



## 2023-24 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 produces 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](http://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.

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

### Is the school's educational program successful?

<b>Performance Rubric</b>	<b>Meets Standard</b>	The school complies with and presents minimal to no concerns in the indicator measures.
	<b>Approaching Standard</b>	The school presents some concerns in the indicator measures. There is a credible plan to address the issues.
	<b>Does Not Meet Standard</b>	The school presents concerns in some of the indicator measures with no credible plan to address the issues <b>OR</b> the school presents concerns in a majority of indicator measures with or without a credible plan to address the issues.

### What does the Overall Rating for Academic Performance mean?

<b>Year 1</b>	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.
<b>Year 2</b>	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.
<b>Year 3</b>	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.

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
State and Federal Academic Performance	<a href="#">Federal Accountability Rating</a>	N/A	AS	AS		
	<a href="#">Proficiency on State Summative Assessment: E/LA</a>	N/A	N/A	N/A		
	<a href="#">Proficiency on State Summative Assessment by Subgroup: E/LA</a>	N/A	N/A	N/A		
	<a href="#">Proficiency on State Summative Assessment: Math</a>	N/A	N/A	N/A		
	<a href="#">Proficiency on State Summative Assessment by Subgroup: Math</a>	N/A	N/A	N/A		
	<a href="#">Growth on State Summative Assessment: E/LA</a>	N/A	N/A	MS		
	<a href="#">Growth on State Summative Assessment by Subgroup: E/LA</a>	N/A	N/A	MS		
	<a href="#">Growth on State Summative Assessment: Math</a>	N/A	N/A	DNMS		
	<a href="#">Growth on State Summative Assessment by Subgroup: Math</a>	N/A	N/A	DNMS		
	<a href="#">Pass or Pass+ Status Growth: E/LA</a>	N/A	N/A	MS		
	<a href="#">Did Not Pass Status Growth: E/LA</a>	N/A	N/A	MS		
	<a href="#">Pass or Pass+ Status Growth: Math</a>	N/A	N/A	DNMS		
	<a href="#">Did Not Pass Status Growth: Math</a>	N/A	N/A	MS		
	<a href="#">Comparison to Local Schools</a>	N/A	N/A	N/A		
	<a href="#">3rd Grade Literacy</a>	N/A	N/A	MS		
<a href="#">6th Grade Math</a>	N/A	N/A	AS			
<a href="#">Chronic Absenteeism</a>	N/A	AS	DNMS			

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Local Academic Performance	<a href="#">Instruction</a>	MS	MS	AS		
	<a href="#">Attendance</a>	MS	AS	AS		
	<a href="#">Progress Towards Proficiency: E/LA</a>	N/A	N/A	MS		
	<a href="#">Progress Towards Proficiency by Subgroup: E/LA</a>	N/A	N/A	AS		
	<a href="#">Progress Towards Proficiency: Math</a>	N/A	N/A	AS		
	<a href="#">Progress Towards Proficiency by Subgroup: Math</a>	N/A	N/A	DNMS		
	<a href="#">Historical Proficiency: E/LA</a>	N/A	N/A	MS		
	<a href="#">Historical Proficiency: Math</a>	N/A	N/A	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. <b>OR</b> The school receives a rating of Approaches Expectations three or more consecutive years.

A school receives one overall, summative rating based on the weighted points earned for each applicable federal measure. The table below represents the school’s designations for each measure, as well as the school’s overall designation. The rating reflects a school’s achievement with respect to performance goals for the State. Data utilized for the ratings is from the 2022-23 school year. The measures included within the Federal Accountability system are also further defined and rated throughout the State and Federal Academic Performance section of this review.

Overall Designation	Approaches Expectations		
<b>Achievement: E/LA</b>	Approaches Expectations	<b>Achievement: Math</b>	Approaches Expectations
<b>Growth: E/LA</b>	Meets Expectations	<b>Growth: Math</b>	Does Not Meet Expectations
<b>Closing the Gaps: E/LA</b>	Does Not Meet Expectations	<b>Closing the Gaps: Math</b>	Does Not Meet Expectations
<b>Language Proficiency for EL</b>	No Rating	<b>Student Attendance</b>	Does Not Meet Expectations

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. According to the state of Indiana, this indicates that some students are on pace to meet the state’s long-term goals, but performance is inconsistent for individual student groups. Some student groups meet expectations for academic achievement or academic progress. Academic growth rates are sufficient to close achievement gaps for some student groups. No student groups are far below the standard and/or no gaps are increasing in an “approaches expectations” school.

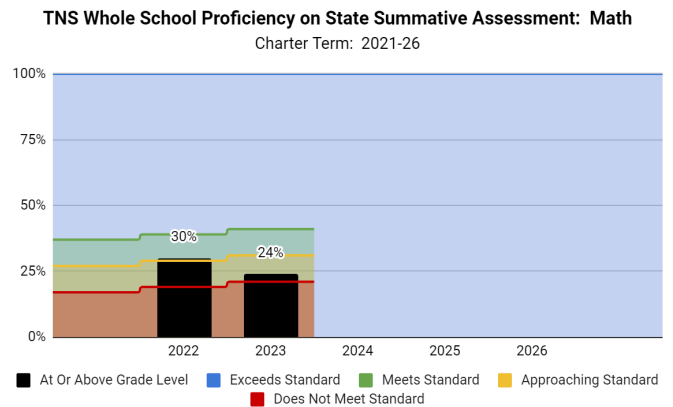
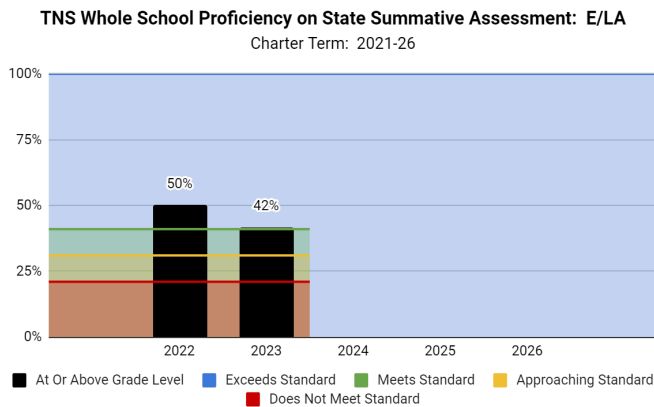
### Proficiency on State Summative Assessment

Education One measures the success of the school’s educational model by comparing the percentage of students achieving grade level proficiency to state results, utilizing Indiana’s summative assessment. 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. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of legacy students at or above grade level proficiency exceeds the state’s percentage of students at or above proficiency.	The percentage of legacy students at or above grade level proficiency is within 0-10.0% of the state’s percentage of students at or above proficiency.	The percentage of legacy students at or above grade level proficiency is within 10.1-20.0% of the state’s percentage of students at or above proficiency.	The percentage of legacy students at or above grade level proficiency is more than 20.0% from the state’s percentage of students at or above proficiency.

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 2022-23 school year, the school’s second year of existence. Therefore, while data is captured, Education One will begin to hold the school accountable to its school year 2023-24 ILEARN proficiency results.

The following graphs illustrate the historical trends of the school and state passing rates throughout the school’s current charter term defined within this review. All students, regardless of legacy status, are included.



**English/Language Arts:** In Indiana, 41% of students in grades three through eight met or exceeded standards on the 2023 ILEARN English/Language Arts assessment. At TNS, 42% of students met or exceeded standards on the same assessment. The school outperformed the state by one point. Students at TNS have consistently outperformed the state of Indiana in the reading content areas, reflecting the effectiveness of the instructional programs and support systems is of higher quality than other schools across the state. The recent data, however, reveals a decline in the percentage of students meeting performance standards across various grade levels and subject areas.

**Math:** In Indiana, 41% of students in grades three through eight met or exceeded standards on the 2023 ILEARN math assessment. At TNS, 24% of students met or exceeded standards on the same assessment. The school underperformed compared to the state by 17 points. Despite efforts to address deficiencies, the school’s performance continues to fall short of established standards and the lack of improvement raises concerns about the effectiveness of current strategies and the overall academic environment.

