EDUCATION ONE
at Trine University

2022-23 ANNUAL REVIEW

THE NATURE SCHOOL OF CENTRAL INDIANA

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Education One, L.L.C.

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REPORT OVERVIEW

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

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 is able to identify trends in data over time, address key areas of concern, and highlight successes on a more frequent basis. 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 indicators designed to measure success of local, state, and federal academic standards and goals. All indicators 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**			

Is the school's educational program successful?		
Performance Rubric	**Exceeds Standard**	The school consistently and effectively complies with and presents no concerns in the indicators below.
	Meets Standard	The school complies with and presents no concerns in the indicators below.
	Approaching Standard	The school presents concerns in some of the indicators and may or may not have a credible plan to address the issues.
	Does Not Meet Standard	The school presents concerns in a majority of the indicators and may or may not have a credible plan to address the issues; or the school requires an Improvement Plan.

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Local Academic Performance	Instruction	MS	MS			
	Attendance	MS	AS			
	Achievement on Benchmark Assessment: Reading	N/A	AS			
	Achievement on Benchmark Assessment by Subgroup: Reading	N/A	AS			
	Achievement on Benchmark Assessment: Math	N/A	DNMS			
	Achievement on Benchmark Assessment by Subgroup: Math	N/A	DNMS			
	Growth on Benchmark Assessment: Reading	DNMS	AS			
	Growth on Benchmark Assessment by Subgroup: Reading	DNMS	AS			
	Growth on Benchmark Assessment: Math	DNMS	AS			
	Growth on Benchmark Assessment by Subgroup: Math	DNMS	AS			
State Academic Performance	Achievement on State Summative Assessment: Reading	N/A	N/A			
	Achievement on State Summative Assessment by Subgroup: Reading	N/A	N/A			
	Achievement on State Summative Assessment: Math	N/A	N/A			
	Achievement on State Summative Assessment by Subgroup: Math	N/A	N/A			
	Growth on State Summative Assessment_Reading	N/A	N/A			
	Growth on State Summative Assessment by Subgroup_Reading	N/A	N/A			
	Growth on State Summative Assessment_Math	N/A	N/A			
	Growth on State Summative Assessment by Subgroup_Math	N/A	N/A			
	Comparison to Local Schools	N/A	N/A			
	Reading Proficiency-Grade 3	N/A	N/A			

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Federal Academic Performance	Federal Accountability Rating	N/A	AS			
	Chronic Absenteeism	N/A	ES			
	Closing Achievement Gaps	N/A	N/A			
	Language Proficiency for English Learners	N/A	N/A			

LOCAL ACADEMIC PERFORMANCE

Instruction: Education One measures and evaluates Instruction during regularly scheduled site visits. During these visits, classroom walkthroughs are conducted, assessing the appropriate implementation of the following instructional best practices:

- Instructional delivery possesses the appropriate level of rigor and relevance, whereas rigor is defined as complexity and relevance is defined as culturally affirming;
- Instructional activities use differentiated strategies to meet the individual needs of most learners;
- Checks for understanding are appropriately implemented throughout the lesson;
- Students receive timely, growth oriented feedback from the teacher to improve their instructional practices;
- Classroom management supports content delivery;
- Techniques are implemented to increase active engagement of most learners;
- Instruction is based on core learning objects and grade level standards; and
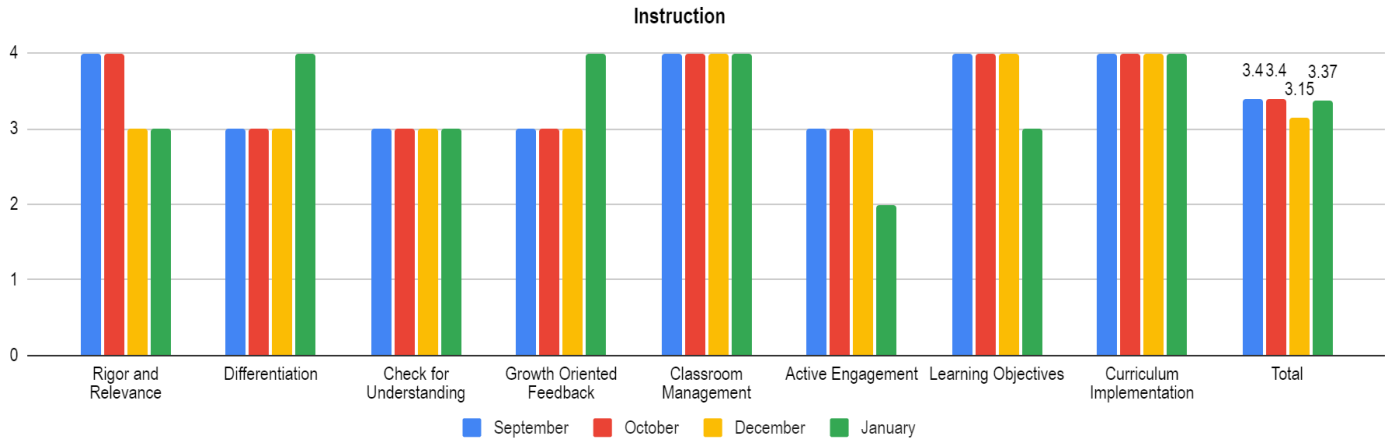- The curriculum is implemented according to its design.

Classroom observation data is compiled to identify overarching trends across the school, both in commendations and recommendations. The school receives points (1-4) for each area observed based on the percentage of classrooms showing a concern. Points are then weighted based on the effect size the component has on student achievement and growth. The school's overall rating coincides with the sum of those weighted points. The rubric for Instruction is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school receives a score of 4.	The school receives a score within the range of 3.0-3.9.	The school receives a score within the range of 2.0-2.9.	The school receives a score within the range of 1.0-1.9.

The following table provides data collected throughout the 2022-23 school year and indicates the percentage of classrooms that showed a concern in each observable best practice. Boxes highlighted in yellow indicate an area that was a concern in at least a half of the classrooms observed and were recommended as areas of possible focus and/or improvement with the school's leadership team and Board of Directors during regularly scheduled site visits and board meetings.

2022-23 Site Visit Percentage of Classrooms Showing a Concern								
	Rigorous and Relevant Delivery	Differentiated Strategies	Checks for Understanding	Timely, Growth Feedback	Classroom Management	Active Engagement	Learning Objectives and Standards	Curriculum Implementation
Sept.	0%	20%	20%	20%	0%	20%	0%	0%
Oct.	0%	20%	20%	20%	0%	20%	0%	0%
Dec.	14%	29%	14%	29%	0%	14%	0%	0%
Jan.	17%	0%	17%	0%	0%	33%	17%	0%

The following graph illustrates the progress of each best practice throughout the year based on the percentage of classrooms that showed a concern. Consistent with the Instruction rubric, an area receiving a minimum of a '3' would be meeting standard.

Instruction — bar chart showing ratings for Rigor and Relevance, Differentiation, Check for Understanding, Growth Oriented Feedback, Classroom Management, Active Engagement, Learning Objectives, Curriculum Implementation, and Total (3.4, 3.4, 3.15, 3.37) across September, October, December, and January.

Based on the qualitative and quantitative evidence collected throughout the 2022-23 school year, The Nature School of Central Indiana (TNS) receives a rating of **Meets Standard** according to the school's Accountability Plan Performance Framework, with an average instructional rating of 3.3 points.

Attendance: Starting at the age of seven, students in Indiana are required to attend school regularly. The Indiana Department of Education (IDOE) 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. The rubric for Attendance is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school's attendance rate is 95.0% or greater.	The school's attendance rate is between 90.0 and 94.9%.	The school's attendance rate is less than 90.0%.

