 indicates that the typical TNS student grew more academically than 69 percent of Indiana students with similar prior achievement levels, demonstrating the school's ability to accelerate learning beyond expected rates.

The school's strong growth outcomes were also accompanied by meaningful improvements in proficiency. E/LA proficiency increased from 28% in 2024 to 40% in 2025, while the school's WCI increased from 0.63 to 0.92. Together, these results suggest that student growth was not merely reflected in incremental score increases but translated into a greater number of students meeting grade-level expectations and performing at levels comparable to similar student populations across the state. The substantial improvement in both growth and proficiency outcomes reflects the effectiveness of the school's instructional program and its ability to accelerate learning for students. The school receives a rating of **Exceeds Standard** for this measure.

Math: TNS achieved a MGP of 45 on the 2024-25 ILEARN math assessment, meeting the threshold required for a Meets Standard rating. An MGP of 45 indicates that the typical TNS student grew as much as or more than 45 percent of Indiana students with similar prior achievement levels, demonstrating academic growth that is consistent with statewide expectations.

The school's mathematics growth results also reflect continued improvement over time. Following an MGP of 35 in 2024, the school increased its MGP to 45 in 2025, representing its strongest mathematics growth performance during the current charter term. This improvement was accompanied by an increase in mathematics proficiency from 19% in 2024 to 24% in 2025 and an increase in the school's WCI from 0.41 to 0.54. While overall mathematics proficiency and comparative performance remain below expected levels, the positive trends in growth, proficiency, and WCI suggest that the school's instructional efforts are beginning to produce improved academic outcomes for students. Therefore, the school receives a rating of **Meets Standard** for this measure.

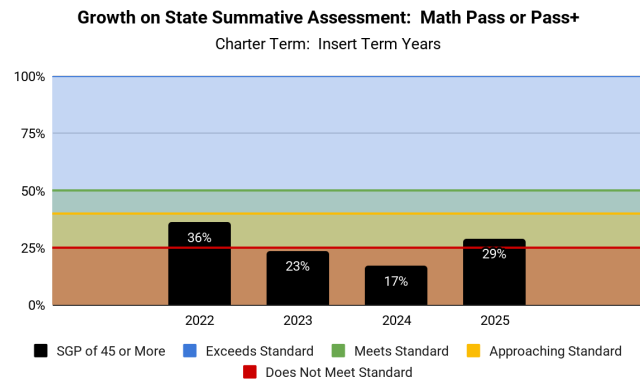
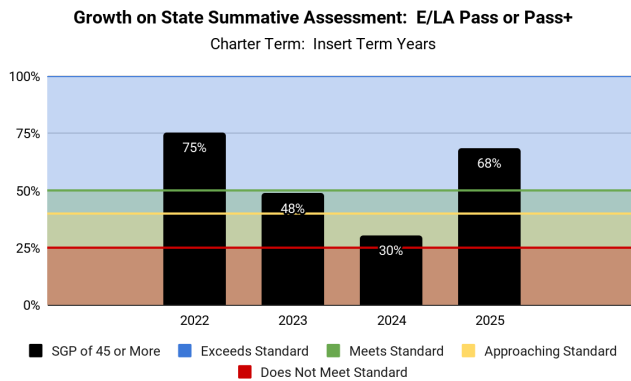
Passing Status Growth on State Summative Assessment

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: A total of 68% of students who were previously identified as Pass or Pass+ achieved a SGP of at least 45 on the 2024-25 E/LA assessment. This exceeds the 50% threshold required for an Exceeds Standard rating and indicates that a substantial majority of previously proficient students maintained academic growth at or above expected levels when compared to their academic peers statewide.

The school's performance on this measure represents a significant improvement from the previous year, increasing from 30% in 2024 to 68% in 2025. These results suggest that TNS was successful not only in accelerating growth among students overall, but also in ensuring that students who had already achieved proficiency continued to make meaningful academic progress. The ability to maintain growth among higher-performing students while simultaneously increasing overall proficiency and growth outcomes is indicative of a school that is effectively supporting students across multiple performance levels. Therefore, the school receives a rating of **Exceeds Standard** for this measure.

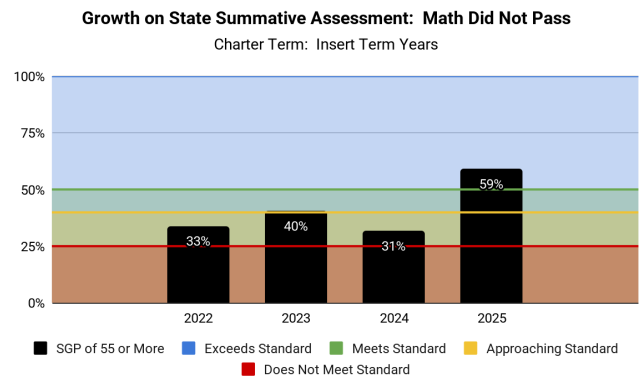
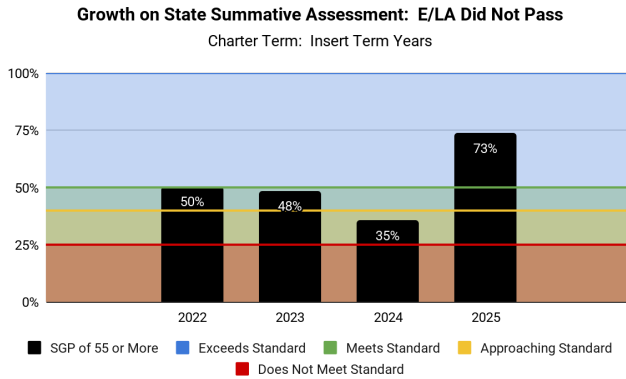
Math: A total of 29% of students who were previously identified as Pass or Pass+ achieved a SGP of at least 45 on the 2024-25 Mathematics assessment. While the school did not meet the threshold required for a higher rating, the results reflect improvement from prior years. The percentage of previously proficient students achieving an SGP of at least 45 increased from 17% in 2024 to 29% in 2025, indicating that a greater proportion of students who had already demonstrated proficiency were able to maintain meaningful academic growth. This positive trend aligns with the school's broader improvement in mathematics outcomes, including increases in overall proficiency, Median Growth Percentile, and Weighted Comparative Index during the 2024-25 school year.

Although additional progress is needed to ensure a larger percentage of proficient students continue to grow at or above expected levels, the improvement observed in 2025 suggests that the school's efforts to strengthen mathematics instruction and student performance are beginning to produce positive results. Therefore, the school receives a rating of **Approaching Standard** for this measure.

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.



English/Language Arts: A total of 73% of students who were previously identified as Did Not Pass achieved a SGP of at least 55 on the 2024-25 E/LA assessment. This exceeds the 50% threshold required for an Exceeds Standard rating and indicates that a substantial majority of previously non-proficient students demonstrated growth significantly greater than their academic peers statewide.

The school's performance on this measure represents a significant improvement from prior years, increasing from 35% in 2024 to 73% in 2025. These results suggest that TNS was highly effective in accelerating learning for students who had not yet reached proficiency, helping many students make the level of progress necessary to move closer to or attain grade-level expectations. The strong performance on this measure aligns with the school's substantial gains in E/LA proficiency, MGP, and WCI, indicating that accelerated growth among previously non-proficient students contributed meaningfully to the school's overall academic improvement. Therefore, the school receives a rating of **Exceeds Standard** for this measure.

Math: A total of 59% of students who were previously identified as Did Not Pass achieved a SGP of at least 55 on the 2024-25 math assessment. This exceeds the 50% threshold required for an Exceeds Standard rating and indicates that a majority of previously non-proficient students demonstrated growth significantly greater than their academic peers statewide.

The school's performance on this measure improved considerably from the previous year, increasing from 31% in 2024 to 59% in 2025. These results suggest that TNS was increasingly successful in accelerating learning for students who had not yet reached proficiency, supporting stronger academic growth among students most in need of improvement. The positive trend aligns with the school's increases in mathematics proficiency, MGP, and WCI during the 2024-25 school year. While overall math achievement remains an area for continued focus, the school's ability to generate accelerated growth among previously non-proficient students represents an encouraging indicator that instructional improvements are beginning to translate into stronger student outcomes. Therefore, the school receives a rating of **Exceeds Standard** for this measure.

Comparison to Local Schools

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

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

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

School Name	SPED Population	Distance from School
TNS		
Geist Montessori Academy	12.7%	9 miles
Crestview Elementary School	15.6%	1.8 miles
Forest Glen Elementary School	8.3%	4 miles
Skiles Test Elementary School	7.5%	2.3 miles
Sunnyside Elementary School	9.4%	5.4 miles

The following graphs and tables illustrate the comparative performance of TNS. Cells highlighted in green indicate that TNS outperformed the comparison school in that content area.

School Name	E/LA WCI	Math WCI
Average	1.09	0.67
Geist Montessori Academy	0.84	0.79
Crestview Elementary School	1.10	0.68
Forest Glen Elementary School	0.65	0.40
Skiles Test Elementary School	1.32	0.81
Sunnyside Elementary School	1.56	0.67

English/Language Arts: TNS achieved a WCI of 1.09 in E/LA, indicating that the school outperformed its comparison schools overall. The school exceeded the performance of three of its four comparison schools. These results suggest that TNS is providing stronger E/LA outcomes than other nearby schools serving similar student populations. The school's performance relative to comparison schools aligns with other positive English/Language Arts outcomes observed throughout this review, including improvements in proficiency, growth, and comparative performance measures. Collectively, these results demonstrate the effectiveness of the school's instructional program in supporting student achievement and growth in English/Language Arts. Therefore, the school receives a rating of **Exceeds Standard** for this measure.

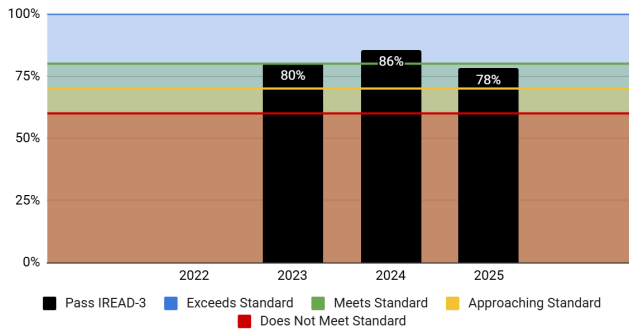
Math: TNS achieved a WCI of 0.67 in Mathematics, indicating that the school performed noticeably below its comparison schools overall. The school did not outperform any of its identified comparison schools and trailed each school included in the analysis. These results suggest that, despite recent improvements in mathematics growth and proficiency, student outcomes remain substantially below those of nearby schools serving similar student populations. While other math measures included in this review demonstrated encouraging signs of improvement, including increases in proficiency, growth, and comparative performance from the previous year, those gains have not yet translated into performance levels comparable to local schools. Continued focus on strengthening core mathematics instruction, intervention systems, and the consistent implementation of effective instructional practices will be critical to improving student outcomes and closing the gap between TNS and its comparison schools. Therefore, the school receives a rating of **Does Not Meet Standard** 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. Education One compares the school's passing percentage to the passing percentage of the state. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of grade 3 students receiving a passing score is greater than or equal to 90.0%.	The percentage of grade 3 students receiving a passing score is between 80.0-89.9%.	The percentage of grade 3 students receiving a passing score is between 70.0-79.9%.	The percentage of grade 3 students receiving a passing score is less than 70.0%.