The school receives a rating of **Not Applicable** for this measure and will be rated starting with 2023-24 data.

### Subgroup Proficiency on State Summative Assessment

Successful implementation of the educational model is also monitored by comparing the results of the school’s represented subgroups to state’s results of the same subgroups on Indiana’s summative assessment. The school receives annual ratings in English/Language Arts and Math for each of the following subgroups with 10 or more students:

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

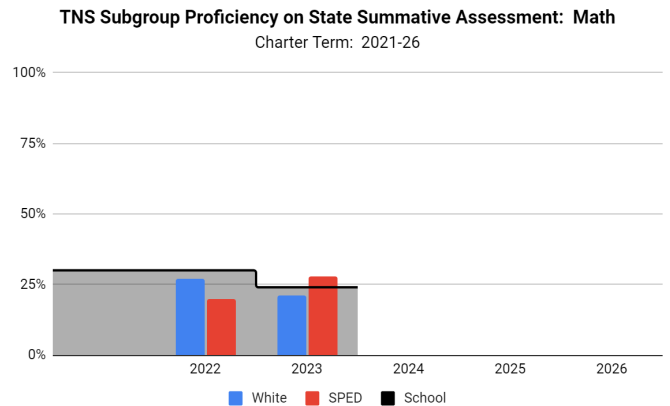
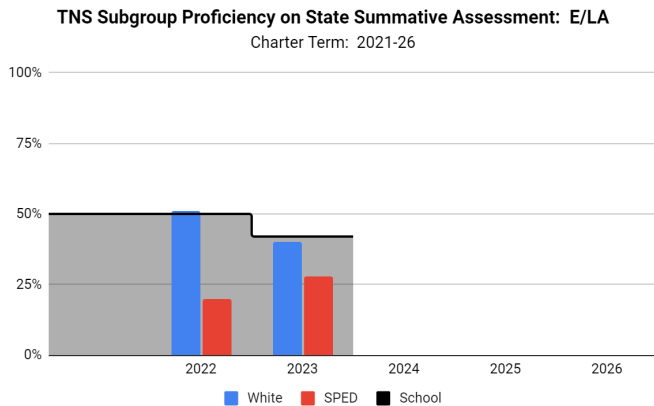
The rubric used for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students within the identified subgroup at or above grade level proficiency exceeds the state's percentage of students at or above proficiency in the same subgroup.	The percentage of students within the identified subgroup at or above grade level proficiency is within 0-10.0% of the state's percentage of students at or above proficiency in the same subgroup.	The percentage of students within the identified subgroup at or above grade level proficiency is within 10.1-20.0% of the state's percentage of students at or above proficiency in the same subgroup.	The percentage of students within the identified subgroup at or above grade level proficiency is more than 20.0% from the state's percentage of students at or above proficiency in the same subgroup.

If a the state's passing percentage of a subgroup was less than 20%, the following rubric is utilized:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students within the identified subgroup at or above grade level proficiency exceeds the state's percentage of students at or above proficiency in the same subgroup.	The percentage of students within the identified subgroup at or above grade level proficiency is within 75% of the state's passing percentage.	The percentage of students within the identified subgroup at or above grade level proficiency is within 50.0-74.9% of the state's passing percentage.	The percentage of students within the identified subgroup at or above grade level proficiency is less than 50% of the state's passing percentage.

The following graphs illustrate the proficiency trends of the subgroups served throughout the school's current charter term defined within this review.



The following table highlights 2022-23 results and how they compare to the state. While data is captured, Education One will begin to hold the school accountable to its school year 2023-24 ILEARN proficiency results.

Subgroup Information			English/Language Arts				Math			
Subgroup	School Population	State Population	School Passing %	State Passing %	Difference	Rating	School Passing %	State Passing %	Difference	Rating
White	80%	64%	40%	48%	-8	MS	21%	49%	-28	DNMS
SPED	19%	18%	28%	13%	+15	ES	28%	17%	+11	ES

**English/Language Arts:** TNS has two subgroups that meet the 10-student requirement for data to be publicly released. The school's White student subgroup is comparing within a meets standard range, even though students are underperforming compared to the state by eight points. Special Education students, however, exhibit far superior proficiency outcomes than other Special Education students across the state, outperforming by 15 points, reflecting the effectiveness of the instructional programs and support systems.

**Math:** In math White students significantly underperformed compared to their peers, with a difference of 28 points from the state. The subgroup’s performance falls short of established standards and raises concerns about the effectiveness of current strategies and the overall academic environment, seeing as the White student subgroup makes up 80% of the student population. Special Education students, however, observed similar trends in math as they did in English/Language Arts. The school’s Special Education subgroup outperformed the state’s Special Education cohort by 11 points. This data point continues to draw upon the value of the programs and system in place at the school for these students.

The school receives a rating of **Not Applicable** for this measure and will be rated starting with 2023-24 data.

**Growth on State Summative Assessment**

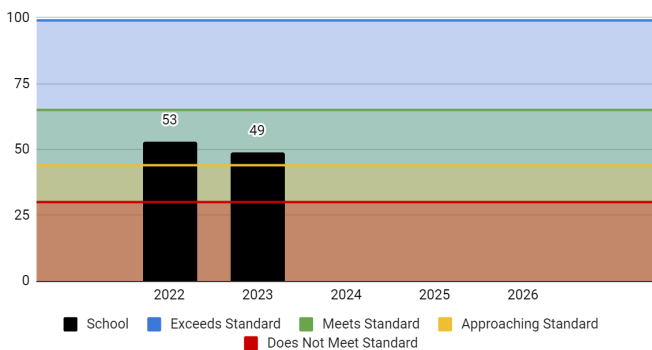
Education One measures the success of the school’s implementation of its educational model by analyzing the amount of academic progress students make in a given year compared to other students with similar histories of academic proficiency. For more information on how the state of Indiana calculates 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 school’s Median Growth Percentile is between 30 and 45.	The school’s Median Growth Percentile is less than 30.

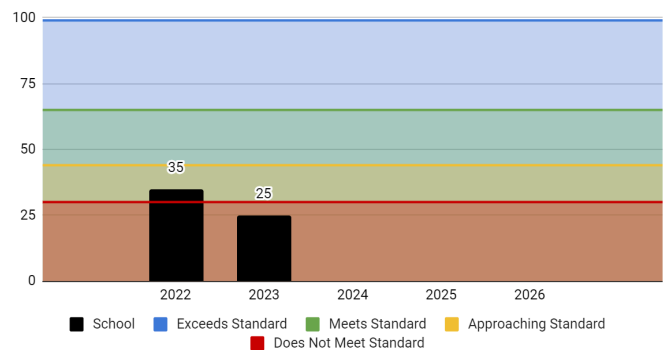
The Median Growth Percentile (MGP) is calculated utilizing individual Student Growth Percentiles (SGP) and finding the median, or midpoint, of those numbers. An SGP describes the relationship between the student’s previous scores and their current year’s score and compares that difference to the same 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.

TNS Growth on State Summative Assessment: E/LA  
Charter Term: 2021-26



TNS Growth on State Summative Assessment: Math  
Charter Term: 2021-26



**English/Language Arts:** TNS had an MGP of 49 based on 2022-23 ILEARN assessment results. Therefore, the school **Meets Standard**. Students consistently demonstrate growth in key content areas, reflecting the effectiveness of the instructional programs and support systems.

**Math:** TNS had an MGP of 25 based on 2022-23 ILEARN assessment results. Therefore, the school **Does Not Meet Standard**. The recent data reveals a troubling trend of decline in Median Growth Percentile, raising concerns about the effectiveness of current strategies and the overall academic environment.



### Subgroup 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 subgroups make in a given year compared to other students with similar histories of academic proficiency. The school receives annual ratings for growth in English/Language Arts and Math utilizing data from the state summative assessment.