The table below identifies the average attendance rate per grade level and the school's overall average attendance. TNS had an average attendance rate of 90.6% and is **Approaching Standard** according to the school's Accountability Plan Performance Framework.

Attendance Breakdown		
Primary	88.7%	✗
Lower Elementary	91.4%	✗
Upper Elementary	89.1%	✗
Middle School	93.2%	✗
Whole School	90.6%	✗
Key: ✔ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard		

Achievement on Benchmark Assessment: The success of the schools implementation of its educational model and programming is measured by analyzing the achievement results of legacy students attending the school. A legacy student is defined as having attended the school for a minimum of two years.

Education One requires all schools in its portfolio to measure student progress multiple times throughout the school year using an assessment tool selected by the school. TNS utilized the Northwest Evaluation Association (NWEA) tool Measures of Academic Progress (MAP) during the 2022-23 school year. This computer adaptive assessment assesses students in reading and math and is aligned to grade level standards. Individual ratings for both reading and math achievement of legacy students are reported on an annual basis, utilizing end of year assessment results.
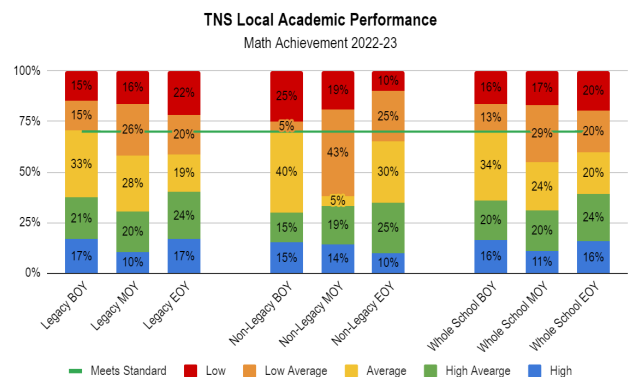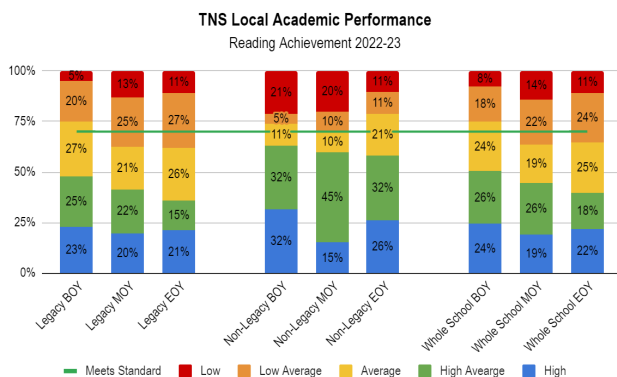
The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
80.0% or more of legacy students demonstrated grade level proficiency according to benchmark assessment standards.	70.0-79.9% of legacy students demonstrated grade level proficiency according to benchmark assessment standards.	60.0-69.9% of legacy students demonstrated grade level proficiency according to benchmark assessment standards.	Less than 60% of legacy students demonstrated grade level proficiency according to benchmark assessment standards.

During the 2022-23 school year, TNS gave its benchmark assessment in the fall, winter, and spring. These results were consistently collected, analyzed, and discussed to identify areas of immediate improvement and/or celebration.

The 'Average,' 'High Average,' and 'High' categories signify students who demonstrated grade level proficiency. However, these categories represent percentile rankings. An increase in the percentage of students in these categories indicates that students outgrew their academic peers enough to obtain higher achievement scores. A decrease in the percentage of these categories would then signify that students did not grow enough to maintain similar achievement levels as their academic peers. It does not necessarily mean that students went backwards in their achievement.

At the beginning of the year, 75.0% of TNS legacy students were performing on grade level in reading and 70.6% in math. The percentage of legacy students performing on grade level decreased by 13 points in reading and by 11.8 points in math. The following table and graphs illustrate the achievement of legacy students in reading and math for the 2022-23 school year, compared to their non-legacy peers and the school's overall achievement percentage.

		Reading			Math		
	Population %	BOY Achievement	EOY Achievement	Change	BOY Achievement	EOY Achievement	Change
Legacy Students	84%	75.0%	62.0%	**-13.0**	70.6%	58.8%	**-11.8**
Non-Legacy Students	16%	73.7%	78.9%	**+5.3**	70.0%	65.0%	**-5.0**
Whole School	100%	74.8%	64.7%	**-10.1**	70.5%	59.8%	**-10.7**

TNS Local Academic Performance
Reading Achievement 2022-23

TNS Local Academic Performance
Math Achievement 2022-23

The following tables indicate the percentage of all students enrolled at TNS, both legacy and non-legacy, by grade level and whole school, that met achievement targets on the end of the year benchmark assessment in reading and math.

Reading				
Grade Level	**Number of Students**	**Number of Students with Average+ Achievement Status**	**Percentage of Grade Level Achievement**	**Achievement Target Rating**
Primary	19	11	57.9%	✘
Lower Elementary	48	30	62.5%	✘
Upper Elementary	35	23	65.7%	✘
Middle School	17	13	76.5%	✔
Whole School	119	77	64.7%	✘
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard				

Math				
Grade Level	**Number of Students**	**Number of Students with Average+ Achievement Status**	**Percentage of Grade Level Achievement**	**Achievement Target Rating**
Primary	18	14	77.8%	✔
Lower Elementary	51	23	45.1%	✘
Upper Elementary	35	23	65.7%	✘
Middle School	18	13	72.2%	✔
Whole School	122	73	59.8%	✘
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard				

Reading: 62.0% of legacy students were considered proficient on the reading NWEA assessment. The school receives a rating of **Approaching Standard**, according to the school's Accountability Plan Performance Framework. At this rate, the school is on track to meeting standard by the end of its charter term.

Math: 58.8% of legacy students were considered proficient on the math NWEA assessment. The school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework. At this rate, the school is on track to meeting standard by the end of its charter term.

Subgroup Achievement on Benchmark Assessment: Successful implementation of the educational model is also monitored by analyzing the results of the school's represented subgroups to ensure equitable opportunities are provided for all students enrolled and achievement gaps are closing. The school receives separate annual ratings in reading and math for each of the following subgroups with 20 or more students, based on benchmark assessment results:
- English Learner;
- Gender;
- Race;
- Socioeconomic Status; and
- Special Education

The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students in the identified subgroup increased overall achievement by more than 15.0% from beginning of the year to end of the year. **OR** 80.0% or more of students in the identified subgroup demonstrated grade level achievement at the end of the year, according to benchmark assessment standards.	The percentage of students in the identified subgroup increased overall achievement by 10.0-15.0% from beginning of the year to end of the year. **OR** 70.0-79.9% or more of students in the identified subgroup demonstrated grade level achievement at the end of the year, according to benchmark assessment standards.	The percentage of students in the identified subgroup increased overall achievement by 7.5-9.9% from beginning of the year to end of the year. **OR** 60-69.9% or more of students in the identified subgroup demonstrated grade level achievement at the end of the year, according to benchmark assessment standards.	The percentage of students in the identified subgroup increased overall achievement by less than 7.5% from beginning of the year to end of the year. **OR** Less than 60.0% of students in the identified subgroup demonstrated grade level achievement, according to benchmark assessment standards.

The following table illustrates the achievement of each subgroup of students in reading and math for the 2022-23 school year, based on beginning and end of year assessment results. Data for subgroups with less than 20 students is suppressed for confidentiality purposes.