TNS 3rd Grade Literacy
Charter Term: 2021-26



In 2024-25, 78% of TNS third-grade students passed the IREAD-3 assessment, demonstrating foundational reading proficiency by the end of grade three. While the school's passing rate fell nine percentage points below the statewide average of 87%, a substantial majority of students met Indiana's literacy benchmark and entered grade four with the foundational reading skills necessary for future academic success.

Although the school's passing rate declined from 86% in 2024 to 78% in 2025, the results remain above the minimum proficiency threshold established within the Accountability Plan Performance Framework. Given the critical role early

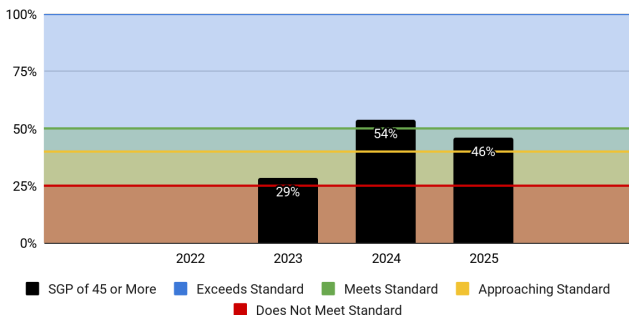
literacy plays in long-term academic achievement, continued efforts to strengthen foundational reading instruction and provide targeted support for students approaching proficiency will be important to increasing future IREAD-3 outcomes and aligning more closely with Indiana's statewide goal of a 95% passing rate by 2027. The school receives a rating of **Approaching Standard**.

6th Grade Math

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

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

TNS 6th Grade Math Growth
Charter Term: 2021-26



In 2024-25, 46% of sixth-grade students achieved a SGP of at least 45 on the ILEARN math assessment. An SGP of 45 or greater indicates that students demonstrated growth at or above expected levels when compared to academic peers with similar prior achievement.

The school's results reflect continued success in supporting mathematics growth among sixth-grade students. While the percentage of students meeting this benchmark declined slightly from 54% in 2024 to 46% in 2025, performance remained within the Meets Standard range and substantially exceeded the 2023 rate of 29%. The school's ability to

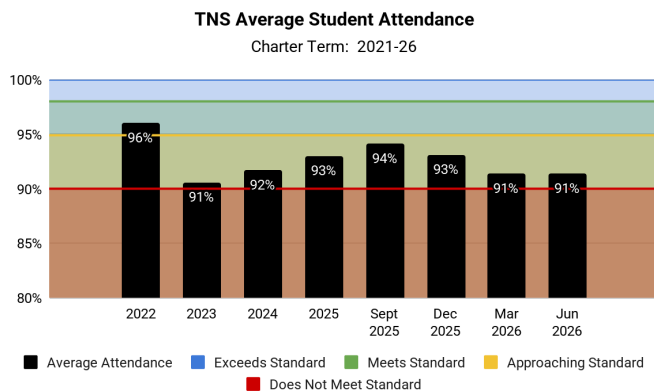
maintain growth outcomes near the Exceeds Standard threshold suggests that instructional practices and supports implemented in sixth-grade mathematics are contributing to meaningful student progress.

Given the broader improvements observed in mathematics growth throughout the school during the 2024-25 school year, these results provide additional evidence that students are making stronger academic gains than in previous years. Continued focus on sustaining effective instructional practices and increasing the percentage of students achieving above-expected growth will be important to moving this measure into the Exceeds Standard range in future years. The school receives a rating of **Meets Standard** for this measure.

Average Student Attendance

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

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



TNS reported an average attendance rate of 93% during the 2025-26 school year. While the school's attendance rate remains below the 95% benchmark associated with regular school attendance in Indiana, the data reflects gradual improvement over the past two years, increasing from 91% in 2023 to 92% in 2024 and 93% in 2025.

Although attendance improved overall, monthly attendance trends suggest that maintaining consistent student attendance throughout the school year remains a challenge. Attendance rates were strongest at the beginning of the year, reaching 94% in September 2025, before declining to 91% by March and June 2026. This pattern indicates that

while the school has been successful in improving attendance compared to prior years, additional efforts may be needed to sustain student engagement and attendance throughout the entire academic year.

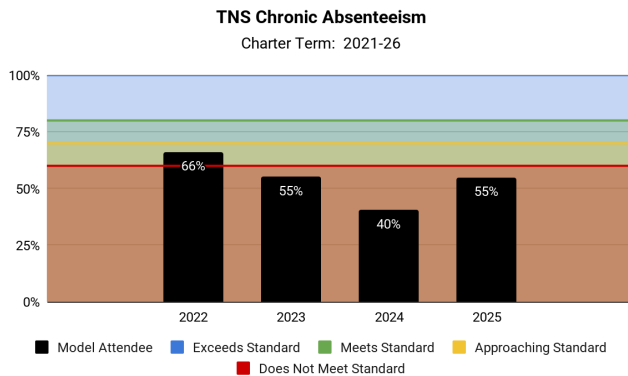
Regular attendance is a critical component of academic success, as students who consistently attend school have greater access to instruction, intervention, and learning opportunities. Continued focus on identifying attendance barriers, strengthening family partnerships, and implementing proactive attendance supports will be important to increasing attendance rates and reaching the Meets Standard threshold in future years. The school receives a rating of **Approaching Standard** for this measure.

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.



TNS reported a model attendee rate of 55% during the 2025-26 school year. This measure provides a broader view of attendance by recognizing both consistently strong attendance and meaningful improvement among students with prior attendance challenges.

While the school's model attendee rate remained below the 60% threshold required to meet the standard, the data reflects improvement from the previous year. The percentage of model attendees increased from 40% in 2024 to 55% in 2025, representing a 15-point gain and the strongest performance since 2022. This suggests that more students either

maintained strong attendance habits or demonstrated meaningful improvements in attendance compared to prior years.

Despite this progress, nearly half of the school's students did not meet the criteria for model attendance, indicating that chronic absenteeism continues to be a significant challenge. Because regular attendance is closely connected to student engagement, academic growth, and proficiency outcomes, continued efforts to identify attendance barriers, strengthen family partnerships, and implement targeted attendance interventions will be critical to sustaining recent improvements and increasing the percentage of students consistently engaged in learning. Therefore, the school receives a rating of **Does Not Meet Standard** for this measure.

Special Education

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

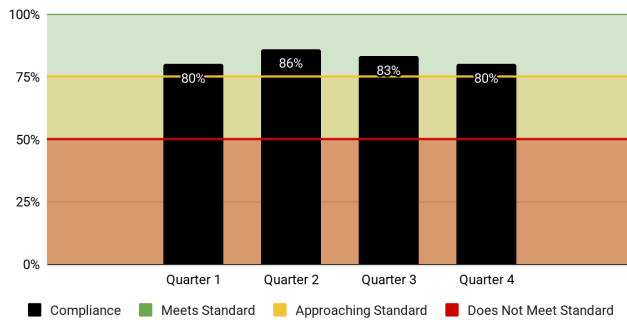
- Evidence that IEP goals are established, current, and up to date in Indiana's online system;
- Case conference meetings occur in compliance with all state and federal laws;
- Evidence of high quality interventions and IEPs are appropriately communicated with the classroom teacher;
- Evidence of high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

The rubric for this sub-indicator is as follows:

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

rated as Does Not Meet Standard.

TNS Special Education Compliance
Charter Term: 2021-26



The school ensures that every student with an Individualized Education Plan (IEP) receives tailored support and services. Indiana's online system shows that IEP goals are meticulously established, current, and up-to-date, reflecting a commitment to individualized student success. Case conference meetings are conducted rigorously, adhering to state and federal laws. It will be imperative for the school to analyze the percentage of disciplinary actions involving special education students and compare it to their percentage in the overall student population.

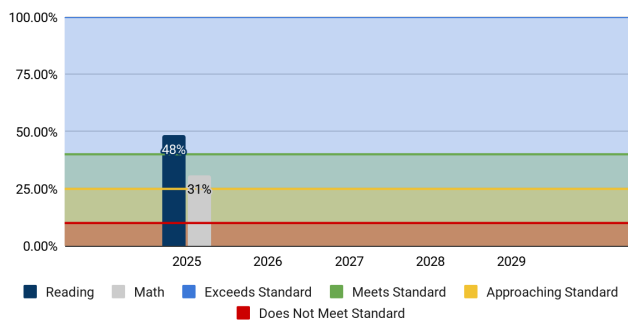
The school will need to address any disparities and implement strategies to ensure disciplinary actions are fair and equitable.

The following graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year TNS receives a rating of **Meets Standard**.

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

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
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.

TNS Special Education Performance
Charter Term: 2021-26



In 2024-25, TNS served 43 students with IEPs, representing 24.6% of the school's total enrollment. Results indicated that 48% of students receiving special education services were approaching, meeting, or exceeding proficiency in E/LA, while 31% demonstrated the same level of performance in math.

When averaged across both content areas, 39.5% of Special Education students were approaching, meeting, or exceeding proficiency on the state summative assessment. While this result falls just below the threshold required for an Exceeds Standard rating, it demonstrates that a substantial proportion of students receiving special education services are performing near or at grade-level expectations.

These results are particularly noteworthy given the size of the school's special education population and align with other measures indicating that students receiving special education services are performing comparatively well relative to similar students statewide. Continued efforts to strengthen mathematics outcomes while sustaining strong English/Language Arts performance will be important to increasing overall proficiency levels and advancing this measure into the Exceeds Standard range in future years. Therefore, the school receives a rating of **Meets Standard** 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:

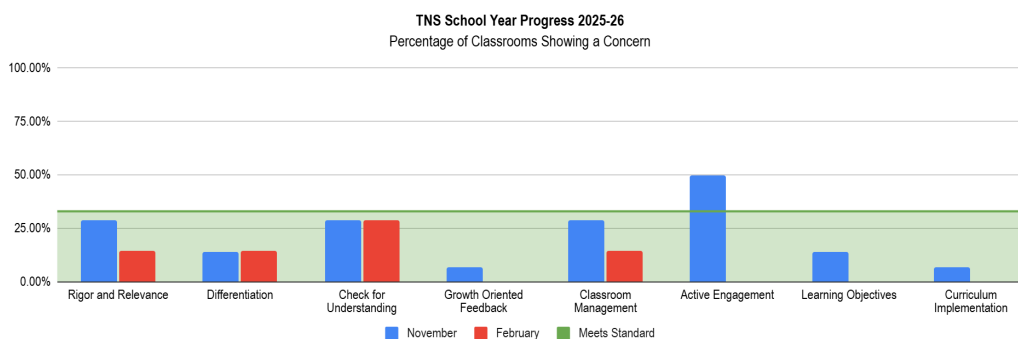
- **Rigor and Relevance:** Instructional delivery possesses the appropriate level of rigor and relevance, whereas rigor is defined as complexity and relevance is defined as culturally affirming.
- **Differentiated Instruction:** Differentiation in a classroom refers to the practice of tailoring instruction 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.