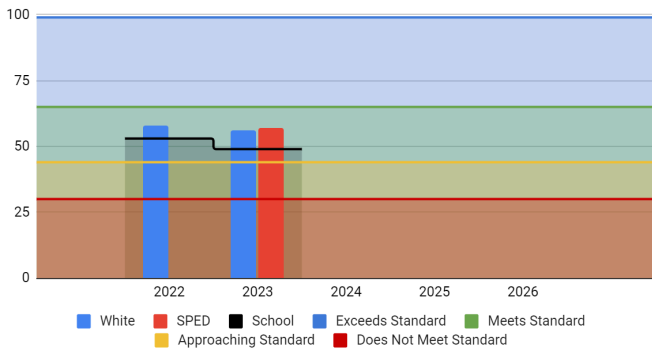
- English Learner (EL);
- Race;
- Socioeconomic Status (F/R Lunch); and
- Special Education (SPED).

The rubric used for this measure is as follows:

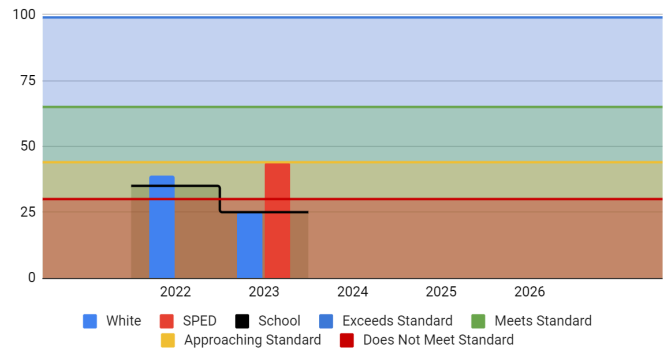
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The subgroup’s Median Growth Percentile is greater than 65.	The subgroup’s Median Growth Percentile is between 45 and 65.	The subgroup’s Median Growth Percentile is between 30 and 45.	The subgroup’s Median Growth Percentile is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

The following graphs illustrate the growth trends of the subgroups served throughout the school’s current charter term defined within this review.

TNS Subgroup Growth on State Summative Assessment: E/LA  
Charter Term: 2021-26



TNS Subgroup Growth on State Summative Assessment: Math  
Charter Term: 2021-26



**English/Language Arts:** TNS has two subgroups that meet the 10-student requirement for data to be publicly released. The school’s White and Special Education student subgroups had an MGP of 56 and 57, respectively. Overall, the school **Meets Standard**. The similarity in growth percentiles reflect the dedication, expertise, and collaborative efforts of our entire school community.

**Math:** In Math, the White student subgroup demonstrated an MGP of only 25. Despite efforts to address deficiencies, the school’s performance continues to fall short of established standards. The Special Education student subgroup had an MGP of 44, indicating that students in the Special Education program are receiving appropriate strategies and supports to show growth from one year to the next. Overall, the school **Does Not Meet Standard**.

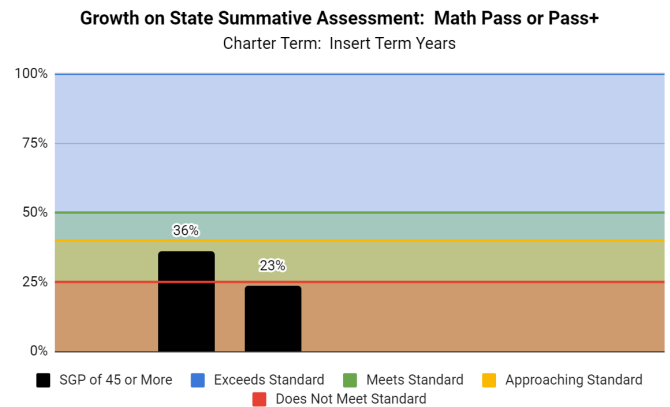
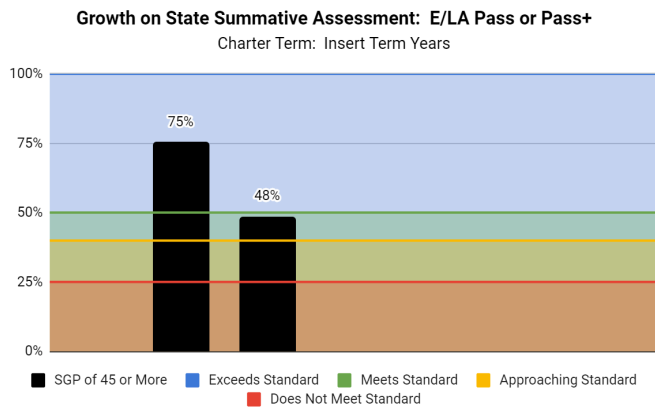
### Passing Status Growth on State Summative Assessment

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 <b>Pass or Pass+</b> have an SGP of at least 45.	40.0-50.0% of students with a previous status of <b>Pass or Pass+</b> have an SGP of at least 45.	25.0-39.9% of students with a previous status of <b>Pass or Pass+</b> have an SGP of at least 45.	Less than 25.0% of students with a previous status of <b>Pass or Pass+</b> have an SGP of at least 45.

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



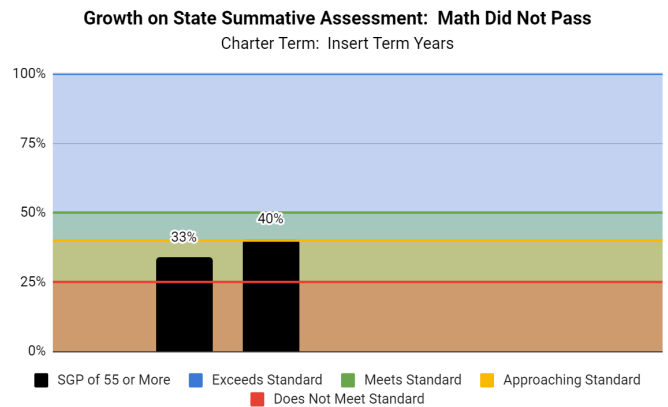
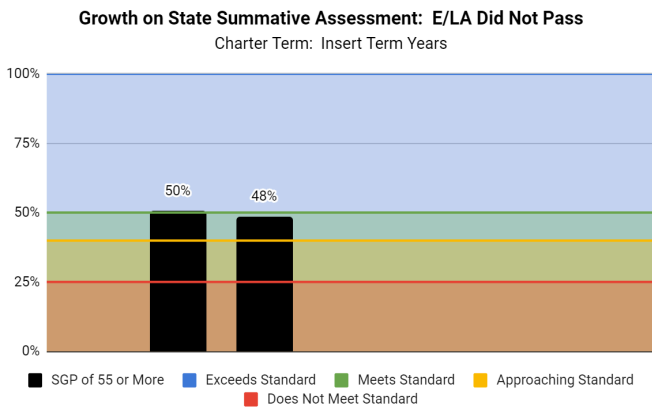
**English/Language Arts:** 48% 'Pass or Pass+' students had an SGP of at least 45 on the 2022-23 English/Language Arts assessment. The school receives a rating of **Meets Standard**. The school's observable outcomes indicate that a number of students who met proficiency standards on their assessment are also demonstrating growth in their academic performance over time. The school does need to ensure fidelity of practices are implemented each year, however, based on the decrease in the percentage of Pass or Pass+ students with an SGP of at least 45 from the 2021-22 school year.

**Math:** 23% 'Pass or Pass+' students had an SGP of at least 45 on the 2022-23 math assessment. The school receives a rating of **Does Not Meet Standard**. There is concern over the lack of growth observed among passing students to maintain proficiency and the effectiveness of the instructional practices and support systems in fostering continuous improvement among these students.