Subgroup Breakdown											
Subgroup	Pop. %	Reading					Math				
		% of BOY Grade Level Achievement Legacy Students	% of EOY Grade Level Achievement Legacy Students	Change	Achievement Target Rating		% of BOY Grade Level Achievement Legacy Students	% of EOY Grade Level Achievement Legacy Students	Change	Achievement Target Rating	
Whole School	100%	75.0%	62.0%	**-13.0**	✗		70.6%	58.8%	**-11.8**	✗	
Female	36%	77.8%	66.7%	**-11.1**	✗		61.1%	47.2%	**-13.9**	✗	
Male	64%	73.4%	59.4%	**-14.1**	✗		75.8%	65.2%	**-10.6**	✗	
White	87%	75.9%	63.2%	**-12.6**	✗		71.9%	59.6%	**-12.4**	✗	
SPED	27%	63.0%	44.4%	**-18.5**	✗		53.6%	39.3%	**-14.3**	✗	
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard											

Reading: Overall, the school receives a rating of **Approaching Standard** according to the school's Accountability Plan Performance Framework.

Math: Overall, the school receives a rating of **Does Not Meet Standard** according to the school's Accountability Plan Performance Framework.

Growth on Benchmark Assessment: Education One analyzes the percentage of students who meet or exceed growth targets established by the school's benchmark assessment. Students included in this percentage took the benchmark assessment at the beginning and end of the year. The school receives separate annual ratings for both reading and math. The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
60.0% or more of students met or exceeded established growth targets.	50.0-59.9% of students met or exceeded established growth targets.	40.0-49.9% of students met or exceeded established growth targets.	Less than 40.0% of students met or exceeded established growth targets.

The following tables indicate the percentage of students that met growth targets by the end of the year benchmark assessment in reading and math.

Reading				
Grade Level	**Number of Students**	**Number of Students Meeting Growth Target**	**Percentage of Students Meeting Growth Target**	**Growth Target Rating**
Primary	19	8	42.1%	✘
Lower Elementary	48	20	41.7%	✘
Upper Elementary	35	16	45.7%	✘
Middle School	17	8	47.1%	✘
Whole School	119	52	43.7%	✘
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard				

Math				
Grade Level	**Number of Students**	**Number of Students Meeting Growth Target**	**Percentage of Students Meeting Growth Target**	**Growth Target Rating**
Primary	18	12	66.7%	✔
Lower Elementary	51	15	29.4%	✘
Upper Elementary	35	13	37.1%	✘
Middle School	18	13	72.2%	✔
Whole School	122	53	43.4%	✘
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard				

Reading: 43.7% of students met growth targets on the reading NWEA assessment, an increase of 5.2 points from the 2021-22 school year.   TNS receives a rating of **Approaching Standard**, according to the school's Accountability Plan Performance Framework.   At this rate, the school is on track to meeting standard by the end of its charter term.

Math: 43.4% of students met growth targets on the math NWEA assessment, an increase of 9.4 points from the previous school year.   The school receives a rating of **Approaching Standard**, according to the school's Accountability Plan Performance Framework.   At this rate, the school is on track to meeting standard by the end of its charter term.

Subgroup Growth on Benchmark Assessment: Growth is also measured through the lens of subgroups served at the school. The school receives separate annual ratings in reading and math for each of the following subgroups with 20 or more students, based on benchmark assessment results:
- English Learner;
- Gender;
- Race;
- Socioeconomic Status; and
- Special Education

The rubric for Subgroup Student Achievement on Benchmark Assessment is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
60.0% or more of students in the identified subgroups met or exceeded typical growth expectations.	50.0-59.9% of students in the identified subgroups met or exceeded typical growth expectations.	40.0-49.9% of students in the identified subgroups met or exceeded typical growth expectations.	Less than 40.0% of students in the identified subgroups met or exceeded typical growth expectations.

The following table illustrates the growth made by each subgroup of students in reading and math for the 2022-23 school year based on end of year assessment data and how those percentages rate against the indicator's rubric. Data for subgroups with less than 20 students is suppressed for confidentiality purposes.

Subgroup Breakdown					
Subgroup	Pop. %	Reading		Math	
		Percentage of Students Meeting Growth Target	Growth Target Rating	Percentage of Students Meeting Growth Target	Growth Target Rating
Whole School	100%	45.8%	✗	43.4%	✗
Female	40%	45.8%	✗	42.9%	✗
Male	60%	42.3%	✗	43.8%	✗
White	87%	45.2%	✗	43.9%	✗
SPED	25%	30.0%	✗	43.4%	✗
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard					

Reading: Overall, the school receives a rating of **Approaching Standard** according to the school's Accountability Plan Performance Framework. The majority of subgroups were approaching standard, with the exception of Special Educationstudents, who did not meet standard.

Math: The school receives a rating of **Approaching Standard**. All subgroups were approaching standard.

STATE ACADEMIC PERFORMANCE

Achievement on Summative Assessment: Education One measures the school's educational model by comparing the percentage of students achieving grade level proficiency to the state's results.   Students included in the percentage used for comparison are legacy students, as defined above in local academic performance. The rubric for Legacy Student Achievement on Summative Assessment is as follows:

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

The corresponding charts illustrate initial data for achievement of all students enrolled at TNS during the 2021-22 school year compared to the achievement of the state of Indiana on the Indiana Learning Evaluation Assessment Readiness Network (ILEARN) assessment, which is administered each spring to summatively measure grade-level standard achievement and annual growth for students in grades three through eight.

TNS State Summative Achievement
Reading

TNS State Summative Achievement
Math
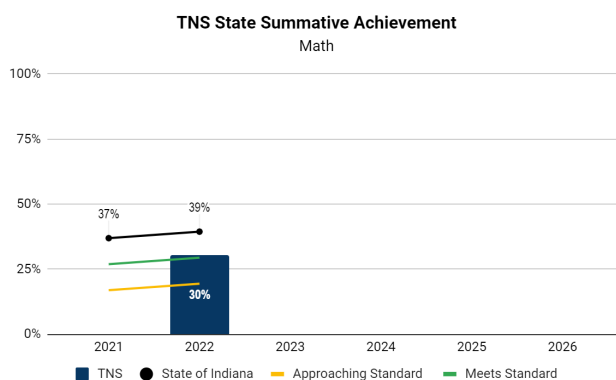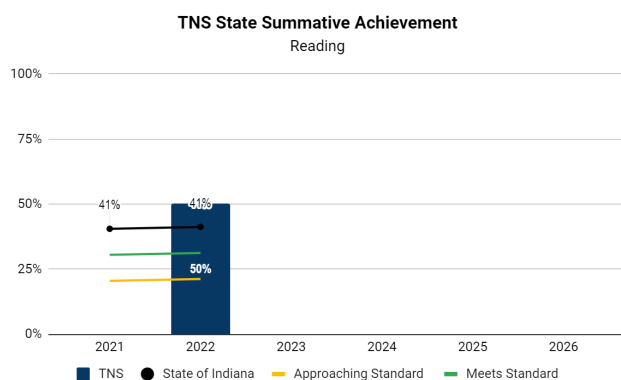
English/Language Arts: In Indiana, 41% of students in grades 3-8 met or exceeded grade-level standards on the 2021-22 English/Language Arts ILEARN assessment. At TNS, 50% of students in grades 3-8 met or exceeded grade-level standards on the 2022-23 English/Language Arts ILEARN assessment. The school will receive a rating of **Not Applicable** due to not having legacy students.