	November	February
Rigor + Relevance	29.0%	14.3%
Differentiation	14.0%	14.3%
Checks for Understanding	29.0%	28.6%
Growth Oriented Feedback	7.0%	0.0%
Classroom Management	29.0%	14.3%
Active Engagement	50.0%	0.0%
Learning Objectives	14.0%	0.0%
Curriculum Implementation	7.0%	0.0%

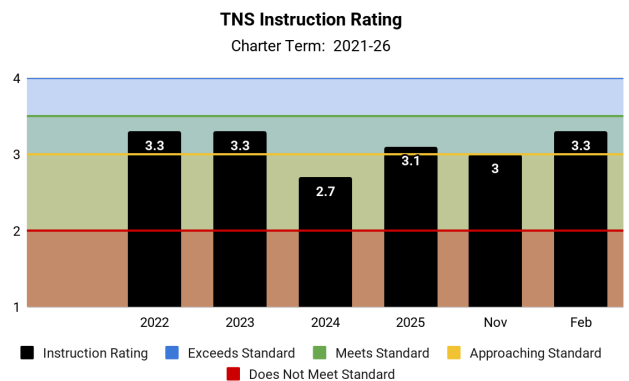
The school demonstrates a positive classroom culture grounded in strong teacher-student relationships and clear expectations for behavior and routines. There is evidence of intentional grouping practices and the use of aligned instructional resources, with some classrooms showing emerging student participation and discussion. These structures provide a foundation for engagement and access to grade-level content.

A clear trend across observations is variability in the depth of student engagement, with a need to move from compliant participation to more consistent, meaningful discourse and higher-order thinking. While some student discussion is evident, there is an opportunity to more intentionally design tasks that require inquiry, analysis, and peer interaction, supported by questioning strategies that push students to think critically and demonstrate their understanding.

Moving forward, the school should prioritize increasing student ownership of learning by expanding opportunities for authentic discussion and cognitively demanding tasks. Leveraging classroom environments and instructional strategies to promote active engagement, alongside targeted professional learning focused on rigor and gradual release of cognitive load, will support more consistent, student-driven learning experiences across classrooms.

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, TNS receives a rating of **Meets Standard** with an average instruction rating of 3.2 points.



Progress Towards Proficiency

The success of the school's educational model is measured by analyzing the percentage of students who demonstrate grade level proficiency and/or those who are growing appropriately towards proficiency. Ratings for both reading and

math are based on the results of the school's chosen benchmark assessment and standards. The rubric for this sub-indicator is as follows:

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

During the 2025-26 school year, TNS utilized Indiana Checkpoints for grades three through eight and Amplify for grades kindergarten through second grades. Both assessments assess students in reading and math and are aligned to grade level standards. Results were consistently collected, analyzed, and discussed during support checks to identify areas of immediate improvement and celebration.

The tables 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	18%	19.2%	23%	✗	26%	52%	✗
First	39%	45.5%	86%	✓	58%	68%	✗
Second	39%	38.5%	77%	✓	39%	81%	✓
School	32%	33.8%	61%	✗	38%	68%	✗
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard							

Progress Towards Proficiency: Reading						
	TNS			Indiana		
	Checkpoint One	Checkpoint Two	Checkpoint Three	Checkpoint One	Checkpoint Two	Checkpoint Three
Third	31%	38%	48%	25%	34%	38%
Fourth	30%	26%	41%	34%	37%	43%
Fifth	40%	27%	47%	34%	39%	37%
Sixth	25%	50%	53%	37%	37%	42%
Seventh	44%	27%	47%	32%	38%	40%
Eighth	40%	50%	20%	38%	40%	44%
School	34%	36%	44%	N/A	N/A	N/A
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard						

Reading: TNS' K-2 reading data demonstrates overall improvement in early literacy proficiency during the 2025-26 school year. Schoolwide proficiency increased from 31.6% in fall 2025 to 38.2% in spring 2026, with 68% overall progress toward proficiency. While this resulted in an Approaching Standard rating, the data reflects positive movement across most grade levels. First grade emerged as a particular strength, increasing proficiency from 39.1% to 57.9% and demonstrating strong progress throughout the year. Second grade maintained relatively stable proficiency levels while achieving a Meets Standard rating for end-of-year progress toward proficiency. Kindergarten remained the school's greatest area of need, with proficiency increasing from 17.9% to 26.1% but remaining well below desired levels. These results suggest that while foundational literacy systems are beginning to generate improvement, additional attention to early literacy acceleration, particularly in kindergarten, will be necessary to ensure students enter later grades on track for grade-level reading success.

For grades 3–8, TNS demonstrated strong performance on Indiana Checkpoint assessments relative to statewide results. Schoolwide proficiency increased from 34% at Checkpoint One to 44% at Checkpoint Three, reflecting steady improvement throughout the year. TNS met or exceeded statewide proficiency rates at nearly every grade level and checkpoint, including particularly strong performance in grades 3, 5, 6, and 7. Sixth grade demonstrated the strongest outcomes, increasing from 25% proficiency at Checkpoint One to 53% by Checkpoint Three, exceeding statewide performance by 11 percentage points. These results indicate that students in the upper grades are generally performing at or above state expectations and suggest that the school's literacy program is producing competitive outcomes beyond the primary grades.

Given the school's multi-age Montessori structure, the relationship between K–2 and grades 3–8 outcomes warrants consideration. While early literacy proficiency remains an area for continued improvement, the stronger performance observed in later grades suggests that students who remain within the Montessori program may experience cumulative benefits over time. The consistent ability of grades 3–8 students to perform at or above state benchmarks, particularly in reading, may indicate that the school's model is more effectively translating into measurable academic outcomes as students advance through successive Montessori learning cycles. Continued monitoring will be important to determine whether strengthening foundational literacy instruction in the earliest grades results in even stronger outcomes throughout the upper elementary and middle school years.

As 2025-26 represents the first year of Indiana Checkpoint implementation, TNS receives a rating of **Not Applicable** for this measure.

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	50%	54%	N/A	N/A	65%	N/A	✗
First	48%	43%	N/A	N/A	80%	N/A	✓
Second	30%	48%	N/A	N/A	62%	N/A	✗
School	42%	49%	N/A	N/A	68%	N/A	✗
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard							

Progress Towards Proficiency: Math						
	TNS			Indiana		
	Checkpoint One	Checkpoint Two	Checkpoint Three	Checkpoint One	Checkpoint Two	Checkpoint Three
Third	38%	48%	48%	45%	43%	48%
Fourth	20%	39%	32%	48%	41%	50%
Fifth	13%	14%	40%	42%	41%	44%
Sixth	12%	18%	41%	31%	37%	44%
Seventh	13%	7%	7%	37%	39%	37%
Eighth	30%	20%	20%	32%	38%	38%
School	22%	27%	34%	N/A	N/A	N/A
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard						

Math: TNS' K–2 math data demonstrates strong growth in early numeracy proficiency during the 2025-26 school year. Schoolwide proficiency increased from 42.1% in fall 2025 to 48.6% at mid-year and 68.1% by spring 2026, reflecting substantial improvement across all primary grade levels. Kindergarten proficiency increased from 50.0% to 65.2%, first grade increased from 47.8% to 80.0%, and second grade increased from 29.6% to 61.5%. These results suggest that students in the primary grades are developing foundational mathematical knowledge and skills at an encouraging rate.

For grades 3–8, however, math Checkpoint results present a more complex picture. While schoolwide proficiency increased from 22% at Checkpoint One to 34% at Checkpoint Three, performance generally remained below statewide proficiency rates across most grade levels. Third grade performed closest to state benchmarks, while fifth, sixth, seventh, and eighth grades continued to demonstrate sizable gaps relative to Indiana peers. Although fifth and sixth grade students demonstrated notable improvement throughout the year, seventh grade proficiency declined from 13% at Checkpoint One to 7% at Checkpoint Three, and eighth grade proficiency remained below statewide performance throughout all three checkpoints. Overall, the data suggests that students are making progress in math, but the rate of improvement has not yet been sufficient to consistently close achievement gaps relative to the state.

The results also provide an important point of comparison to both the school's Montessori model and its 2024-25 state assessment outcomes. Unlike reading, where upper-grade Checkpoint performance generally exceeded statewide benchmarks, math performance remained below state expectations across most grade levels despite strong growth in K–2 proficiency. This pattern mirrors the school's 2025 ILEARN results, which showed meaningful improvement in mathematics growth and proficiency but continued challenges in achieving proficiency levels comparable to similar student populations statewide. Given the school's multi-age Montessori structure, one might expect students to increasingly benefit from cumulative exposure to the model as they advance through successive learning cycles. While this pattern was evident in reading outcomes, it is less apparent in math, where stronger K–2 performance has not yet translated into consistently competitive upper-grade achievement. As a result, continued evaluation of mathematics instruction, curriculum implementation, intervention systems, and the alignment between Montessori practices and state mathematics expectations will be important to determine how effectively the model is supporting long-term mathematics achievement.

As 2025-26 represents the first year of Indiana Checkpoint implementation, TNS receives a rating of **Not Applicable** for this measure.

Subgroup Progress Towards Proficiency

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

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

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

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

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

Progress Towards Proficiency: Reading K-2								
	Population %	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
White	74%	25%	26%	55%	✗	37%	61%	✗
School	100%	32%	34%	61%	✗	38%	62%	✗
Key: ✓ = Exceeds Standard, ✔ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard								

Progress Towards Proficiency: Reading 3-8						
	Population %	Checkpoint One	Checkpoint Two	Checkpoint Three	End of Year Progress Towards Proficiency	Rating
White	86%	61%	71%	72%	N/A	N/A
SPED	33%	36%	44%	54%	N/A	N/A
School	100%	34%	36%	44%	N/A	N/A
Key: ✓ = Exceeds Standard, ✔ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard						

Reading: Subgroup reading results reveal important differences between early literacy outcomes and upper-grade performance. In grades K–2, White students, who represent approximately 74% of the student population, demonstrated modest improvement in proficiency, increasing from 25.4% in fall 2025 to 36.6% in spring 2026. While this growth closely mirrored the schoolwide trend and resulted in 61% progress toward proficiency, both the subgroup and overall school remained in the Approaching Standard range. Given the size of the White student population, improvements in foundational literacy outcomes for this subgroup will have a significant influence on future schoolwide performance.

In grades 3–8, however, subgroup results were substantially stronger. White students, representing 86% of the tested population, demonstrated consistently high proficiency rates across all three Indiana Checkpoints, increasing from 60.7% at Checkpoint One to 71.8% at Checkpoint Three. These results far exceeded overall school proficiency rates and indicate that White students in the upper grades are performing well above grade-level expectations. Students receiving special education services, who comprised approximately 33% of tested students, also demonstrated meaningful improvement throughout the year, increasing from 36.4% proficiency at Checkpoint One to 54.5% by Checkpoint Three. The performance of this subgroup is particularly noteworthy given the size of the school's special education population and aligns with other indicators throughout this review showing that students receiving special education services are experiencing positive academic outcomes relative to expectations.

Taken together, the subgroup data suggests that reading performance strengthens considerably as students progress through the school's Montessori continuum. While foundational literacy development in the primary grades remains an area for continued focus, particularly among the school's largest student subgroup, the strong performance of White and Special Education students in grades 3–8 indicates that students who remain within the program are generally achieving favorable reading outcomes. Continued monitoring will be important to determine whether improvements in early literacy proficiency translate into even stronger upper-grade outcomes over time.

As 2025-26 represents the first year of Indiana Checkpoint implementation, TNS receives a rating of **Not Applicable** for this measure.