**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 <b>Did Not Pass</b> have an SGP of at least 55.	40.0-50.0% of students with a previous status of <b>Did Not Pass</b> have an SGP of at least 55.	25.0-39.9% of students with a previous status of <b>Did Not Pass</b> have an SGP of at least 55.	Less than 25.0% of students with a previous status of <b>Did Not Pass</b> 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:** 48% of 'Did Not Pass' students had an SGP of at least 55 on the 2022-23 English/Language Arts assessment. The school receives a rating of **Meets Standard**. While proficiency is an important benchmark, the growth observed among non-passing students is equally significant, indicating that instructional practices, interventions, and support systems are effectively addressing students' academic needs and enabling them to make meaningful progress towards proficiency, regardless of their starting point.

**Math:** 40% of 'Did Not Pass' students had an SGP of at least 55 on the 2022-23 math assessment. The school receives a rating of **Meets Standard**. The school has observed an increase in the percentage of students making appropriate growth gains among non-passing students, demonstrating the school's support for students who are not on grade level.

### 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's overall performance in proficiency and growth outpaces comparison schools 100% of the time.	The school's overall performance in proficiency and growth outpaces comparison schools 75.0-99.9% of the time. <b>OR</b> The school is meeting or exceeding standard in proficiency and median growth measures.	The school's overall performance in proficiency and growth outpaces comparison schools 50.0-74.9% of the time. <b>OR</b> The school is meeting or exceeding standard in proficiency or median growth measures.	The school's overall performance in proficiency and growth outpaces comparison schools less than 50.0% of the time.

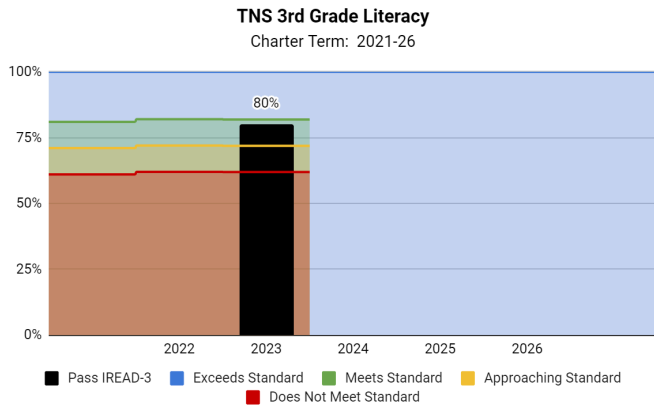
The school receives a rating of **Not Applicable** due to the 2022-23 school year, from which these results were taken, being its second year in existence. The school will be held accountable for this measure starting with 2023-24 assessment results.

### 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 the state's passing percentage.	The percentage of grade 3 students receiving a passing score is within 0-10.0% of the state's passing percentage.	The percentage of grade 3 students receiving a passing score is within 10.1-20.0% of the state's passing percentage.	The percentage of grade 3 students receiving a passing score is greater than 20.0% of the state's passing percentage.



The graph illustrates the trends of third grade students passing this assessment throughout the school's current charter term defined within this review. In 2022, the school did not have enough students in the third grade cohort to release data publicly.

In 2022-23, TNS had a passing rate of 80% on the IREAD-3 assessment. The state of Indiana's passing percentage was 82%. With a difference of 2 points, the school receives a rating of **Meets Standard** according to their Accountability Plan Performance Framework. This passing rate ensures that the school is equipping students with the essential reading skills needed for future academic success. The

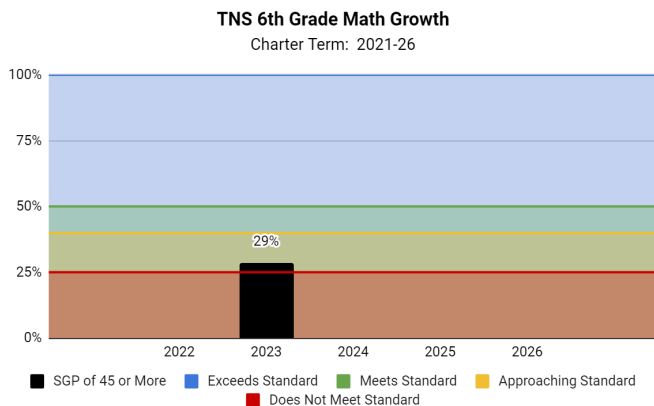
state of Indiana has created a statewide goal, however, that the IREAD-3 passing rate be 95% by 2027.

### 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.

The following graph illustrates the trends of sixth grade students with an SGP of at least 45 on the ILEARN math assessment throughout the school's current charter term defined within this review.



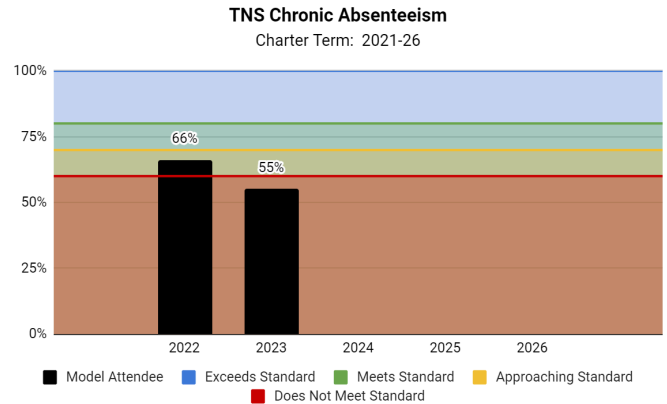
In 2022-23, 29% of sixth grade students had an SGP of at least 45 on the ILEARN math assessment. Therefore, the school receives a rating of **Approaching Standard** according to their Accountability Plan Performance Framework. Struggles in 6th-grade math can serve as an early warning sign of potential academic challenges that may require intervention and support. Identifying and addressing these challenges early on can help prevent academic setbacks and ensure that students receive the necessary assistance to succeed academically.

### Chronic Absenteeism

Chronic absenteeism is the rate of students who have been absent from school for at least 10 percent of the school year, for any reason. 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 had a model attendee rate.	70.0-80.0% of students had a model attendee rate.	60.0-69.9% of students had a model attendee rate.	Less than 60.0% of students had a model attendee rate.

The graph illustrates trends overtime for TNS throughout its current charter term. Based on the model attendee rate of 55% from the 2022-23 school year, the school receives a rating of **Does Not Meet Standard**. Students with poor attendance may feel disconnected from their peers and teachers, leading to reduced engagement in class activities and discussions. This lack of engagement can further exacerbate academic difficulties. Consistent absenteeism typically correlates with lower academic performance.



## 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:

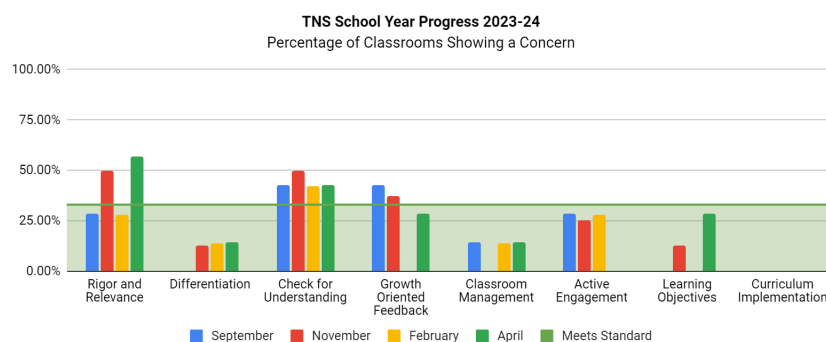
- **Rigor and Relevance:** Instructional delivery possesses the appropriate level of rigor and relevance, whereas rigor is defined as complexity and relevance is defined as culturally affirming.
- **Differentiated Instruction:** Differentiation in a classroom refers to the practice of tailoring instruction 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 2023-24 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.