Math: In Indiana, 39% of students in grades 3-8 met or exceeded grade-level standards on the 2021-22 Math ILEARN assessment. At TNS, 30% of students in grades 3-8 met or exceeded grade-level standards on the 2022-23 Math ILEARN assessment. The school will receive a rating of **Not Applicable** due to not having legacy students.

Subgroup Achievement on Summative Assessment: Similar to legacy student achievement, Education One compares the percentage of students in each subgroup served at the school who met or exceeded grade-level standards to the state's percentage of each similar subgroup.   This indicator measures how successful the implementation school's educational model is in serving special populations found in the community that may be underrepresented across the state as a whole. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students in the identified subgroups demonstrating grade level achievement is greater than the state's percentage.	The percentage of students in the identified subgroups demonstrating grade level achievement is within 0-10.0% of the state's percentage.	The percentage of students in the identified subgroups demonstrating grade level achievement is within 10.1-20.0% of the state's percentage.	The percentage of students in the identified subgroups demonstrating grade level achievement is more than 20.0% from the state's percentage.

The following tables illustrate the percentage of students that met or exceeded grade-level standards on the state summative assessment by subgroup for the 2022-23 school year. Data for subgroups with less than 20 students is suppressed for confidentiality purposes.

Subgroup Breakdown: English/Language Arts ILEARN 3-8						
Subgroup	School Population %	School % of Students Meeting or Exceeding Standards	State Population %	State % of Students Meeting or Exceeding Standards	Difference	Rating
Whole School	100%	50%	100%	41%	+9	✔
Female	38%	65%	49%	45%	+20	✔
Male	62%	40%	51%	37%	+3	✔
White	80%	51%	65%	48%	+3	✔
Special Education	20%	20%	16%	13%*	+7	✔
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard						

*Student subgroups with a state passing percentage less than 20% need to be within at least half of the state's subgroup passing percentage to approach standard and within a quarter to meet standard.

Subgroup Breakdown: Math ILEARN 3-8						
Subgroup	School Population %	School % of Students Meeting or Exceeding Standards	State Population %	State % of Students Meeting or Exceeding Standards	Difference	Rating
Whole School	100%	30%	100%	39%	-9	✔
Female	38%	31%	49%	37%	-6	✔
Male	62%	30%	51%	42%	-12	✘
White	80%	27%	65%	47%	-20	✘
Special Education	20%	20%	16%	16%*	+4	✔
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard						

*Student subgroups with a state passing percentage less than 20% need to be within at least half of the state's subgroup passing percentage to approach standard and within a quarter to meet standard.

<u>Reading</u>:   Overall, the school receives a rating of **Not Applicable**, due to the lack of legacy students in the 2021-22 school year.

Math: Overall, the school receives a rating of **Not Applicable**, due to the lack of legacy students in the 2021-22 school year.

Growth on Summative Assessment: Under the Indiana Growth Model, the Indiana Department of Education compares each student's growth on the state summative assessment from one year to the next and determines whether students made low, average, or high growth when compared to their academic peers. For more information, click here. To measure student growth overall, Education One uses the school's median growth percentile (MGP), which summarizes student growth percentiles by ordering individual student growth percentiles from lowest to highest, and identifying the middle score, or the median. MGPs range from 1 (lowest) to 99 (highest). An MGP of 50 indicates average growth. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school's Median Growth Percentile is 75 or more (top quartile).	The school's Median Growth Percentile is between 50 and 74.9.	The school's Median Growth Percentile is between 25 and 49.9.	The school's Median Growth Percentile is less than 25 (bottom quartile).

Reading: TNS had an MGP of 55 on the English/Language Arts Assessment. Due to harmless legislation, the school receives a rating of **Not Applicable.**

Math: TNS had an MGP of 32 on the Math Assessment. Due to harmless legislation, the school receives a rating of **Not Applicable**

Subgroup Growth on Summative Assessment: Education One measures the success of the school's educational model by analyzing the percentage of students in each of the school's represented subgroups who are on target to become proficient or maintain proficiency of English/Language Arts and Mathematics standards based on growth exhibited. Student growth percentiles are used to determine whether students are making adequate growth annually to make these targets. The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students in the identified subgroup who are on target to become proficient or maintain proficiency is greater than the state's percentage.	The percentage of students in the identified subgroup who are on target to become proficient or maintain proficiency is within 0-10.0% of the state's percentage.	The percentage of students in the identified subgroup who are on target to become proficient or maintain proficiency is within 10.1-20.0% of the state's percentage.	The percentage of students in the identified subgroup who are on target to become proficient or maintain proficiency is more than 20.0% from the state's percentage.

Growth data was not publicly released by the state of Indiana for the 2022 state summative assessment by subgroup. Therefore, the TNS receives a rating of **Not Applicable** for Subgroup Student Growth on Summative Assessment.

Comparison to Local Schools: Education One compares its portfolio schools to surrounding community schools that serve students with similar demographics and are within 10 miles of the school's location to ensure the charter school is providing a quality choice to the community. Achievement and growth results from the state summative assessment are utilized to identify how Education One schools are performing against their comparative local schools. To meet standard, a school's overall performance in both achievement and growth outpaces the comparison schools at least 75% of the time. The rubric for Comparison to Local Schools is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school's overall performance in proficiency and growth outpaces comparison schools 75.0-100% of the time.	The school's overall performance in proficiency and growth outpaces comparison schools 50.0-74.9% of the time.	The school's overall performance in proficiency and growth outpaces comparison schools less than 50.0% of the time.

The school receives a rating of **Not Applicable** due to the 2021-22 school year, from which these results were taken, being its first year in existence.

Reading Proficiency- Grade 3: The purpose of the Indiana Reading Evaluation and Determination (IREAD-3) assessment is to measure foundational reading standards through grade three. IREAD-3 is a summative assessment that evaluates reading skills for students who are in grade three to ensure that all students can read proficiently before moving to grade four. IREAD-3 is administered two times per year, round one taking place in the spring and round two taking place in the summer for those students who did not pass the first round assessment. Education One compares its schools' passing percentage after both rounds of testing to the passing percentage of the state. The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students receiving a passing score after both spring and summer assessments is greater than the state's passing percentage.	The percentage of students receiving a passing score after both spring and summer assessments is within 0-10.0% of the state's passing percentage.	The percentage of students receiving a passing score after both spring and summer assessments is within 10.1-20.0% of the state's passing percentage.	The percentage of students receiving a passing score after both spring and summer assessments is greater than 20.0% of the state's passing percentage.

The school did not have enough students in a cohort to release public information and receives a rating of **Not Applicable.**

FEDERAL ACADEMIC PERFORMANCE

Federal Accountability Rating: In accordance with Every Student Succeeds Act (ESSA), Indiana developed a federal accountability system to drive student success where each school's performance is measured in relation to the respective statewide performance goals, and reflected by the following designations:
- Exceeds Expectations
- Meets Expectations
- Approaches Expectations
- Does Not Meet Expectations

The performance of all indicators is combined to determine the overall annual performance rating of the school. To learn more about Indiana's federal accountability system and ESSA click here. The rubric for Federal Accountability Rating is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school received a rating of Exceeds Expectations.	The school received a rating of Meets Expectations.	The school received a rating of Approaches Expectations.	The school received a rating of Does Not Meet Expectation for the most recent school year **OR** received a rating of Approaches Expectations for at least two or more consecutive years.

The table below represents the school's designations for each of the statewide goals as well as the overall designation. Data utilized for these designations was from the 2021-22 school year. The school received a designation of Approaches Expectations and receives a rating of **Approaching Standard**.