Progress Towards Proficiency: Math K-2								
	Population %	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
White	74%	37.5%	46.3%	N/A	N/A	66.7%	N/A	N/A
School	100%	42.1%	48.6%	N/A	N/A	68.1%	N/A	N/A
Key: ✓ = Exceeds Standard, ✔ = Meets Standard, ✗ = Approaching Standard, ✖ = Does Not Meet Standard								

Progress Towards Proficiency: Math 3-8						
	Population %	Checkpoint One	Checkpoint Two	Checkpoint Three	End of Year Progress Towards Proficiency	Rating
White	86%	44%	52%	58%	N/A	N/A
SPED	33%	38%	53%	48%	N/A	N/A
School	100%	22%	27%	34%	N/A	N/A
Key: ✓ = Exceeds Standard, ✔ = Meets Standard, ✗ = Approaching Standard, ✖ = Does Not Meet Standard						

Math: Subgroup mathematics results provide additional context regarding the school's strengths and ongoing challenges in math achievement. In grades K–2, White students, who represent approximately 74% of the student population, demonstrated substantial growth in proficiency throughout the school year. Proficiency increased from 37.5% in fall 2025 to 66.7% by spring 2026, representing a gain of nearly 30 percentage points. This growth closely mirrored the schoolwide trend, which increased from 42.1% to 68.1% proficiency, suggesting that students in the primary grades are developing foundational mathematics skills at an encouraging rate. Given the size of the White student subgroup, continued improvement among these students will significantly influence future schoolwide mathematics outcomes.

In grades 3–8, subgroup results present a more positive picture than overall schoolwide Checkpoint performance. White students, representing 86% of the tested population, demonstrated consistent improvement across all three Indiana Checkpoints, increasing from 44% proficiency at Checkpoint One to 58% by Checkpoint Three. Similarly, students receiving special education services, who comprised approximately 33% of tested students, improved from 38% proficiency at Checkpoint One to 53% at Checkpoint Two before ending the year at 48%. Both subgroups substantially outperformed the schoolwide averages of 22%, 27%, and 34% across the three checkpoints, suggesting that many students within the school's largest subgroups are demonstrating stronger mathematics performance than the aggregate schoolwide results alone may indicate.

Viewed through the lens of the school's Montessori model, the mathematics results present a somewhat different pattern than was observed in reading. The strong growth demonstrated by White and Special Education students in grades 3–8 may provide some evidence that students are benefiting from sustained exposure to the Montessori environment over time. However, unlike reading, where upper-grade outcomes consistently exceeded state benchmarks, mathematics achievement remains less consistently aligned with statewide expectations. This pattern mirrors findings from the school's 2024-25 state assessment results, where students demonstrated improving growth and proficiency outcomes but continued to perform below expectations on comparative measures such as the Weighted Comparative Index and comparison school analyses. While the subgroup data suggests that many students are making meaningful progress in mathematics, continued attention to instructional rigor, intervention systems, and the alignment between Montessori practices and state mathematics standards will be important to ensure that accelerated growth translates into consistently competitive proficiency outcomes across all student groups.

As 2025-26 represents the first year of Indiana Checkpoint implementation, TNS receives a rating of **Not Applicable** for this measure.

Historical Proficiency

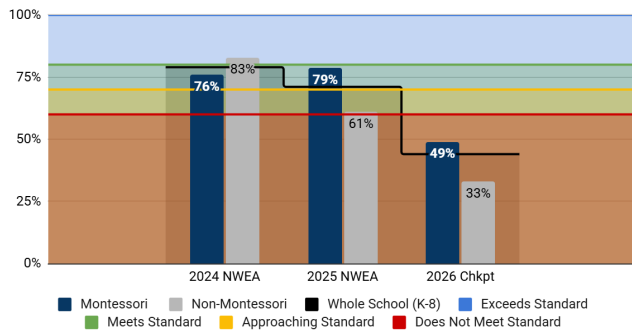
The success of the school's educational model is measured by analyzing how legacy students perform compared to non-legacy students. A legacy student is identified by having attended the school for a minimum of three consecutive years. A Legacy Performance Index (LPI) is used to quantify this relationship 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%

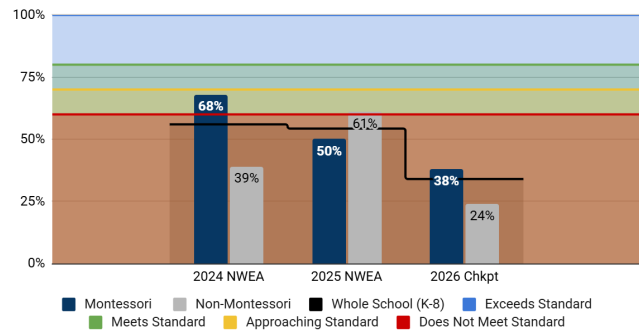
The following table and graphs illustrate historical proficiency of legacy, non-legacy, and the whole school throughout the schools current charter term. These students are compared to other similar grade level students who have not attended the school for the minimum of three years. The school transitioned from NWEA to Indiana Checkpoints during the 2025-26 school year. Because these assessments utilize different methodologies, proficiency benchmarks, and reporting structures, apparent changes in proficiency rates between 2024-25 and 2025-26 should be interpreted with caution and do not necessarily represent changes in student performance.

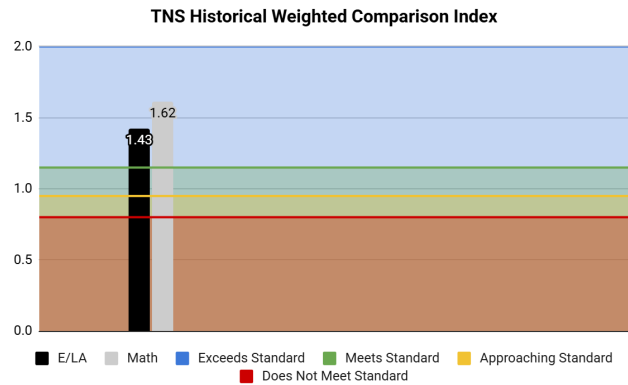
Historical Proficiency: Checkpoints									
		Reading				Math			
	Population %	Checkpoint 1	Checkpoint 2	Checkpoint 3	Rating	Checkpoint 1	Checkpoint 2	Checkpoint 3	Rating
Legacy	72%	41%	42%	49%	✗	21%	31%	38%	✗
Non-Legacy	28%	17%	21%	33%	✗	24%	17%	24%	✗
Whole School	100%	34%	36%	44%	✗	22%	27%	34%	✗
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard									

TNS Legacy Student Proficiency: Reading
Charter Term: 2021-26



TNS Legacy Student Proficiency: Math
Charter Term: 2021-26





Reading: Historical proficiency data indicates that students who have remained enrolled at TNS for at least three consecutive years consistently outperform their non-legacy peers in reading achievement. By Checkpoint Three, 49% of legacy students were performing on grade level compared to 33% of non-legacy students, representing a 16-percentage-point advantage. This gap was evident across all three checkpoints, with legacy students maintaining higher proficiency rates at each administration while both student groups demonstrated gradual improvement throughout the year.

The performance difference between legacy and non-legacy students is particularly noteworthy given the school's Montessori model, which is designed around multi-age learning environments and long-term student engagement. The consistent advantage demonstrated by legacy students may suggest that students increasingly benefit from sustained exposure to the school's instructional approach, individualized learning structures, and developmental progression over time. While overall proficiency remains an area for continued growth, the stronger outcomes observed among legacy students provide evidence that students who remain within the program are generally achieving more favorable academic results than peers who have not yet experienced the full Montessori continuum.

With a Legacy Performance Index (LPI) of 1.43, legacy students performed approximately 43% better than their non-legacy peers, indicating that students who have remained enrolled at TNS for at least three consecutive years are experiencing stronger academic outcomes. This substantial performance gap suggests that the school's educational model may become increasingly effective as students progress through successive years of the Montessori program. Therefore, the school receives a rating of **Exceeds Standard** according to the Accountability Plan Performance Framework.

Math: Historical proficiency data similarly demonstrates stronger outcomes among students who have remained enrolled at TNS for at least three consecutive years. By Checkpoint Three, 38% of legacy students were performing on grade level compared to 24% of non-legacy students, representing a 14-percentage-point advantage. While overall mathematics proficiency remained lower than reading, legacy students consistently outperformed their non-legacy peers throughout the year and demonstrated stronger growth between Checkpoints One and Three.

The legacy performance gap is particularly significant when viewed alongside the school's broader mathematics results. While other measures in this review indicate that mathematics remains an area requiring continued improvement, the stronger outcomes achieved by legacy students suggest that students may benefit from prolonged participation in the school's Montessori model and instructional program. Unlike reading, where the connection between long-term enrollment and achievement appears more pronounced, the mathematics data presents a more emerging pattern. Nevertheless, the consistent advantage demonstrated by legacy students provides evidence that the school's instructional approach may be contributing positively to student achievement over time, even as overall mathematics proficiency remains an area of focus.

With a Legacy Performance Index (LPI) of 1.62, legacy students performed approximately 62% better than their non-legacy peers, indicating that students who have remained enrolled at TNS for at least three consecutive years are experiencing stronger mathematics outcomes than students who are newer to the school. This substantial performance gap suggests that sustained participation in the school's educational program may contribute to improved mathematics achievement over time.

However, this measure should be considered alongside other mathematics indicators included in this review. While legacy students outperformed their non-legacy peers, overall math proficiency remained below state expectations and comparison school performance levels. As a result, the data suggests that the school's instructional model may be generating positive cumulative benefits for students who remain enrolled over multiple years, but those gains have not yet consistently translated into mathematics outcomes that are competitive with similar student populations across the state. Therefore, the school receives a rating of **Exceeds Standard** according to the Accountability Plan Performance Framework.

Part II: Financial Performance

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

Overall Rating for Financial Performance	Year 1	Year 2	Year 3	Year 4	Year 5
	2021-22	2022-23	2023-24	2024-25	2025-26
	Approaching Standard	Meets Standard	Meets Standard	Meets Standard	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 a rating of Approaching Standard by presenting concerns in indicator measures with a credible plan to address the issues. Overall, the school needs to ensure it is budgeting based on an attainable enrollment projection and increase its days cash.
Year 2	The school received a rating of Meets Standard by presenting minimal concerns in the indicator measures. The school appropriately budgeted based on an attainable enrollment and increased its days cash to meet standard. There were deficiencies noted in the school's first audit, which reflected the school's overall financial management. However, the school quickly addressed the concern within the school year, leaving minimal concern at the time of the annual review.
Year 3	The school received a rating of Meets Standard, with no concerns in the indicator measures. The school continues to improve upon financial management practices during its third year in operation, meeting or exceeding enrollment targets, and increasing days cash over time.
Year 4	The school received a rating of Meets Standard, with minimal concerns in the indicator measures. The school continues to improve upon financial management by exceeding enrollment targets. Days Cash did decrease throughout the school year.
Year 5	TNS receives an overall Financial Performance rating of Meets Standard with a weighted score of 2.8. The rating reflects the school's ability to maintain stable financial operations through sound financial management, accurate enrollment projections, strong liquidity, and minimal debt obligations. Throughout the review period, the school consistently demonstrated fiscal stability and successfully resolved a significant facility-related uncertainty by securing a multi-year lease agreement. While the school's overall financial condition remains stable, declining cash reserves continue to be an area for monitoring. Continued focus on enrollment stability, disciplined budgeting practices, and rebuilding cash reserves will be important to strengthening the school's long-term financial sustainability. Overall, the evidence indicates that TNS possesses the financial systems and oversight necessary to support ongoing operations while managing areas of financial risk effectively.