	September	November	February	April
Rigor + Relevance	28.6%	50.0%	28.0%	57.1%
Differentiation	0.0%	12.5%	14.0%	14.3%
Checks for Understanding	42.9%	50.0%	42.0%	42.9%
Growth Oriented Feedback	42.9%	37.5%	0.0%	28.6%
Classroom Management	14.3%	0.0%	14.0%	14.3%
Active Engagement	28.6%	25.0%	28.0%	0.0%
Learning Objectives	0.0%	12.5%	0.0%	28.6%
Curriculum Implementation	0.0%	0.0%	0.0%	0.0%

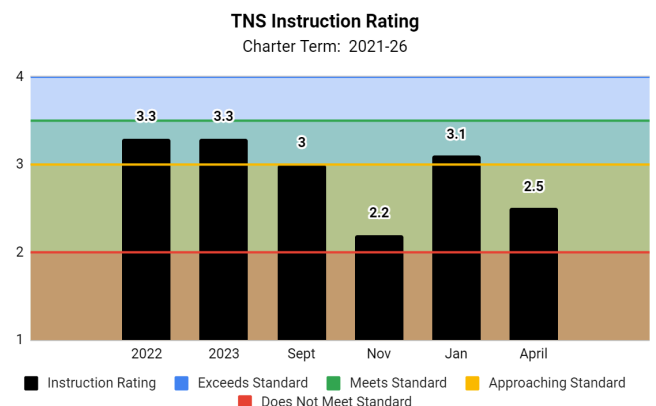
The program at TNS places an emphasis on every aspect of student growth and development, working within the core principles of Rudolf Steiner's Waldorf education and Maria Montessori's methods. Consistently, the school exhibited no real concerns in differentiated strategies, classroom management, active engagement, learning objectives, or curriculum implementation.

The Montessori model naturally differentiates through its principles and practices, which are designed to accommodate individual differences and promote personalized learning experiences. Students are given multiple options for how they demonstrate their understanding or complete their work. Teachers have built a positive and respectful relationship with their students and the physical environment, both inside and out, is conducive to carrying out the school's mission and model. Overall, students were observed actively engaging in hands-on activities. Learning objectives were relevant to the lessons observed and teachers were appropriately implementing curricular resources into their lessons.

As the school continues to develop its practices, rigorous and relevant opportunities for students were inconsistently observed throughout the year. While students were provided with multiple ways to show their learning, options were inconsistent in allowing students to demonstrate their learning through analysis, synthesis, or evaluation. During lessons students were not provided with opportunities to engage with their peers and inquire or interpret the new information being presented.

The implementation of suitable checks for understanding was also a consistent area of concern. Informal checks, such as observing student behaviors, expressions, and body language during instruction to gauge levels of engagement and understanding were not observed. More formal checks for understanding also did not take place throughout the observed lessons that would have provided the evidence needed to assess student readiness.

Based on the school's federal, state, and local academic measure outcomes, the school was identified as a Tier IIb school, receiving site visits on a bi-monthly basis during the 2023-24 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 2023-24 school year, TNS receives a rating of **Approaching Standard**, with an average instruction rating of 2.7 points.





### Attendance

The school receives an overall rating for this measure at the end of the year based on data submitted to the IDOE. Average attendance is submitted to and reported out by Education One, however, on a monthly basis. 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 is calculated in the following way:

$$\frac{\text{Sum of Days Attended by Students}}{\text{Total Possible Days of All Students}}$$

The rubric for this measure is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school's calculated attendance is at least 95.0%.	The school's calculated attendance is between 90.0 and 94.9%.	The school's calculated attendance is less than 90.0%

The table below identifies the average attendance rate per grade level and the school's overall average attendance rate. TNS had an average attendance rate of 91.7% and, thus, is **Approaching Standard** according to the school's Accountability Plan Performance Framework.

Attendance Breakdown					
Kindergarten	90.3%	X	Fifth	92.9%	X
First	93.2%	X	Sixth	89.7%	X
Second	90.3%	X	Seventh	92.8%	X
Third	91.4%	X	Eighth	91.6%	X
Fourth	95.4%	✓	Whole School	91.7%	X
Key: ✓ = Meets Standard, X = Approaching Standard, X = Does Not Meet Standard					

### 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 2023-24 school year, TNS utilized the Northwest Evaluation Association (NWEA) tool Measures of Academic Progress (MAP). This computer adaptive assessment assesses students in reading and math and is aligned to grade level standards. Results were consistently collected, analyzed, and discussed after each testing window to identify areas of immediate improvement and celebration.

TNS implements multi-age classrooms as a part of their model. For this reason, data is collected and shared from this lens. Lower elementary includes first through third grade students, upper elementary is comprised of fourth through sixth grade students, and the middle school serves students in seventh and eighth grade.



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

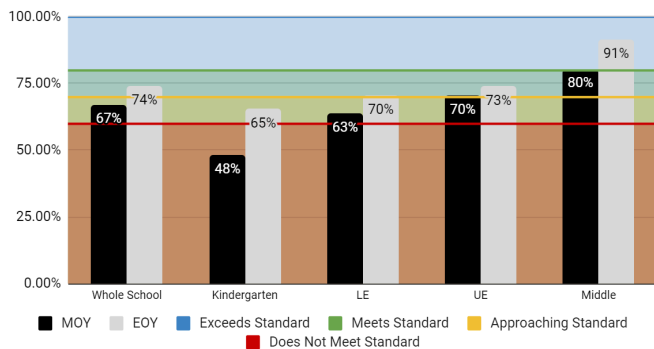
Progress Towards Proficiency: Reading							
	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Kindergarten	95%	50%	48%	✗	65%	65%	✗
Lower Elementary	60%	57%	63%	✗	60%	70%	✓
Upper Elementary	69%	63%	70%	✓	65%	73%	✓
Middle School	68%	73%	80%	✓	82%	91%	✓
Whole School	69%	60%	67%	✗	66%	74%	✓

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

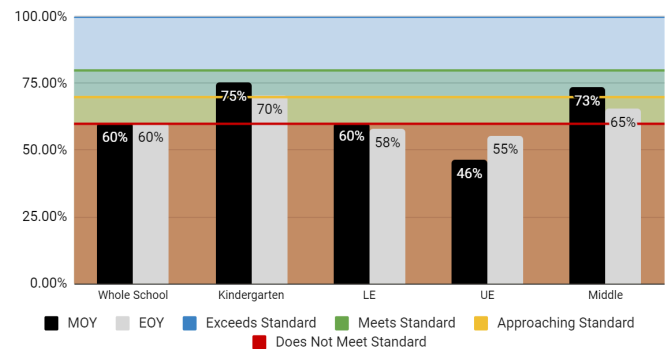
Progress Towards Proficiency: Math							
	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Kindergarten	79%	74%	75%	✓	74%	70%	✓
Lower Elementary	59%	49%	60%	✗	49%	58%	✗
Upper Elementary	45%	33%	46%	✗	37%	55%	✗
Middle School	57%	57%	73%	✓	48%	65%	✗
Whole School	57%	48%	60%	✗	48%	60%	✗

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

TNS 2023-24 Progress Towards Proficiency: Class  
Reading



TNS 2023-24 Progress Towards Proficiency: Class  
Math



**Reading:** 74% of students were considered proficient and/or met growth targets on the NWEA Reading assessment. Therefore, the school receives a rating of **Meets Standard**, according to the school's Accountability Plan Performance Framework. This rating indicates that, through targeted instruction, students consistently demonstrated proficiency or growth towards proficiency throughout the school year. The school's emphasis on continuous improvement is reflected in the progress students in each class level made from middle of year testing to end of year testing.

**Math:** 60% of students were considered proficient and/or met growth targets on the NWEA Math assessment. Therefore, the school receives a rating of **Approaching Standard**, according to the school's Accountability Plan Performance Framework. Despite efforts to improve academic outcomes, the school continues to face challenges with a significant portion of students not meeting proficiency or growth standards in math. This is a trend, overall, for the school, regardless of assessment type. This necessitates the reevaluation of instructional approaches and support systems in math with a multi-age classroom organization.

**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 and graphs illustrate proficiency and growth outcomes throughout the school year and current charter term.