Overall Designation	Approaches Expectations		
Achievement: E/LA	Meets Expectations	Achievement: Mathematics	Approaches Expectations
Growth: E/LA	Meets Expectations	Growth: Mathematics	Approaches Expectations
Closing the Gaps: E/LA	Meets Expectations	Closing the Gaps: Mathematics	Does Not Meet Expectations
Language Proficiency for EL	No Rating	Addressing Chronic Absenteeism	Does Not Meet Expectations

Chronic Absenteeism The state's student attendance goal measures whether students are considered "model attendees." A "model attendee" is a persistent attendee, a student who is in attendance for at least 96% of his or her enrolled days during the school year, or an improving attendee, a student whose attendance improved by at least three percentage points from the prior school year. Education One measures the success of a school's model attendee rate by comparing it to the state's rate. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The model attendee rate is greater than the state's percentage.	The model attendee rate is within 0-10.0% of the state's percentage.	The model attendee rate is within 10.1-20.0% of the state's percentage.	The model attendee rate is more than 20.0% away from the state's percentage.

Data utilized for this sub-indicator is from the previous school year. In 2021-22, TNS had a model attendee rate of 66.1% while the state's rate was 60.1%. Therefore, the school receives a rating of **Exceeds Standard**.

Closing Achievement Gaps: Education One utilizes data from the school's most recent state summative assessment to measure growth towards becoming proficient or maintaining proficiency of grade-level standards in reading and math for the lowest performing 25% of students in the school. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students performing in the bottom 25% becoming proficient or maintaining proficiency is greater than the state's percentage.	The percentage of students performing in the bottom 25% becoming proficient or maintaining proficiency is within 0-10.0% of the state's percentage.	The percentage of students performing in the bottom 25% becoming proficient or maintaining proficiency is within 10.1-20.0% of the state's percentage.	The percentage of students performing in the bottom 25% becoming proficient or maintaining proficiency is more than 20.0% away from the state's percentage.

The state did not release public data regarding closing achievement gaps. Therefore the school receives a rating of **Not Applicable.**

Language Proficiency for English Learners: English language proficiency measures whether students learning the English language are on target to develop or attain English language proficiency within six years. Student Growth Percentiles (SGPs) from the WIDA ACCESS 2.0 assessment are used to determine whether students are making adequate growth to meet these targets on an annual basis. The rubric from Language Proficiency for English Learners is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of EL students that met or exceeded growth targets is greater than the state's percentage.	The percentage of EL students that met or exceeded growth targets is within 0-10.0% of the state's percentage.	The percentage of EL students that met or exceeded growth targets is within 10.1-20.0% of the state's percentage.	The percentage of EL students that met or exceeded growth targets is more than 20.0% away from the average state's percentage.

The school did not have enough students in a cohort to release public information and receives a rating of **Not Applicable.**

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 indicators designed to measure the overall financial viability of a school. All indicators are noted in the school's Accountability Plan Performance Framework.

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

	Is the school in good financial standing?	
Performance Rubric	**Exceeds Standard**	The school consistently and effectively complies with and presents no concerns in the indicators below.
	Meets Standard	The school complies with and presents no concerns in the indicators below.
	Approaching Standard	The school presents concerns in a minimal number of indicators and may or may not have a credible plan to address the issues.
	Does Not Meet Standard	The school presents concerns in a majority of the indicators with no evidence of a credible plan to address the issues; or the school requires an Improvement Plan.

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

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

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

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). Updated information is shared out at regularly scheduled school board meetings each quarter. The rubric for Financial Management 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 its financial audit or quarterly financial reporting requirements.	The school does not meet stander for either its financial audit or quarterly financial reporting requirements

The State Board of Accounts received the financial audit for TNS in May of 2023 for the period July 1, 2021 to June 30, 2022. The audit was prepared in accordance with established guidelines.   Four findings were identified with an official response from the school's Treasurer. Of the four, a couple of findings were significant, including the biannual Form 9 being completed incorrectly and not having contracts for hourly employees.

The school regularly submitted complete quarterly financial statements that were able to be utilized to assess financial indicators throughout the school year. With some significant deficiencies, the school receives a rating of **Approaching Standard** for the 2022-23 school year. Education One is aware that the school began a new partnership with a financial consulting firm in the spring of 2023 to support them in financial controls, remedying the issues brought up in the audit.

Enrollment Variance: Indiana calculates its state tuition support for schools based on the number of students enrolled in September and February of the same school year. Enrollment variance measures the schools ability to create a budget centered on an appropriate enrollment target. The rubric for this indicator is as follows:

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

According to the Indiana Department of Education, TNS submitted an enrollment report of 146 students as of October 1, 2022. By February 2023, the school's enrollment increased to 159, also based on the submitted report. With a budgeted enrollment 155, the enrollment variance in September was 94.2% and 102.6% in February. With an average enrollment variance of 99.4%, TNS receives a rating of **Meets Standard**.

Current Ratio: With regard to its current ratio, the school's current assets (cash or other assets that can be accessed in the next 12 months) exceed its current liabilities (debt obligations due in the next 12 months) with a ratio of 31.4 and therefore, the school receives a rating of **Meets Standard** on their Accountability Plan Performance Framework for Current Ratio. The rubric is as follows:

Meets Standard	Does Not Meet Standard
The current ratio is 1.10 or greater	The current ratio is less than 1.10

Days Cash: Additionally, Education One also calculates days cash on hand as an important measure of a charter school's fiscal health. This indicator shows how many more days after June 30, 2023 the school would be able to operate. The rubric for Days Cash is:

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.

Based on the most current quarterly financials, TNS has 84.2 days cash on hand, more than 20 days more than the requirement and, therefore, **Meets Standard**.

Debt/Default Delinquency: This metric is determined by both the auditor's comments in the audited financial statements and contact with the school's creditors. The rubric for Debt/Default Delinquency is as follows:

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

In the case of TNS, neither its auditors nor its creditors provided any indication that the school had defaulted on its debt obligations. Based on that summary, the school receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.
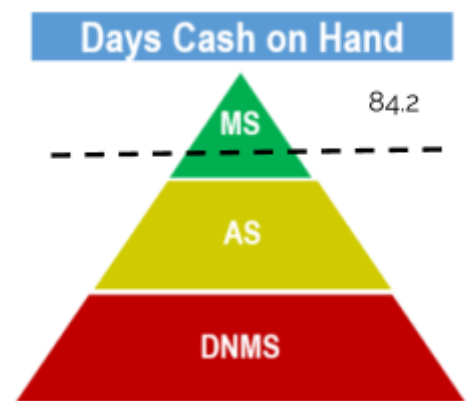
Debt to Asset Ratio: Education One monitors the school's debt to asset ratio on a quarterly basis, reporting out at the school's regularly scheduled board meetings. This ratio indicates the percentage of assets that are being financed with debt. Based on the most current financial statements, the school receives a rating of **Meets Standard**, according to the debt to asset ratio indicator, with a ratio of 0.03. The rubric for Debt to Asset Ratio 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.

Debt Service Coverage: Education One tracks the school's debt service coverage on a quarterly basis, similar to the other financial indicators. This indicator was not available for the school during the 2022-23 school year. The school receives a rating of **Not Applicable.**

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**			

Is the school's organizational structure successful?		
Performance Rubric	**Exceeds Standard**	The school consistently and effectively complies with and presents no concerns in the indicators below.
	Meets Standard	The school complies with and presents no concerns in the indicators below.
	Approaching Standard	The school presents concerns in a minimal number of indicators and may or may not have a credible plan to address the issues.
	Does Not Meet Standard	The school presents concerns in a majority of the indicators with no evidence of a credible plan to address the issues; or the school requires an Improvement Plan.