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

Financial Management

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

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

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

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

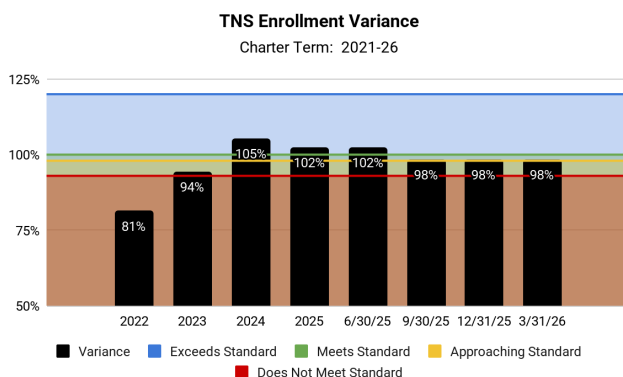
The school submitted all required quarterly financial reports and annual audit documentation in a timely manner, allowing for ongoing monitoring of the school's financial condition throughout the year. The annual audit for the period of July 1, 2024 to June 30, 2025 identified one reporting finding related to the accuracy of fund-level balances reported on the school's Form 9 submission. Specifically, certain federal grant fund balances reported to the Indiana Department of Education did not align with the corresponding balances reflected in the school's financial records and accrual-based financial statements. The finding did not impact the school's overall cash balance and was limited to fund-level reporting and reconciliation procedures. The school acknowledged the finding and implemented corrective actions designed to strengthen internal reconciliation processes and improve the accuracy of future reporting.

Overall, the audit results did not identify significant deficiencies, material weaknesses, concerns regarding fiscal solvency, or issues affecting the reliability of the school's overall financial position. Based on the timely submission of required financial reports and the limited nature of the audit finding, 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.



According to the Indiana Department of Education, TNS reported an enrollment of 185 students during both the October 2025 and February 2026 count periods. In August 2025, the school adopted a budget based on a projected enrollment of 189 students. As a result, the school achieved 98.0% of its budgeted enrollment, resulting in a rating of **Meets Standard** according to the Accountability Plan Performance Framework.

The close alignment between projected and actual enrollment demonstrates the school's ability to accurately forecast student enrollment and develop a budget that reflects realistic

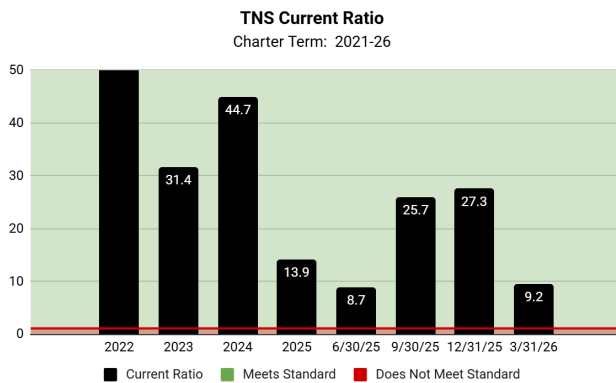
operational assumptions. Because state tuition revenue is directly tied to student enrollment, maintaining enrollment levels near budget projections helps promote financial stability, supports effective staffing decisions, and reduces the risk of unexpected budget shortfalls during the school year.

Additionally, the fact that enrollment remained stable between the October and February count dates suggests the school was successful in retaining students throughout the year. Given the school's relatively small enrollment, maintaining enrollment within four students of its budget projection reflects strong enrollment management and contributes positively to the school's overall financial sustainability.

Current Ratio

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

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



At the time of this report, TNS reported a current ratio of 9.2, indicating that the school's current assets substantially exceed its current liabilities. Although the school's current ratio has declined from prior years, it has remained well above the minimum threshold throughout the current charter term, demonstrating the school's continued ability to meet its short-term financial obligations.

Quarterly financial reviews throughout the 2025-26 school year consistently indicated that the school remained financially stable despite operating with relatively limited cash reserves. The current ratio increased during the first half of the fiscal year as grant funds were received and the school continued to

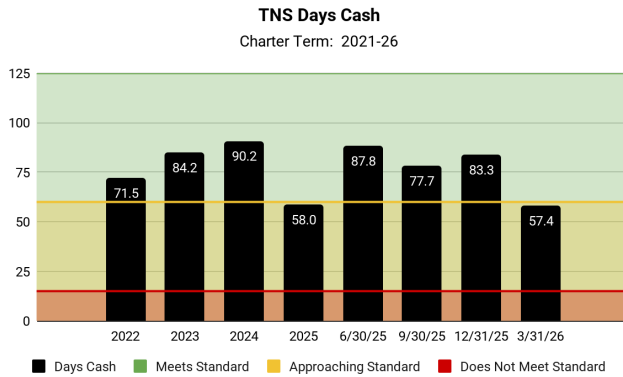
maintain minimal debt obligations. While the ratio declined again by March 2026, the school continued to maintain a strong liquidity position relative to its current liabilities.

The school's debt-free status and successful execution of a multi-year facility lease agreement during the year further strengthened its financial position by reducing uncertainty and supporting longer-term operational planning. While continued attention to rebuilding cash reserves will remain important, the school's current ratio indicates that it maintains sufficient short-term resources to support ongoing operations and meet its financial obligations as they come due. Therefore, 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.



Historically, TNS maintained relatively strong cash reserves, reporting 71.5, 84.2, and 90.2 days cash on hand from 2022 through 2024. However, cash reserves have declined during the current charter term, reflecting the financial realities of operating a small school with limited enrollment-driven revenue and ongoing facility-related planning considerations. Throughout the 2025-26 school year, the school's cash position fluctuated as grant funds were received and expenditures were incurred, increasing to 83.3 days cash on hand in December before declining to 57.4 days by March.

Despite the decline, quarterly financial reviews consistently indicated that the school remained financially stable,

maintained no outstanding debt obligations, and successfully secured a lease agreement allowing it to remain in its current facility through the 2027-28 school year. The resolution of the facility uncertainty provides greater predictability for future financial planning and may allow the school to focus on gradually rebuilding cash reserves over time.

While the school does not currently demonstrate the level of cash reserves necessary to meet the standard, its overall financial position remains stable. Continued attention to enrollment stability, disciplined budgeting practices, and cash reserve management will be important to strengthening long-term financial sustainability and returning this measure to the Meets Standard range. Therefore, the school receives a rating of **Approaching 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:

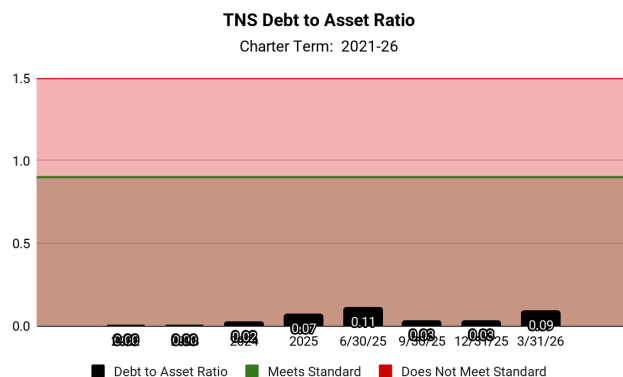
Meets Standard	Does Not Meet Standard
The school is not delinquent or in default on any outstanding loan.	The school is delinquent and/or in default on any outstanding loan.

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

Debt to Asset Ratio

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

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



At the time of this report, TNS reported a debt-to-asset ratio of 0.09, which indicates that only a small portion of the school's assets are financed through debt and that the school maintains a relatively low level of financial leverage.

Throughout the current charter term, the school has consistently demonstrated a strong debt position and has avoided the accumulation of significant long-term obligations. This has been particularly important during a period in which the school has worked through facility planning decisions and

managed relatively limited cash reserves. By maintaining minimal debt obligations, the school has preserved financial flexibility and reduced the likelihood that debt service requirements will negatively impact instructional programming or daily operations.

The school's low debt burden, combined with stable financial operations and the successful execution of a multi-year facility lease agreement during the 2025-26 school year, supports the school's overall financial stability and positions it to focus future resources on sustaining operations and rebuilding cash reserves. Therefore, 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
	2021-22	2022-23	2023-24	2024-25	2025-26
	Approaching Standard	Approaching Standard	Meets Standard	Meets Standard	Approaching Standard

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

What does the Overall Rating for Organizational Performance mean?	
Year 1	Overall, the school received a rating of Approaching Standard, indicating that there were some concerns with the indicator measures but the school presented credible plans to address those issues. The school was held accountable to seven measures and received ratings of approaching standard in five of them. Moving into the 2022-23 school year, there needs to be an increase in overall engagement at the board level during board meetings, more representation of various skill sets, and an increase in discussions about academic outcomes and programming. Clear roles and responsibilities of the board and leadership team need to be established within the shared leadership structure.
Year 2	Overall, the school received a rating of Approaching Standard, indicating that there were some concerns with the indicator measures but the school presented credible plans to address those issues or were showing improvement towards meeting standard. The school was held accountable to seven measures and received a rating of approaching standard in two of them. Moving forward, committee structures should be employed and organized in a way that allows the board to accomplish its work strategically and efficiently. Board meeting materials also need to be distributed in a timely manner to Education One prior to scheduled meetings.
Year 3	Overall, the school received a rating of Meets Standard, indicating that there were minimal concerns with the indicator measures. The school established a plan to address the issue involving Special Education Compliance. It has proven to be effective. The school needs more time to evidence that the issue has been fully remedied.
Year 4	Overall, the school received a rating of Meets Standard, indicating that there were minimal concerns with the indicator measures. As the school transitions out of its foundational years, focused on establishing policies and procedures, it is now entering a critical phase of implementation with fidelity. This shift requires both the governing board and school leadership team to align their efforts toward practices that directly impact student outcomes, enrollment stability, and teacher retention. Moving from system-building to system-execution will be key to initiating progress and drive measurable improvement across all areas of the school.
Year 5	Overall the school received a rating of Approaching Standard, with a weighted score of 2.7. This suggests that TNS has established many of the foundational systems necessary to support effective governance, leadership, and organizational operations, but important aspects of implementation and oversight remain inconsistent and

limit the school's overall effectiveness.

The school's strongest organizational areas were compliance and leadership stability. School leadership demonstrated a culture of high expectations through stable administrative staffing, timely resolution of identified deficiencies, and comprehensive, data-driven communication with the governing board. Similarly, the school consistently met charter and regulatory compliance expectations, maintaining strong operational systems and timely submission of required documentation. These strengths indicate that the organization possesses the capacity, structures, and leadership necessary to support continuous improvement.

At the same time, the review identified opportunities to strengthen governance effectiveness, instructional leadership, and implementation fidelity. While the governing board demonstrated meaningful engagement in academic oversight and maintained sound financial monitoring practices, evidence suggested that governance responsibilities were not consistently distributed among members, strategic oversight frequently extended into operational matters, and formal evaluation and accountability systems for the Head of School were not consistently implemented. Additionally, although leadership demonstrated strong use of data and improving instructional outcomes, implementation of the school's Montessori model remained inconsistent across classrooms and grade levels. Renewal review findings, classroom observations, and stakeholder feedback all indicated a need for greater clarity, training, and accountability related to Montessori expectations and program fidelity.

Moving into the next charter term, the school's greatest opportunities for improvement involve strengthening governance-management boundaries, establishing more rigorous leadership evaluation and accountability systems, increasing Montessori credentialing and implementation fidelity, and ensuring that the school's educational model is delivered consistently across all classrooms and learning environments. With these improvements, TNS is well-positioned to build upon its existing strengths and move toward a higher level of organizational performance.