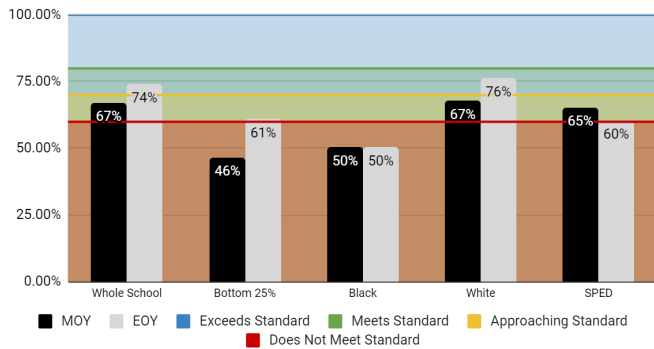
Progress Towards Proficiency: Reading								
	Population %	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Bottom 25%	25%	11%	24%	46%	✗	34%	61%	✗
Black	8%	67%	42%	50%	✗	42%	50%	✗
White	82%	69%	61%	67%	✗	68%	76%	✓
SPED	23%	69%	57%	65%	✗	51%	60%	✗
School	100%	69%	60%	67%	✗	66%	74%	✓

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

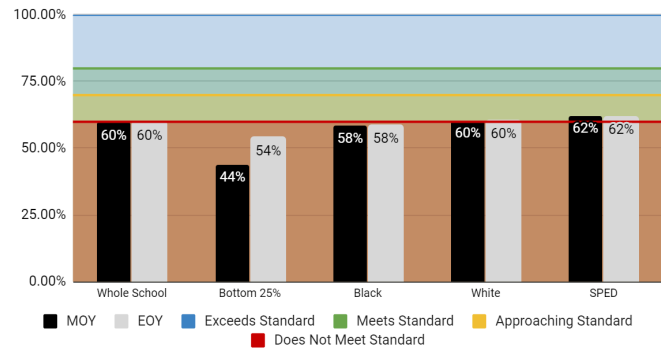
Progress Towards Proficiency: Math								
	Population %	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Bottom 25%	25%	3%	10%	44%	✗	18%	54%	✗
Black	8%	58%	50%	58%	✗	50%	58%	✗
White	82%	55%	47%	60%	✗	48%	60%	✗
SPED	23%	56%	47%	62%	✗	47%	62%	✗
School	100%	57%	49%	60%	✗	48%	60%	✗

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

TNS 2023-24 Progress Towards Proficiency: Subgroup  
Reading



TNS 2023-24 Progress Towards Proficiency: Subgroup  
Math



Reading:

- Bottom 25% Student Subgroup: Overall, the school receives a rating of **Approaching Standard**, according to the school's Accountability Plan Performance Framework, with 61% of students performing in the bottom 25% at beginning of year testing reaching proficiency or hitting growth targets. Based on the 15 point difference from middle of year to end of year testing, strategic interventions were put in place. However, despite efforts to improve academic outcomes, the school continues to face challenges with this group of students not meeting growth standards to overcome proficiency gaps.
- Black Student Subgroup: Overall, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework, with only 50% of Black students reaching proficiency or hitting growth targets. This subgroup saw a significant drop of 25 points in the percentage of student testing at or above proficiency from beginning of year to middle of year testing. The loss was not recovered by the end of the school year. There is also a 26 point gap between Black students and their White student counterparts meeting proficiency and/or growth standards. Both observations highlight the urgency for comprehensive strategies to address the issue.
- White Student Subgroup: Overall, the school receives a rating of **Meets Standard**, according to the school's Accountability Plan Performance Framework, with 76% of White students reaching proficiency or hitting growth targets. This subgroup saw an increase in the amount of students progressing towards proficiency from middle of year testing to end of year testing. Overall proficiency maintained a similar percentage throughout the school year, unlike other identified subgroups.
- Special Education Subgroup: Overall, the school receives a rating of **Approaching Standard**, according to the school's Accountability Plan Performance Framework, with 60% of Special Education students reaching proficiency or hitting growth targets. This subgroup saw consistent decreases in the percentage of students proficient over the course of the year, with a 18 point difference from the beginning of the year to the end of the year. Despite targeted efforts to improve outcomes, the data shows that a concerning proportion of students are not maintaining proficiency standards or meeting growth targets, indicating the need for a reassessment of current strategies.

Math:

- Bottom 25% Student Subgroup: Overall, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework, with 54% of students performing in the bottom 25% at beginning of year testing reaching proficiency or hitting growth targets. Based on the 10 point difference from middle of year to end of year testing, strategic interventions were put in place. However, despite efforts to improve academic outcomes, the school continues to face challenges with this group of students not meeting growth standards to overcome proficiency gaps.
- Black Student Subgroup: Overall, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework, with only 58% of Black students reaching proficiency or hitting growth targets. This subgroup saw an 8 point decrease in the percentage of student testing at or above

proficiency from beginning of year to middle of year testing. The loss was not recovered by the end of the school year.

- **White Student Subgroup:** Overall, the school receives a rating of **Approaching Standard**, according to the school's Accountability Plan Performance Framework, with 60% of White students reaching proficiency or hitting growth targets. This subgroup saw an 8 point decrease in the percentage of student testing at or above proficiency from beginning of year to middle of year testing. The loss was not recovered by the end of the school year.
- **Special Education Subgroup:** Overall, the school receives a rating of **Approaching Standard**, according to the school's Accountability Plan Performance Framework, with 62% of Special Education students reaching proficiency or hitting growth targets. This subgroup saw a 9 point decrease in the percentage of student testing at or above proficiency from beginning of year to middle of year testing. The loss was not recovered by the end of the school year.

### 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. The rubric for this sub-indicator is as follows:

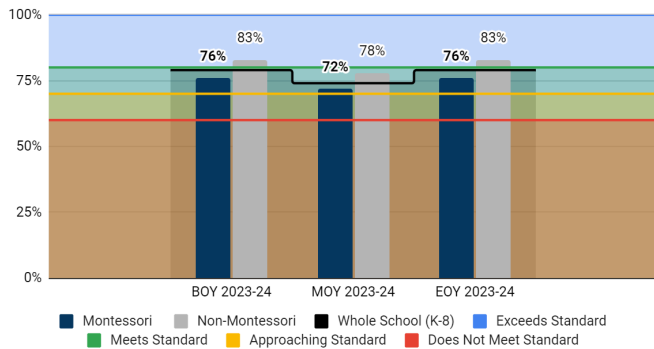
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
Legacy students outperform non-legacy students by more than 7.5% Or The percentage of legacy students meeting grade level proficiency standards is at least 80.0%.	Legacy students outperform non-legacy students by 5.0-7.5%. Or The percentage of legacy students meeting grade level proficiency standards is between 70.0-79.9%.	Legacy students outperform non-legacy students by 2.5-4.9%. Or The percentage of legacy students meeting grade level proficiency standards is between 60.0-69.9%.	Legacy students outperform non-legacy students by less than 2.5%. 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. Due to the school's Montessori model and implementation of multi-age classrooms, Education One defines a legacy student at TNS as those who have attended the school for three years and who are in the final grade of the Lower Elementary, Upper Elementary, and Middle School classrooms, which would be third, sixth, and eighth grade. These students are compared to other similar grade level students who have not attended the school for the minimum of three years.