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Governing Board	Focus on High Academic Achievement	AS	MS			
	Commitment to Exemplary Governance	AS	AS			
	Fiduciary Responsibilities	AS	MS			
	Strategic Planning and Oversight	AS	AS			
	Legal and Regulatory Compliance	MS	MS			
School Leader	Leadership	MS	MS			
Compliance	Reporting Requirements	AS	MS			
	Special Education Compliance	MS	MS			

GOVERNING BOARD

Focus on High Achievement: Education One expects governing boards to consistently work towards fulfilling the mission of the school and promises of the charter, and to know whether or not students are on track for high-level academic achievement, as evidenced by the following characteristics:

- Board members believe in the mission of the school;
- Agree on the definition of academic excellence (high-level academic achievement);
- Assume ultimate responsibility for school and student success;
- Understand how student achievement is measured in the school;
- Use student data to inform board decisions; and
- Review indicators of student success regularly to measure progress toward school goals.

Characteristics of the commitment to exemplary board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The governing board complies with and presents no concerns in the indicator characteristics.	The governing board presents concerns in a minimal number of the indicator characteristics with a credible plan to address the issues.	The governing board presents concerns in a majority of the indicator characteristics and/or does not have a plan to address issues. **OR** The governing board presents concerns in a minimal number of the indicator characteristics and does not have a plan to address issues.

The Board of Directors at TNS evidenced a clear understanding and belief in the overall mission and vision of the school. With the completion of its second year, the board worked diligently to create appropriate policies and procedures to ensure that the mission and model of the school were being implemented with fidelity.

Members of the board have a clear understanding of what academic excellence is and have sought out support from the school's leadership team and Education One to better understand quantitative academic results from local and state assessments. Student success indicators were regularly measured and discussed when new data was made available. Finally, the board is looking into new ways student progress can be evaluated that may not be assessed on normed tests in collaboration with the school's leadership team.

Based on that summary, the school receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

Commitment to Exemplary Governance: Education One measures the quality of a governing board through their commitment to exemplary governance, as evidenced by their ability to build and maintain a high-functioning and engaged board, and the implementation of best governance practices. More specifically, exemplary boards exhibit the following characteristics:

- Recruit and maintain a full slate of excellent board members who bring diverse skills, experiences, partnership opportunities, etc.;
- Election of a board chair who can successfully lead the board and engage all members;
- Timely removal of disengaged members from the board;
- Investment in the board's development, through orientation for new members and ongoing training for existing members;
- Clearly defined roles and responsibilities for officers, committees, and board members;
- Employment of a robust committee structure to accomplish board work strategically and efficiently;

- Engagement during meetings through questioning, commenting, etc. based on a comprehensive review of all board materials prior to the meeting;
- Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Executive Director of Education One; and
- Timely distribution of board meeting materials to Education One prior to any publicly held meeting, that includes academic, financial, and organizational updates.

Characteristics of the commitment to exemplary board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The governing board complies with and presents no concerns in the indicator characteristics.	The governing board presents concerns in a minimal number of the indicator characteristics with a credible plan to address the issues.	The governing board presents concerns in a majority of the indicator characteristics and/or does not have a plan to address issues. **OR** The governing board presents concerns in a minimal number of the indicator characteristics and does not have a plan to address issues.

Throughout the 2022-23 school year, the TNS board recruited and maintained a full slate of excellent board members, representing diverse skill sets. The corresponding illustration indicates the skill sets represented on the TNS board at the time of this report. Current board members represent varied skill sets within business, community engagement, and education. However, the board needs further development in the areas of finance and legal.


TNS Board Question Type: 2022-23

13.9%
30.6%
55.6%

Academic   Financial   Organizational

Skills Sets Represented on the Board

Business   Community Engagement   Education
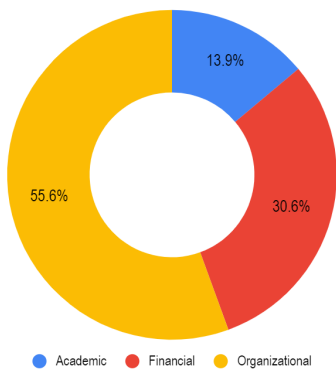
Courtney Ke served as Board Chair throughout the year. She has proven to be able to effectively lead the board in the development of processes, procedures, and policies since the school's inception. All items being developed by the board and leadership teams were discussed in detail during public meetings to inform members of the public, with most meetings lasting an hour to an hour and a half. She also regularly communicated any deficiencies related to the organization, leadership, academics, finances, or facilities to the Executive Director of Education. Board materials, however, have not been distributed in a timely manner prior to regularly scheduled board meetings.

TNS Board Meeting Length: 2022-23

16.7%
50.0%
33.3%

30-60 Minutes   60-90 Minutes   90-120 Minutes
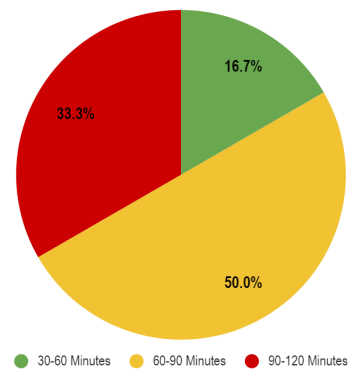
Average attendance of the four current board members was 89.3%. Active engagement of board members increased from the previous school year. The board averaged three questions per member and engagement focused solely on the three main performance areas that Education One holds the school accountable to. The board has developed an onboarding process through Google Classroom to support new members with orientation as well as support existing members with any gaps that may be present.

The board is continuing to work on the employment of robust committee structures to continue the work it has started since 2021 to work more strategically and efficiently. However, the board has been very successful in creating strong policies and procedures with the support of the school's leadership team. With minimal areas of concern and

plans to address those areas, the board receives a rating of **Approaching Standard** according to its Accountability Plan Performance Framework.

Fiduciary Responsibilities: Education One measures the quality of a governing board through their commitment to managing resources responsibly, expanding awareness of the program, and raising funds to support the program. More specifically, exemplary boards exhibit the following characteristics:
- Ensure that all members understand the school's finances, and receive necessary training;
- Review financial data regularly and carefully, using it to make sound decisions that protect the school's short- and long-term sustainability;
- Approve a budget each year that allocates resources strategically and aligns with the student performance goals of the school;
- Set and meet realistic fundraising goals through donor engagement to provide additional resources the school needs;
- Require that each board member make the school a top personal philanthropic priority each year; and
- Understand the political context of public charter schools and advocate for policies that promote and support the charter sector.

Characteristics of quality board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The governing board complies with and presents no concerns in the indicator characteristics.	The governing board presents concerns in a minimal number of the indicator characteristics with a credible plan to address the issues.	The governing board presents concerns in a majority of the indicator characteristics and/or does not have a plan to address issues. **OR** The governing board presents concerns in a minimal number of the indicator characteristics and does not have a plan to address issues.

The board received regular updates on the school's finances throughout the 2022-23 school year. Board members engaged more with these reports as evidenced by an increase in questions and/or comments being made about the budget and finances from all board members. 30.6% of questions asked throughout the school year focused on financial outcomes and performance, an improvement from the 2021-22 school year. With the support of new school leadership and third party guidance, budget and financing protocols, policies, and procedures began to be revised in late spring of 2023.

Budgets and financial decisions were approved based on what the school needed, whether that was material or personnel resources, throughout the school year.   The board is currently working with the school's leadership team to establish goals around fundraising, but has consistently prioritized the school through the investment of both time and money.