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

GOVERNING BOARD

Focus on High Academic Achievement

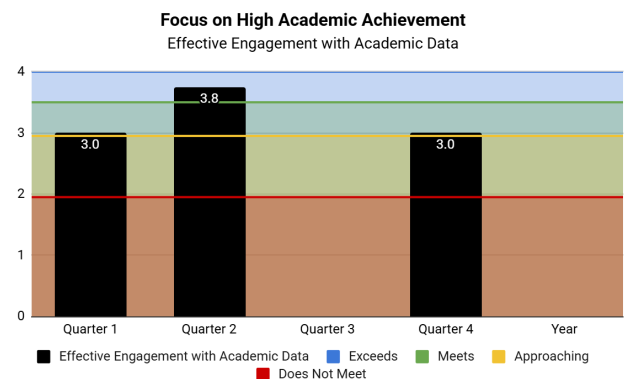
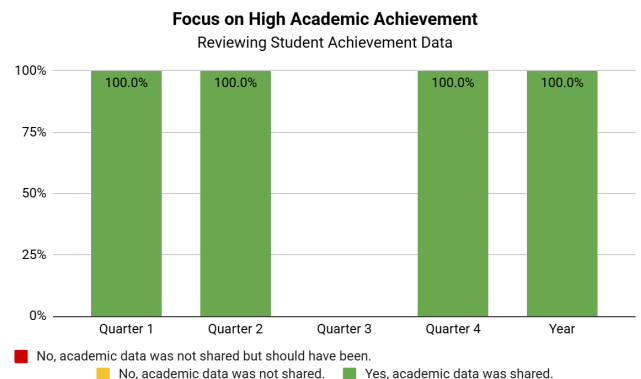
Education One expects governing boards to actively support the school's mission and charter, ensuring students are on track for high-level academic achievement. This includes having a shared belief in the mission, a clear definition of academic excellence, understanding how achievement is measured, and 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 demonstrates a consistent commitment to understanding and monitoring student achievement. Academic data was reviewed at 100% of observed board meetings, ensuring that student outcomes remained a regular focus of governance discussions. Board members engaged meaningfully with academic performance information throughout the year, earning an average academic engagement score of 3.6 out of 4.0, exceeding the threshold for effective data-driven oversight.

A significant contributor to the board's ability to engage at this level was the quality of academic reporting provided by school leadership. Throughout the year, the Head of School consistently presented student achievement data in a manner that connected results to the school's Accountability Plan Performance Framework, strategic goals, grant implementation priorities, and ongoing improvement efforts. Rather than simply reporting outcomes, leadership contextualized results, identified trends, highlighted areas of concern, and proposed next steps, allowing the board to engage in deeper discussions regarding instructional effectiveness, intervention strategies, high-ability programming, and progress toward organizational goals.

As a result, board discussions increasingly reflected a focus on root cause analysis, monitoring the effectiveness of interventions, and understanding how academic outcomes aligned with broader school priorities. The relationship between school leadership and the governing board in this area exemplified the appropriate balance between management and governance. School leadership provided clear reporting, analysis, and proposed next steps, while the board exercised oversight through meaningful questioning, strategic discussion, and accountability for results. This



dynamic created a strong foundation for data-informed decision-making and demonstrated a shared commitment to continuous improvement and student success. Notably, this level of clarity regarding roles and responsibilities was more consistently evident in discussions related to academic performance than in other areas of board oversight. As a result, the board would benefit from applying a similar governance approach across additional responsibilities, including strategic planning, leadership oversight, and committee work. The governing board of TNS receives a rating of **Exceeds Standard**.

Commitment to Exemplary Governance

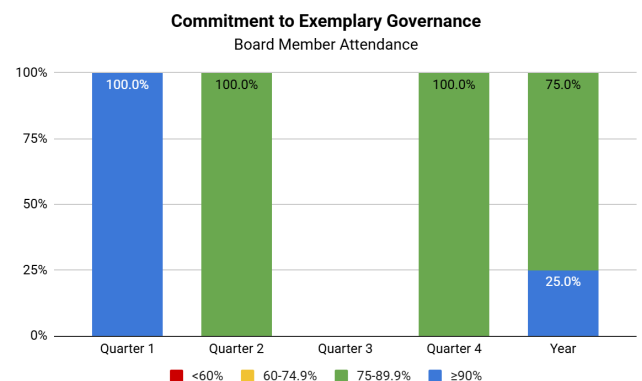
Education One measures governing boards based on their commitment to strong governance practices and the ability to maintain a high-functioning, engaged board. Exemplary boards demonstrate this by recruiting and retaining skilled members, completing board self-evaluations to support board development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

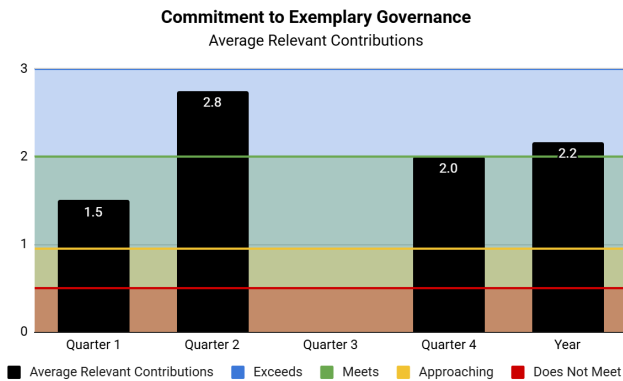
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The board completes a self-evaluation annually, with at least 90% participation. Results inform training needs.	The board completes a self-evaluation annually, with at least 80.0-89.9% participation. Results inform training needs.	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 generally consistent participation and engagement throughout the year. Attendance remained within the Meets Standard range, and meeting observations reflected meaningful contributions from most board members. The board maintained continuity of oversight while navigating governance-related organizational changes, including the recruitment and onboarding of two new board members to fill vacancies. These efforts helped strengthen board capacity and highlighted the importance of ongoing board development to support long-term organizational stability.





At the same time, evidence suggests that board engagement was not consistent across all members. While several members regularly contributed thoughtful questions and perspectives, participation levels varied significantly, with some members demonstrating limited engagement both during meetings and outside of formal board activities. Additionally, committee structures were not consistently effective in advancing work between meetings, resulting in key responsibilities often being absorbed by a small number of board members rather than shared across the full board.

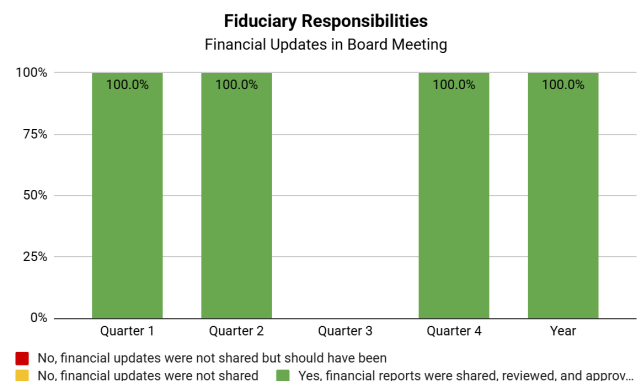
Overall, the board demonstrated sufficient evidence to meet the expectations for this measure through acceptable attendance, participation, and board continuity efforts. However, the evidence suggests the board met, rather than exceeded, the standard. Governance responsibilities were frequently concentrated among a limited number of individuals, and opportunities remained to strengthen board member accountability, succession planning, committee effectiveness, and shared ownership of governance responsibilities. Therefore, the board receives a rating of **Approaching Standard**.

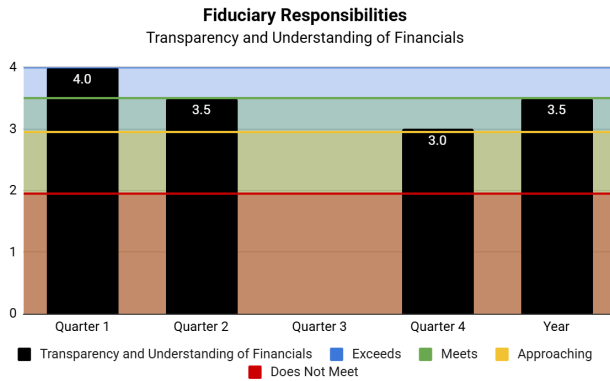
Fiduciary Responsibilities

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

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

The board demonstrates appropriate financial oversight by approving and monitoring a budget aligned to the school's needs and priorities. Throughout the year, the board regularly reviewed financial reports, monitored key financial indicators, and engaged in discussions regarding enrollment, facilities, sustainability, and resource allocation. Board members demonstrated an understanding of the school's financial position and remained actively involved in significant financial decisions affecting the organization.





Overall, the board demonstrated sufficient evidence to meet the expectations for fiduciary oversight through regular financial monitoring, informed decision-making, and active engagement in key financial matters. However, opportunities remain to strengthen the board's focus on strategic financial governance and reduce involvement in operational decision-making. Therefore, the board receives a rating of **Meets Standard**.

Strategic Planning and Oversight

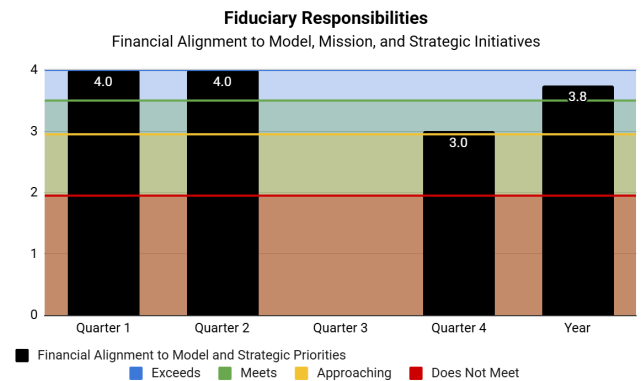
Education One believes that an effective governing board determines the strategic direction of a school, understands and respects the balance between oversight and management, and evaluates and holds school leaders and management partners accountable. The rubrics for this measure are as follows:

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

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

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The board evaluates the school leader's performance with an appropriately rigorous	The board evaluates the school leader's performance with an appropriately rigorous	The board evaluates the school leader's performance, but the process lacks consistency,	The board does not evaluate the school leader in a formal or meaningful way. There is no

At the same time, financial discussions increasingly focused on operational and implementation-level matters, particularly during the second half of the year as the board worked through facility and organizational challenges. While this involvement reflected a commitment to supporting the school, it occasionally limited the board's ability to focus on broader strategic financial planning and governance-level oversight. Strengthening the distinction between governance and management responsibilities would allow the board to devote more attention to long-term financial sustainability, risk management, and strategic resource allocation.



multi-faceted system that includes self-assessment, stakeholder input, and objective performance data that leads to strategic and measurable goals.	evaluation system, with evidence of clear next steps and/or goals.	depth, or alignment with student and school performance. Next steps are vague and/or generic.	evidence that the evaluation informs leadership growth or school improvement.
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The board maintained a focus on several important organizational priorities throughout the year, including facility planning, charter renewal implementation, and enrollment sustainability. Board discussions demonstrated an awareness of the school's challenges and opportunities, and members consistently expressed a commitment to supporting the school's continued success. School leadership regularly provided updates connected to organizational goals, academic priorities, and strategic initiatives, ensuring the board had access to information necessary to fulfill its oversight responsibilities.

The board's strongest example of effective governance was observed in its oversight of academic performance. In this area, school leadership provided clear reporting, analysis, and recommended next steps while the board focused on questioning, monitoring outcomes, and establishing priorities. This balance between management and governance created productive discussions centered on accountability and continuous improvement. However, this same governance dynamic was less consistently evident in other areas of board oversight.