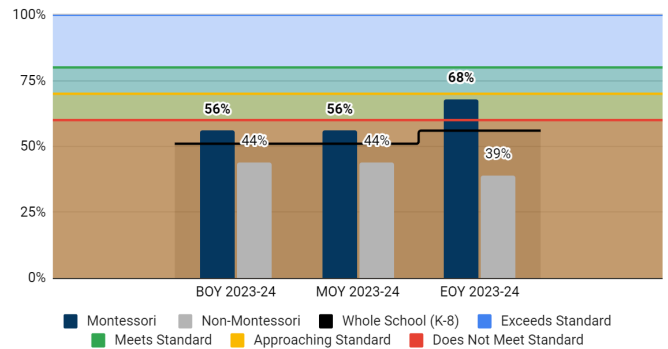
Historical Proficiency									
		Reading				Math			
	Population %	Baseline Proficiency	Mid-Year Proficiency	End of Year Proficiency	Rating	Baseline Proficiency	Mid-Year Proficiency	End of Year Proficiency	Rating
Legacy	58%	76%	72%	76%	✓	56%	56%	68%	✗
Non-Legacy	42%	83%	78%	83%	✓	44%	44%	39%	✗
All 3rd, 6th, and 8th Grade Students		79%	74%	79%	✓	51%	51%	56%	✗

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:** At the end of the 2023-24 school year, 76% of legacy students were considered on grade level on the school’s chosen benchmark assessment, compared to 83% non-legacy students. While non-legacy students have a higher percentage, the school receives a rating of **Meets Standard**, according to the school’s Accountability Plan Performance Framework, due to legacy students meeting that 70% proficiency target by 6 points. The data reveals that legacy students at the school demonstrate academic achievement, positioning the institution as a quality choice for families in the school’s community.

**Math:** At the end of the 2023-24 school year, 68% of legacy students were considered on grade level on the school’s chosen benchmark assessment, compared to only 39% of non-legacy students. With a difference of 29 points the school receives a rating of **Exceeds Standard**, according to the school’s Accountability Plan Performance Framework. This piece of data highlights effectiveness of the school’s instructional practices and multi-age classrooms, making it a compelling choice for families seeking an alternative educational experience. Students who have been exposed to all three years of their coursework as they exit their multi-age classroom and graduate to the next have better outcomes than looking only at students on a grade level basis.

**School Specific Goal: Focus on Equity**

Each school community possesses its own distinct characteristics and circumstances, giving rise to specific equity obstacles. By establishing goals tailored to the needs of the students and community served, schools can ensure targeted and responsive interventions. Based on an analysis of results, the school leadership team at TNS focused on Tier 1++ students making appropriate growth. The rubric for the school-specific goal is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 50.0% of students with a previous status of <b>Tier 1++</b> have a Conditional Growth Percentile of at least 45.	40.0-50.0% of students with a previous status of <b>Tier 1++</b> have a Conditional Growth Percentile of at least 45.	25.0-39.9% of students with a previous status of <b>Tier 1++</b> have a Conditional Growth Percentile of at least 45.	Less than 25.0% of students with a previous status of <b>Tier 1++</b> have a Conditional Growth Percentile of at least 45.

Based on end of year assessment data, 29% of students in reading and 40% of students in math had a Conditional Growth Percentile of at least 45. The school receives a rating of **Approaching Standard** in reading and **Meets Standard** in math.

The school also created a goal, based on the next steps from the 2022-23 Annual Review, involving the completion of standards alignment of art, nature, and the classroom. The rubric for the school-specific goal is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 80% or 3 quarters complete	80% or 3 quarters complete	79%-50% or 2 quarters complete	Less than 50% or 1 quarter complete

At the time of this report, the school evidenced work that the curriculum committee has conducted. However, the school receives a rating of **Does Not Meet Standard**, with not having any quarters completed. Expectation is for the first 2 quarters to be complete by mid-June of 2024.

## 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		

Is the school in good financial standing?	
Performance Rubric	<p><b>Meets Standard</b></p> <p>The school complies with and presents minimal to no concerns in the indicator measures.</p>
	<p><b>Approaching Standard</b></p> <p>The school presents some concerns in the indicator measures. There is a credible plan to address the issues.</p>
	<p><b>Does Not Meet Standard</b></p> <p>The school presents concerns in some of the indicator measures with no credible plan to address the issues <b>OR</b> the school presents concerns in a majority of indicator measures with or without a credible plan to address the issues.</p>

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.

Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5
Financial Performance	<a href="#">Financial Management</a>	MS	AS	MS		
	<a href="#">Enrollment Variance</a>	DNMS	MS	ES		
	<a href="#">Current Ratio</a>	MS	MS	MS		
	<a href="#">Days Cash</a>	AS	MS	MS		
	<a href="#">Debt/Default Delinquency</a>	MS	MS	MS		
	<a href="#">Debt to Asset Ratio</a>	MS	MS	MS		
	<a href="#">Debt Service Coverage</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 State Board of Accounts reviewed the annual audit for the period July 1, 2022 to June 30, 2023 on January 10, 2024. Based on their opinion, the Supplemental Audit Report was prepared in accordance with the guidelines established by the Indiana State Board of Accounts. The audit did indicate the following deficiencies:

- The school did not use the SBOA prescribed form for accounts payable vouchers during the 2022-23 school year.
- From a sample of eight receipts tested, three were not deposited in a timely manner. The individual receipt amounts in question ranged from \$20 and \$85 and were made between fifty-seven and sixty nine days after receipt.
- Out of a sample of fifteen employees, the school did not have a contract for one employee. Also, the school did not have a timecard for another employee.

The contents of the report were discussed with appropriate school personnel on December 13, 2023 and the school provided an official response, already indicating that some issues had been resolved.

Throughout the 2023-24 school year, The Nature School of Central Indiana (TNS) submitted quarterly financial statements on time that were used to assess the financial measures found in this report. For these reasons, the school receives a rating of **Meets Standard** according to the school's Accountability Plan Performance Framework.

### Enrollment Variance

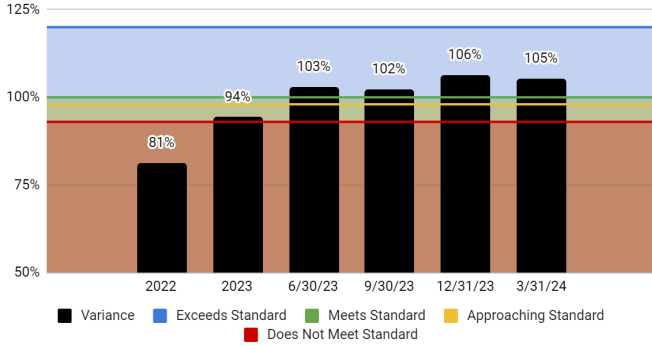
The state of Indiana calculates its state tuition based on the number of students enrolled at various times per academic school year. A school's ability to identify an appropriate enrollment target to support its budget creates stability with staffing and operations.

The rubric for this sub-indicator is as follows:

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



**TNS Enrollment Variance**  
Charter Term: 2021-26



According to the Indiana Department of Education, TNS had an enrollment of 164 students as of October 2023. Similarly in February of 2024, the school continued to observe an enrollment of 164 students. With an average enrollment variance of 105%, the school receives a rating of **Exceeds Standard**. The corresponding graph illustrates trends in enrollment variance throughout the school's current charter term.

**Current Ratio**

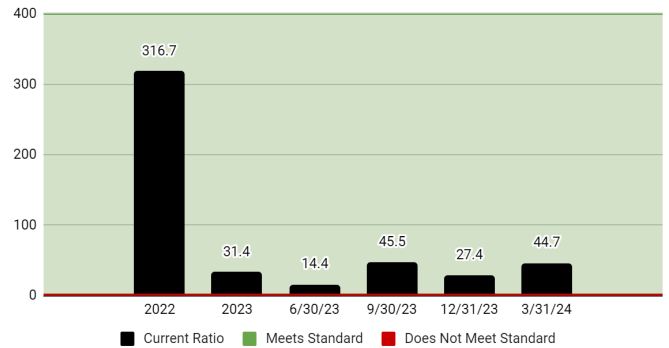
Education One assesses if the school's current assets (cash or other assets that can be accessed in the next twelve months) exceed its current liabilities (debt obligations due in the next

twelve months). The rubric for this sub-indicator is as follows:

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

At the time of this report, the school's assets exceed its current liabilities with a ratio of 44.7, and, therefore, receives a rating of **Meets Standard**. The corresponding graph illustrates trends in current ratio throughout the school's current charter term.