The school receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

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. More specifically, strong boards exhibit the following characteristics:

- Oversee the development of a clear strategic plan that reflects the board's vision and priorities for the school's future;
- Set annual goals for the school, board, and each board committee;
- Organize the board, its committees, and all meetings in order to meet the school's annual goals and strategic plan;
- Ensure the school leader has the autonomy and authority to manage the school while maintaining strong and close oversight of outcomes;
- Collaborate with the school leader in a way that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback/addressing concerns, engaging the school leader in school improvement plans and setting goals for the future;
- Maintain an up-to-date school leader and board succession plan; and
- Conduct a formal evaluation of the school leader, management partner/Education Service Provider (if applicable) and completion of a board self-evaluation, at least annually, and hold each stakeholder accountable for results.

Characteristics of quality board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The governing board complies with and presents no concerns in the indicator characteristics.	The governing board presents concerns in a minimal number of the indicator characteristics with a credible plan to address the issues.	The governing board presents concerns in a majority of the indicator characteristics and/or does not have a plan to address issues. **OR** The governing board presents concerns in a minimal number of the indicator characteristics and does not have a plan to address issues.

In April of 2023, the board completed and submitted a self-assessment, evaluating their strengths and areas for improvement, in relation to the school's Accountability Plan Performance Framework. This provided the board with an opportunity to evaluate their performance in order to set goals and plan strategically for the future.

The board has set annual goals for the school, board, and board committee. Progress towards those goals were evidenced throughout each public meeting. Collaboration with the school's interim leader and newly hired leader was conducive to the success of the 2022-23 school year. Both the board and leadership team worked diligently to ensure appropriate and needed policies, procedures, and protocols were in place to increase the academic, financial, and organizational performance of the school. The school leadership team had the autonomy to make decisions and seek guidance from the board appropriately.

The board is currently working to organize its committees more effectively to ensure the school's strategic plan is being followed and goals are being met.

Based on these findings, the school receives a rating of **Approaching Standard** according to its Accountability Plan Performance Framework.

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 set forth in the charter agreements and bylaws . More specifically, legally compliant boards exhibit the following characteristics:

- Hold all meetings in compliance with Indiana's Open Door Law;
- Maintain the highest standards of public transparency by accurately documenting meeting proceedings and board decisions;
- Adherence to all terms set forth in the charter agreement;
- Comply with established board policies and procedures, including those established in the by-laws;
- Conduct routine revisions of policies and procedures, as necessary;
- Adherence to all state and federal laws, including requirements set forth by the SBOA and/or IRS; and
- Apply sound business judgment by avoiding conflicts of interest, maintaining liability insurance, observing tax requirements, etc.

Characteristics of quality board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The governing board complies with and presents no concerns in the indicator characteristics.	The governing board presents concerns in a minimal number of the indicator characteristics with a credible plan to address the issues.	The governing board presents concerns in a majority of the indicator characteristics and/or does not have a plan to address issues. **OR** The governing board presents concerns in a minimal number of the indicator characteristics and does not have a plan to address issues.

All meetings during the 2022-23 school year were held in compliance with Indiana's Open Door Law and met all state and federal laws. The board maintained the highest standards of public transparency, accurately documenting meetings and board decisions, and adhering to all terms set for in the school's charter agreement. Therefore, the school receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework

SCHOOL LEADER

Leadership: Education One measures the quality of the school's leadership team by looking for the following characteristics:

- Demonstration of sufficient academic and leadership experience;
- Leadership stability in key administrative positions;
- Communication with internal and external stakeholders;
- Clarity of roles and responsibilities among school staff;
- Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner; and
- Consistency in providing information to and consulting with the schools' board of directors.

Characteristics of a quality leadership team are observed during regularly scheduled site visits, communication with school leadership, and school leader reviews conducted by the governing board. The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school leadership team complies with and presents no concerns in the	The school leadership team presents concerns in a minimal number of the	The school leader presents concerns in a majority of the indicator characteristics

indicator characteristics.	indicator characteristics with a credible plan to address the issues.	and/or does not have a credible plan to address the issues. **OR** The school leadership team presents concerns in a minimal number of the indicator characteristics but does not have a credible plan to address the issues.

The Nature School of Central Indiana experienced leadership changes throughout the 2022-23 school year. Ms. Meagan Messuri served as the interim Head of School during the second quarter of the school year. During her time she demonstrated sufficient academic and organizational experience to ensure the school's mission and vision were being carried out with fidelity. Having served as the school's Upper Elementary Headmistress, Ms. Messuri was able to provide consistent and effective leadership while the board looked to hire a new Head of School. She communicated regularly with internal and external stakeholders, providing a sound message to students and families. Her engagement with Education One supported the school in maintaining high academic expectations and improving the school's reporting obligations and continuous process of improvement.

Ms. Kassi Hall was hired as Head of School during the second semester of the 2022-23 school year. Due to the foundation set by the board and Ms. Messuri, Ms. Hall was able to jump into her new role and wasted no time in identifying gaps in academic, financial, and organizational structures to support the school in implementing its model and fulfilling its mission and vision. Her clear communication and collaboration with the school's Board of Directors was a catalyst for necessary changes in and additions to policies, processes, and procedures.

Despite the change in leadership, the school's weighted average satisfaction rate was higher than the previous school year with a larger participation in surveys from all stakeholders. This clear, quantitative evidences the leadership shown by Ms. Messuri and Ms. Hall **Meets Standard** according to its Accountability Plan Performance Framework.

COMPLIANCE

Reporting Requirements: Education One requires its schools to submit monthly reports consistent with state reporting and what is required of the authorizer to maintain according to legislation. Education One reports the following characteristics to the governing board on a monthly basis:
- Submission of all required compliance documentation in a timely manner as set forth by Education One, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation;
- Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws;
- Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations; and
- Participation in scheduled meetings with Education One

The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school complies with and presents no concerns in the sub-indicator characteristics.	The school presents concerns in a minimal number of characteristics and has a credible plan to address the issues.	The school presents concerns in a minimal or majority of characteristics and/or with no credible plan to address the issues. **OR**

		The school presents concerns in a minimal number of characteristics with no credible plan to address the issues.

TNS complied with all measure characteristics. Timely submission of all required documentation was remedied with new leadership and remained in compliance throughout the 2022-23 school year. The school was also in compliance with all terms of its charter. The board, school leadership team, and management organization collaborated throughout the school year. Finally, TNS board members and leadership team were active participants in all

scheduled Education One meetings. Thus, the school receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

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;
- 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 and implemented;
- Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to services
- Evidence that disciplinary actions are appropriate, legal, equitable, and fair;
- Staff to student ratios are adequate for providing services, in accordance with state and federal guidelines; 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
The school complies with all state and federal laws and provides appropriate documentation to evidence meeting each component.	The school presents concerns with documentation and/or compliance in a minimal number of the sub-indicator components but has a credible plan to address the issues.	The school presents concerns with documentation and/or compliance in a minimal or majority of the sub-indicator components and/or provides no evidence of a credible plan to address the issues. **OR** The school presents concerns with documentation and/or compliance in a minimal number of the sub-indicator components but provides no evidence of a credible plan to address the issues.