During the second half of the school year, discussions increasingly extended beyond governance-level oversight into implementation and management-level decision-making. As a result, board meetings and working sessions often became lengthy and highly detailed, reducing the board's capacity to focus on long-term strategic planning, measurable organizational goals, and future-oriented priorities. Evidence also suggests that governance responsibilities became increasingly concentrated, resulting in frequent management-level check-ins and communication patterns that were not always aligned with established leadership structures. At times, operational concerns were elevated directly to board members rather than being addressed through the Head of School, creating ambiguity regarding decision-making authority, accountability, and the autonomy necessary for effective school leadership.

Additionally, the board did not demonstrate a consistent process for evaluating the performance of the Head of School during the review period. While board members remained highly engaged in organizational matters, there was limited evidence of a formal evaluation process, clearly defined performance goals, or structured accountability measures aligned to the Head of School's responsibilities. Effective strategic oversight requires boards to evaluate and support school leaders through a clearly defined process while providing the autonomy necessary to manage day-to-day operations. Strengthening these systems would improve role clarity, reinforce appropriate reporting relationships, and allow the board to focus more intentionally on organizational outcomes rather than operational implementation.

Overall, the board demonstrated a commitment to supporting the organization and remained engaged in important decisions affecting the school's future. However, opportunities remain to strengthen strategic oversight by establishing clearer governance-management boundaries, implementing a formal school leader evaluation process, reinforcing appropriate communication and reporting structures, improving committee effectiveness, and focusing board time more intentionally on long-term organizational priorities and measurable outcomes. Based on evidence collected throughout the school year, TNS' governing board receives a rating of **Approaching Standard**.

Legal and Regulatory Compliance

Education One monitors whether or not a governing board adheres to the legal and ethical duties of care, as well as meets all expectations outlined in the charter agreements and bylaws. The rubric for this measure is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The board consistently complies with all applicable state and federal laws, with no material compliance issues noted. The	The board has minor, non-systemic compliance issues that are addressed promptly when identified through	The board has recurring or serious legal and/or compliance issues, with corrective actions delayed, inappropriate, or absent.

board consistently complies with its policies and bylaws, which are reviewed and updated as needed.	oversight or audit. The board mostly complies with policies/bylaws, though some may be outdated or inconsistently applied.	The board fails to comply with and/or regularly update its policies and bylaws.
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The board consistently maintained compliance with applicable laws, policies, and bylaws throughout the review period. No significant concerns related to legal or regulatory compliance were identified during quarterly monitoring. The board's continued adherence to required governance and compliance expectations reflected organizational stability and a clear understanding of baseline authorizer expectations in this area. Based on evidence collected throughout the school year, TNS' governing board receives a rating of **Meets Standard**.

SCHOOL LEADER

Culture of High Expectations

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

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

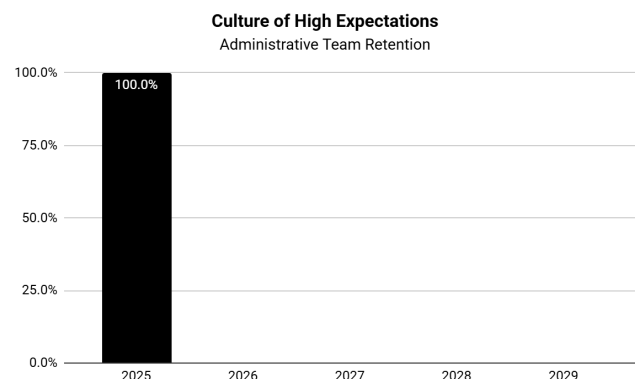
Characteristics of a culture of high expectations are observed during qualitative site visits, attendance at regularly scheduled board meetings, collection of ongoing performance evaluations, and quantitative classroom observations. The rubric for this measure is as follows:

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

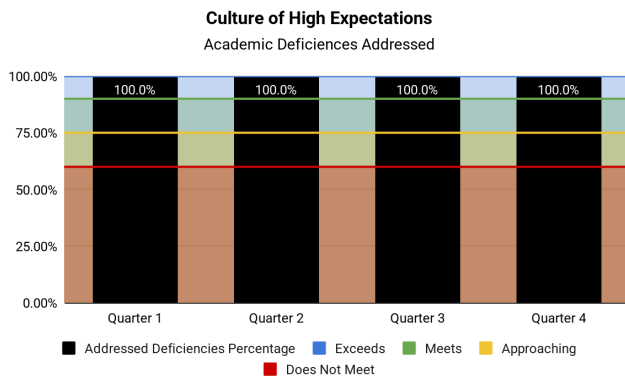
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
90.0% or more of identified academic performance deficiencies are addressed within established timelines.	75.0-89.9% of identified academic performance deficiencies are addressed within established timelines.	60.0-74.9% of identified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

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

The TNS leadership team has demonstrated a strong commitment to establishing and sustaining a culture of high expectations through stable leadership, proactive problem-solving, and transparent communication. Most notably, the school maintained 100% retention of key administrative positions throughout the review period, providing continuity in leadership, consistency in decision-making, and sustained focus on school

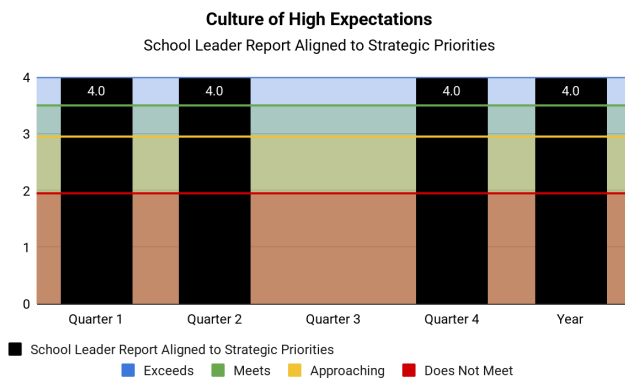


improvement priorities. This stability has allowed the leadership team to maintain momentum on key initiatives while fostering a shared vision for student success.



The leadership team also demonstrated a strong capacity to identify and address areas of deficiency. During the review period, 100% of identified deficiencies were addressed within established timelines. Efforts included aligning curriculum and exit tickets to Indiana Checkpoint pacing guides, implementing IXL to strengthen instructional data use, refining intervention systems through the "Firetruck" MTSS framework, and expanding student support through the addition of well-being coaches.

These actions reflect a leadership team that responds to challenges with intentional planning, clear systems, and a focus on continuous improvement rather than isolated interventions. While continued monitoring of implementation fidelity and student outcomes remains important, the leadership team's responsiveness to identified needs demonstrates a strong commitment to organizational growth and accountability.



A particular strength of the leadership team was its communication with the governing board. Throughout the year, leadership consistently provided comprehensive, data-driven updates that connected student outcomes, Accountability Plan Performance Framework measures, school improvement goals, grant implementation efforts, and organizational

priorities. Reports routinely included trend analysis, identification of challenges, progress toward goals, and actionable next steps, allowing the board to engage in meaningful oversight and informed decision-making. The quality of these updates was a significant factor in the board's ability to engage effectively in discussions related to academic performance and organizational improvement.

Overall evidence reflects a leadership team that establishes high expectations through stability, transparency, responsiveness, and a relentless focus on continuous improvement. Based on evidence collected throughout the school year, TNS' school leadership receives a rating of **Exceeds Standard** for this measure.

Staff Development

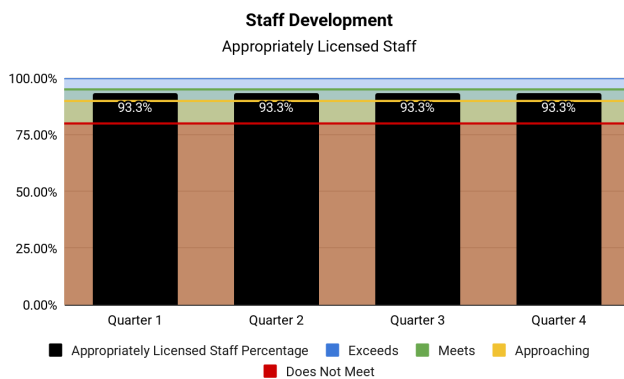
Education One expects school leaders and/or leadership teams to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous and fair definitions of teacher effectiveness, as evidenced by the following characteristics:

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

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

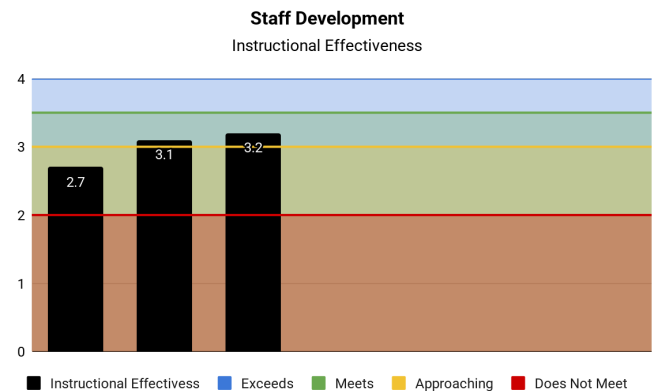
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
95.0% or more of teachers and staff are appropriately licensed or hold a permit to teach in the charter school under Indiana Law.	90.0-94.9% of teachers and staff are appropriately licensed or hold a permit to teach in the charter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

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



The school's leadership team demonstrates a commitment to developing and supporting instructional staff through a combination of licensure compliance, instructional coaching, professional development, and ongoing performance feedback. Throughout the review period, 93.3% of teachers and instructional staff held appropriate licensure or permits under Indiana law, meeting established expectations and ensuring students were served by qualified educators. Maintaining a highly qualified instructional staff provides a strong foundation for instructional consistency, effective classroom practice, and long-term academic improvement.

Leadership has also established systems to support teacher growth through classroom observations, coaching, professional development, and data-informed instructional planning. Professional learning opportunities were aligned to identify school priorities, including implementation of Indiana Checkpoints, curriculum alignment, intervention systems, instructional planning, and the use of assessment data to inform decision-making. These efforts reflect a commitment to continuous improvement and supporting teachers in strengthening classroom practice.



A notable strength of the leadership team has been its ability to use instructional data to refine support systems over time. The school's average instructional effectiveness rating improved from 2.7 in 2024 to 3.2 in 2026, moving from the Approaching Standard range into the Meets Standard range and demonstrating measurable growth in overall instructional quality. This positive trend suggests that coaching, professional development, and instructional support structures are contributing to stronger classroom practice across the school.

These efforts are particularly important within the school's Montessori model, where consistent implementation of instructional practices across multi-age learning environments requires specialized training, ongoing support, and a shared understanding of Montessori philosophy and instructional expectations. Leadership has demonstrated an understanding of the need to balance Montessori practices with state academic expectations by providing teachers with targeted support related to curriculum alignment, assessment practices, and grade-level standards. However, evidence collected during the renewal review and throughout the current charter term indicates that opportunities remain to strengthen Montessori implementation and increase staff capacity in this area. Teacher feedback continues to reflect a

desire for additional support, training, and clarity regarding Montessori expectations, suggesting that the school has not yet achieved consistent implementation across classrooms.