The school's Special Education population made up 19% of the school's enrolled students. The Special Education team at TNS did a commendable job of ensuring appropriate case conferences were conducted and IEPs established without access to the state's online system of reporting during the initial part of the school year. The school consistently enrolled new students who qualified for Special Education services throughout the year. The Special Education teacher was proactive in ensuring the smooth transition of services. Due to increased enrollment, the school continued to look to hire new staff to ensure student to teacher ratios were in accordance with all laws. Based on the qualitative and quantitative evidence collected, the school receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

Part IV: School Climate

Education One requires its schools to conduct an annual third-party survey of all stakeholders, 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. Survey data becomes more reliable based on the participation rate of each stakeholder. Education One's standard for survey reliability is a participation rate of at least 70.0%.

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**			

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

The graph illustrates the satisfaction rate of each stakeholder as well as the overall weighted average. With a weighted satisfaction rate of 86.5%, the school receives a rating of **Meets Standard**.
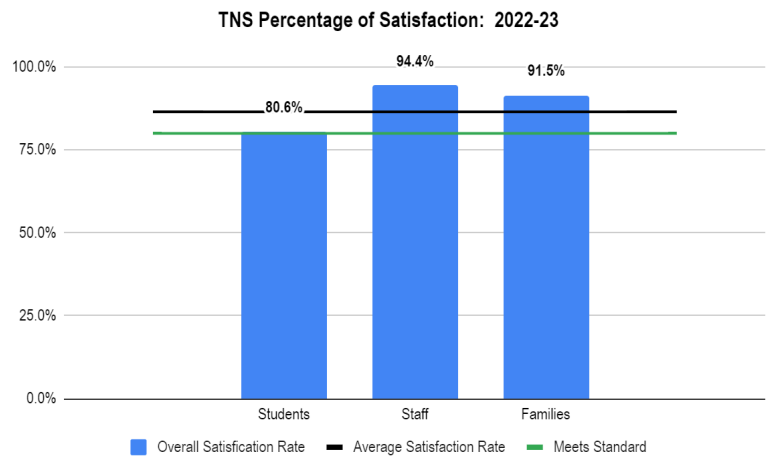
While survey participation is not a metric that is measured in the Accountability Plan Performance Framework, understanding the survey's population size as well as the sample size is valuable in determining the validity of the overall survey.

A school's population size is defined as the total number of possible respondents. The sample size indicates the number of completed responses the survey received. Population size and sample size are listed for each stakeholder in the table below.

TNS's Survey Participation			
Stakeholder Group	**Population Size** Total # of Possible Respondents	**Sample Size** Total # of Actual Respondents	**Survey Participation Rate**
Students	149	87	58.4%
Staff	28	25	89.3%
Families	91	63	69.2%

Education One believes a participation rate of at least 70% validates the satisfaction rate of each stakeholder. Education One encourages the school to increase its student survey participation for the 2023-24 school year.

Part V: Next Steps

Does the school or organization require interventions moving forward?

All schools receive high-quality authorization practices to ensure that any areas of deficiency are not due to inadequate authorization. Education One couples oversight and support to ensure that each school remains autonomous in a structure of high expectations and continuous improvement. The authorizer utilizes a Tiered System of Support Rubric to tier each of its schools on a bi-annual basis at the end of the 2nd and 4th quarter of the school year. Schools can be moved in and out of tiered levels based on need at any point throughout the school year.

Education One utilizes the school's performance against the Accountability Plan Performance Framework indicators to tier each school and monitors progress towards meeting standard of those indicators through the following supports:
- **Site Visits:** Members of the Education One accountability team and the school's leadership team conduct classroom walkthroughs to identify overall commendations and recommendations to ensure that instructional best practices are being implemented throughout the school.
- **Compliance Checks:** Members of the Education One accountability team monitor files and implementation of EL/SPED programs of the school to ensure that applicable laws, regulations, and best practices are followed with these special populations.
- **Academic Support Checks:** Members of the Education One accountability team collaborate with school leadership teams to help them reach more school specific goals, analyze data, and formulate improvement plans to ensure that schools are on track to meeting their accountability goals set forth in the Accountability Plan Performance Framework.
- **Board Meetings and Support Checks:** Members of the Education One Team attend regularly scheduled board meetings of each of its schools to monitor board governance indicators and provide status updates to all stakeholders on the school's academic, financial, and organizational performance. The Board Chair meets with the Executive Director on a regular basis to discuss progress towards goals and formulate next steps for improvement or areas of concern.

Schools that receive an overall rating of "Does Not Meet Standard" in any performance area of the Annual Review will automatically be placed in Tier III and will require a school improvement plan.

Tiered Supports				
	Tier I Weighted Points: 3.0-4.0 from **State and Federal Academic Rubric**	**Tier IIa** Weighted Points: 3.0-4.0 from **Local Academic Rubric**	**Tier IIb** Weighted Points: 2.0-2.9 from **Local Academic Rubric**	**Tier III** Weighted Points: 1.0-1.9 from **Local Academic Rubric**
Site Visit	The school receives a site visit in Quarter 1 and 3.	The school receives a site visit in Quarter 1-3.	The school receives bi-monthly site visits from September to March.	The school receives monthly site visits from September to March.
Compliance Checks	Schools receive quarterly compliance checks regardless of Tier. These checks may increase in level or quantity based on the discretion of the authorizer and level of urgency in any compliance deficiency.			
Support Check-In	The school participates in a data dive at the end of the school year during its annual review.	The school participates in data dives after each major assessment administered, with a focus on school specific goals.	The school participates in data dives after each major assessment administered, with a focus on school specific goals. The school participates in discussing site visit next steps and/or school initiatives.	The school participates in data dives after each major assessment administered, with a focus on school specific goals. The school has a school improvement plan.
Board Meeting and Checks	Education One attempts to attend all regularly scheduled board meetings. Board chairs participate in quarterly checks with Education One, regardless of Tier. These checks may increase in level or quantity based on the discretion of the authorizer and level of urgency in any compliance deficiency.			

Education One commends the school for the following:

Academic Performance
- Implementation of school model and instructional best practices as evidenced through successful site visits throughout the 2022-23 school year;
- Improving the percentage of students meeting growth targets by content area and by subgroup; and
- Collaborative meetings with Education One, focusing on continuous improvement on academic programming and curriculum.

Financial Performance
- Increasing enrollment throughout the 2022-23 school year to have an average enrollment variance that meets standard;
- Increasing Days Cash over the last year to remain at a meets standard amount; and
- Collaborating with the school leader and third party financial consultant to ensure financial controls are appropriate.

Organizational Performance
- Creating and implementing a wide variety of extensive policies at the board and school level through effective collaboration between the Board of Directors and the school leadership team;
- Establishing clear roles and responsibilities of the Board of Directors and the school leadership team;
- Creating onboarding and training for new and existing board members;
- Increased active engagement of all board members in each meeting, focusing on academic, financial, and organizational performance of the school;
- Improving timely submission of reporting requirements to Education One; and
- Effective school leadership team with the capacity to communicate appropriately to stakeholders and engage in a continuous process of improvement to address areas of deficiency in a timely manner.

2023-24 Next Steps:

The Nature School of Central Indiana received the following overall ratings in the three main performance areas of the Accountability Plan Performance Framework for the 2022-23 school year:

- Academic Performance: **Approaching Standard**
- Financial Performance: **Meets Standard**
- Organizational Performance: **Approaching Standard**

Improvement in the following areas is required for the 2023-24 school year:

Academic Performance
- Implement intentional instructional pacing and standards mapping, specifically in math, to support students maintaining grade level achievement or growing to achievement; and
- Identify alternative assessment options to measure student outcomes, based on the school's nature-based Montessori approach to academics.

Organizational Performance
- Employ and organize committee structures to accomplish board work strategically and efficiently; and
- Distribute board meeting materials in a timely manner to Education One prior to publicly held meetings