While the overall evidence reflects a leadership team that has established effective systems for teacher development and instructional improvement, continued attention to Montessori fidelity will be critical as the school enters its next charter term. Increasing the percentage of staff with Montessori-specific credentials, strengthening professional development aligned to Montessori best practices, and establishing clearer expectations for implementation will help ensure that the school's instructional model is delivered consistently and with fidelity across grade levels. Combined with continued growth in instructional effectiveness, these efforts will position the school to more fully realize the benefits of its Montessori approach while improving student outcomes. Based on evidence collected throughout the school year, TNS' school leadership receives a rating of **Meets Standard** for this measure.

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:

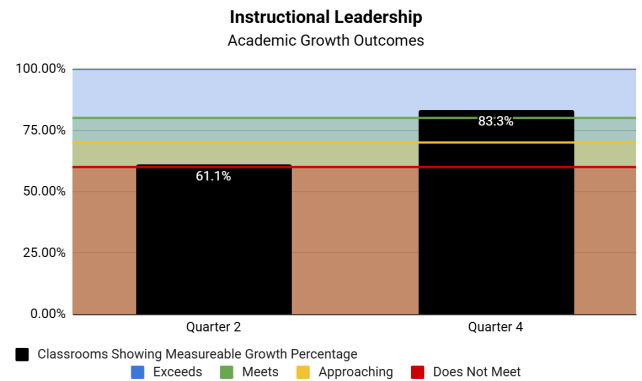
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school consistently and effectively implemented instructional strategies that reflect and reinforce the school's model and/or key initiatives across classrooms and grade levels.	The school generally implemented instructional 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 TNS leadership team demonstrates a growing capacity to lead instructional improvement through the use of data, classroom observations, targeted interventions, and ongoing monitoring of student outcomes. Throughout the year, leadership consistently engaged in data analysis processes, participated in quarterly data meetings, and utilized multiple data sources to identify areas of strength and need. Discussions reflected a clear ability to analyze performance trends, identify instructional priorities, and propose targeted responses designed to improve student outcomes. This represents a significant strength of the leadership team and demonstrates a commitment to data-informed decision-making.

Evidence also suggests that instructional practices are producing increasingly positive results across classrooms. The percentage of grade levels demonstrating measurable growth increased from 61.1% in Quarter 2 to 83.3% in Quarter 4, moving from the Approaching Standard range to the Exceeds Standard range. These results indicate that instructional adjustments, intervention efforts, and coaching supports are beginning to translate into stronger classroom-level outcomes. Academic results further support this trend, particularly in reading, where most grade levels demonstrated improvement throughout the year, and in mathematics, where several grade levels demonstrated substantial proficiency gains despite ongoing challenges relative to state benchmarks.



The primary area limiting overall performance in this measure is the consistency of instructional model implementation. While leadership has established many of the systems necessary to support effective instruction, evidence collected through site visits, renewal discussions, and classroom observations suggests that implementation of the school's Montessori model remains inconsistent across classrooms and grade levels. Variability in Montessori practices, field study implementation, and instructional expectations limits coherence across the organization and creates challenges in ensuring a consistently aligned student experience. These findings are consistent with concerns identified during the school's renewal review, which highlighted the need to strengthen Montessori fidelity and build staff capacity to implement the model as intended. Teachers themselves continue to express a desire for additional support and clarity regarding Montessori expectations, suggesting that this remains an area for continued development.

Overall, the leadership team has demonstrated strong growth in its ability to use data to drive instructional decisions and support measurable improvement in classroom outcomes. However, the absence of consistently implemented instructional practices across the school's educational model limits the extent to which these efforts are producing coherent, schoolwide results. Continued focus on strengthening Montessori implementation, clarifying instructional expectations, and ensuring consistent execution across classrooms will be critical as the school enters its next charter term. Based on evidence collected throughout the school year, TNS' school leadership receives a rating of **Approaching Standard** for this measure.

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 demonstrated a commitment to its mission and educational philosophy throughout the review period; however, implementation of key components of the approved charter model remained inconsistent across the organization. Evidence collected through site visits, renewal activities,, staff feedback, and ongoing monitoring suggests that while elements of the Montessori approach are present, implementation varies considerably across classrooms, grade levels, and instructional programs. As a result, students may not consistently experience the educational model as originally described in the school's approved application and Charter Agreement.

The review identified Montessori implementation as a continued area for growth as the school enters its next charter term. Observations and stakeholder feedback indicated that staff members continue to seek greater clarity regarding Montessori expectations, instructional practices, and implementation fidelity. Additionally, the percentage of staff with Montessori-specific credentials and training remains an area for continued development. While the school has established many of the structures necessary to support implementation, evidence suggests that Montessori philosophy and practices have not yet been consistently operationalized across all classrooms and learning environments. Similar inconsistencies were observed within field study experiences and other model-specific components, limiting the overall coherence of the educational program.

Overall, the evidence suggests that the school is moving toward stronger implementation of its charter model but has not yet demonstrated the level of consistency, fidelity, and organizational coherence necessary to fully align practice with the mission, model, and goals outlined in the approved application and Charter Agreement. Continued focus on Montessori credentialing, implementation fidelity, staff development, and model-specific accountability systems will be critical during the next charter term. Therefore, TNS receives a rating of **Approaching Standard** for this measure.

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, TNS receives a rating of **Exceeds Standard**.

Part IV: School Wide Climate

Overall Rating for School Climate	Year 1	Year 2	Year 3	Year 4	Year 5
	2021-22	2022-23	2023-24	2024-25	2025-26
	Meets Standard	Meets Standard	Approaching Standard	Approaching 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%.

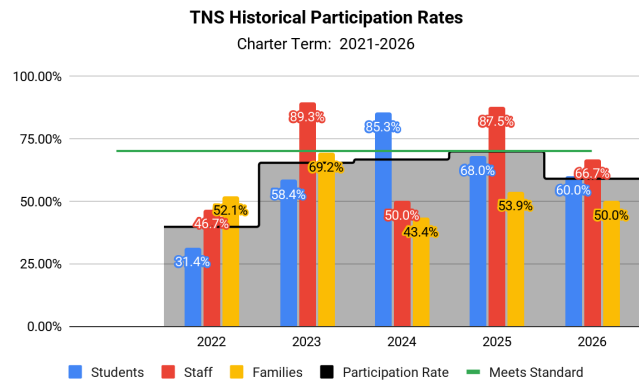
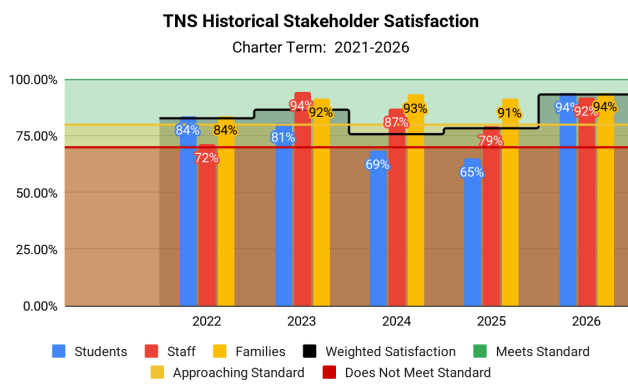
Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5
Stakeholder Satisfaction		MS	MS	AS	AS	MS

Stakeholder Satisfaction

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

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

The graphs illustrate the historical weighted satisfaction rate and participation rates for the school. With an overall weighted satisfaction rate of 93.2%, the school receives a rating of **Meets Standard**.



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

Stakeholder survey results indicate strong satisfaction across all respondent groups. Notably, student satisfaction has increased significantly over the past two years, suggesting meaningful improvement in students' perceptions of the school environment. However, participation rates for students (60.0%), staff (66.7%), and families (50.0%) fell below the 70% validity threshold, limiting the reliability and representativeness of the results across stakeholder groups. While respondents reported highly positive perceptions of the school environment, the participation levels do not provide sufficient confidence that these results fully reflect the views of the broader stakeholder population. As a result, the findings should be interpreted with caution, and increasing survey participation should remain a priority to strengthen the validity of future climate data.

TNS Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	185	111	60.0%
Staff	39	26	66.7%
Families	136	68	50.0%

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?
Meets Standard	Tier placements will be determined following the release of 2026 ILEARN results.	

Commendations:

- Demonstrating significant improvement in E/LA proficiency, growth, and comparative performance, resulting in multiple Exceeds Standard ratings.
- Accelerating learning for both previously proficient and non-proficient students, particularly in E/LA.
- Outperforming local comparison schools in E/LA and consistently meeting or exceeding state benchmarks on upper-grade reading assessments.
- Demonstrating positive momentum in math through improved growth, proficiency, and outcomes for students previously performing below grade level.
- Outperforming non-legacy students consistently in both reading and math, suggesting positive long-term effects of the school's educational model.

Recommendations:

- Strengthen math achievement to ensure growth gains translate into proficiency outcomes that are competitive with state and local peers.
- Improve foundational literacy and numeracy outcomes in the primary grades, particularly kindergarten, to strengthen long-term student success.
- Continue addressing attendance and chronic absenteeism to increase student access to instruction and improve academic outcomes.

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

Commendations:

- Maintaining stable financial operations throughout the charter term, demonstrated by consistent financial reporting, sound fiscal oversight, strong liquidity, and the absence of significant audit findings, material weaknesses, or debt-related concerns.
- Demonstrating effective financial planning and enrollment management, evidenced by the close alignment between projected and actual enrollment and the school's ability to maintain stable enrollment across state count dates.
- Successfully reducing a significant source of organizational and financial uncertainty by securing a multi-year facility lease agreement, positioning the school for greater long-term operational stability and strategic planning.
- Maintaining a strong debt position and financial flexibility through minimal debt obligations, allowing resources to remain focused on supporting students and school operations rather than debt service requirements.

Recommendations:

- Develop a multi-year financial sustainability plan focused on increasing days cash on hand and rebuilding cash reserves to strengthen the school's ability to respond to future financial challenges.
- Continue leveraging the stability provided by the newly secured facility agreement to align enrollment, budgeting, and resource allocation decisions with the school's long-term financial goals.

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

GOVERNING BOARD

Commendations:

- Maintaining a strong focus on academic performance through regular review of student outcome data and meaningful discussions regarding school improvement efforts.
- Demonstrating sound financial oversight by consistently monitoring financial performance, enrollment trends, and long-term organizational sustainability.

Non-Negotiable Next Steps:

- Strengthen governance-management boundaries to ensure board discussions remain focused on strategic oversight rather than operational decision-making.
- Increase accountability for board member engagement and committee participation to ensure governance responsibilities are distributed across the full board
- Develop a formal succession planning process for board leadership positions to support continuity and organizational stability.

Recommendations:

- Implement a formal Head of School evaluation process with clear performance expectations, measurable goals, and annual accountability measures.
- Improve committee effectiveness by establishing clear responsibilities, deliverables, and reporting structures aligned to board priorities.

LEADERSHIP

Commendations:

- Maintaining stable leadership with 100% retention of administrative positions and timely resolution of all identified deficiencies.
- Providing comprehensive, data-driven reporting that effectively connected student outcomes, school goals, grant initiatives, and accountability measures.
- Strengthening instructional effectiveness through coaching, professional development, and data-informed instructional support.
- Demonstrating a strong commitment to continuous improvement by using assessment data and classroom observations to drive decision-making.
- Maintaining strong compliance systems and operational accountability throughout the review period.

Recommendations:

- Strengthen Montessori implementation fidelity through increased staff training, credentialing, and model-specific accountability measures.
- Improve consistency of instructional practices across classrooms to ensure students experience the Montessori model as intended.
- Continue aligning professional development and coaching to Montessori expectations and implementation best practices.