**TNS Current Ratio**  
Charter Term: 2021-26

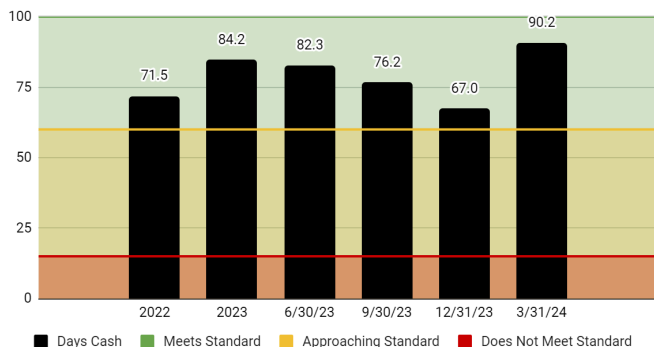


**Days Cash**

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. <b>OR</b> between 30 and 60 days cash and one-year trend is positive.	Days cash on hand is at least between 15-30 days. <b>OR</b> between 30 and 60 days cash and one-year trend is negative.	Days cash is less than 15 days.

**TNS Days Cash**  
Charter Term: 2021-26



At the time of this report, TNS had 90.2 days cash. For this reason, the school receives a rating of **Meets Standard**. The corresponding graph illustrates trends in days cash throughout the school's current charter term.

**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:

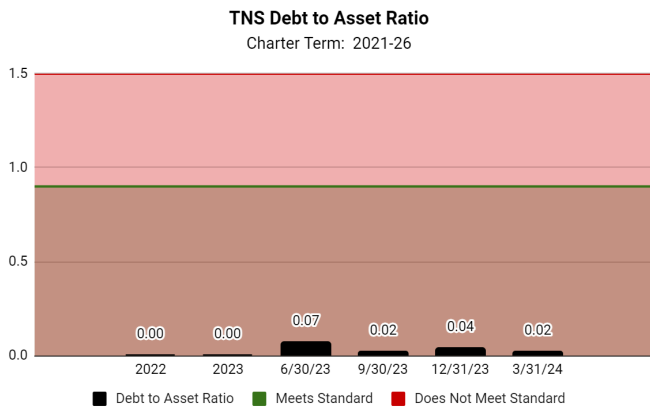
Meets Standard	Does Not Meet Standard
The school is not delinquent or in default on any outstanding loan.	The school is delinquent and/or in default on any outstanding loan.

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.



The school receives a rating of **Meets Standard** with a ratio of 0.02. The corresponding graph illustrates trends in debt to asset ratio throughout the school’s current charter term.

### 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. The school will receive a rating of **Not Applicable**. The rubric for this sub-indicator is as follows:

Meets Standard	Does Not Meet Standard
The debt service coverage ratio is at least 1.15.	The debt service coverage ratio is less than 1.15.

## 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		

Is the school's organizational structure successful?		
Performance Rubric	Meets Standard	The school complies with and presents minimal to no concerns in the indicator measures.
	Approaching Standard	The school presents some concerns in the indicator measures. There is a credible plan to address the issues.
	Does Not Meet Standard	The school presents concerns in some of the indicator measures with no credible plan to address the issues <b>OR</b> the school presents concerns in a majority of indicator measures with or without a 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.

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Governing Board	<a href="#">Focus on High Academic Achievement</a>	AS	MS	MS		
	<a href="#">Commitment to Exemplary Governance</a>	AS	AS	MS		
	<a href="#">Fiduciary Responsibilities</a>	AS	MS	MS		
	<a href="#">Strategic Planning and Oversight</a>	AS	AS	MS		
	<a href="#">Legal and Regulatory Compliance</a>	MS	MS	MS		
School Leader	<a href="#">Leadership</a>	MS	MS	MS		
Compliance	<a href="#">Charter Compliance</a>	AS	MS	MS		
	<a href="#">Special Education Compliance</a>	MS	MS	AS		

## GOVERNING BOARD

### Focus on High Academic 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-levels academic achievement, as evidenced by the following characteristics:

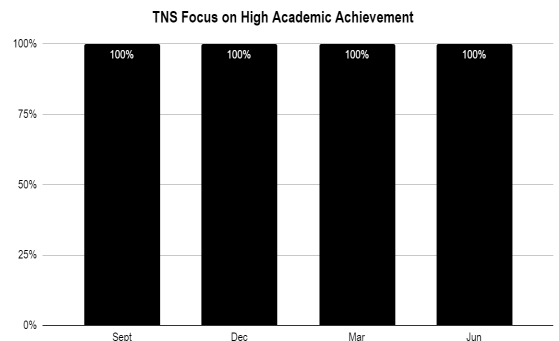
- Board members believe in the mission of the school;
- Agree on the definition of academic excellence (high-level academic achievement);
- Assume ultimate responsibility for school and student success;
- Understand how student achievement is measured in the school;
- Use student data to inform board 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 measure characteristics.	The governing board presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The governing board presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. <b>OR</b> The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

It has been evident, throughout the school's tenure and the 2023-24 school year, that the board members of The Nature School of Central Indiana (TNS) believe in the mission of the school and have assumed ultimate responsibility for school and student success. The board, with the support of the Head of School and Head of Instruction, agreed on the definition of academic excellence and consistently reviewed student data from various sources. This allowed for better information decision making to occur at the board level as it pertained to various policies, systems, and program changes or additions.

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



### 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.

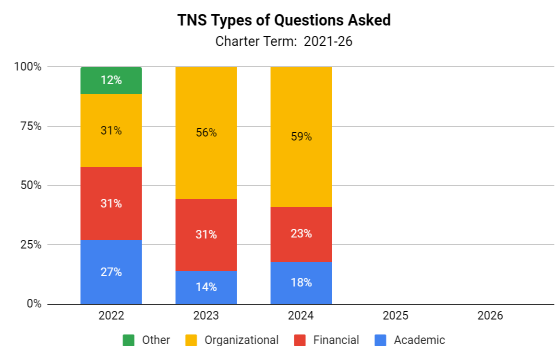
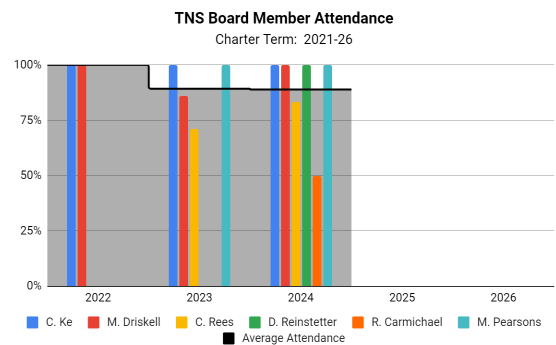
Characteristics of the commitment to exemplary board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

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

The TNS board increased in size and capacity during the 2023-24 school year, recruiting two new members in early spring. As it stands, the board's members bring a diverse set of skills, experiences, and partnership opportunities to the school, including the areas of business, community engagement, education, and finance. Further board recruitment of a member with legal experience would benefit the school.

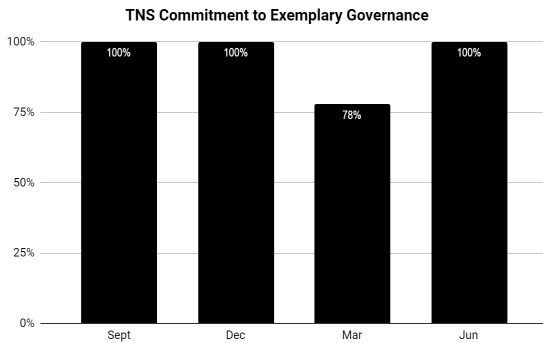
Courtney Ke served as Board Chair through the school year. She effectively led and engaged members of the board through various organizational techniques. Clearly defined roles and responsibilities for officers, committees, and board members also evidenced throughout each public board meeting as the board continued to adjust or create policies. The committee structure of the board allowed it to accomplish work strategically and efficiently.

Average attendance at meetings was at 89%. In addition to a high rate of attendance, intentional board member engagement increased throughout the 2023-24 school year as well. The corresponding graphs illustrate attendance trends and types of questions asked over the course of the school's current charter term.



The board did engage more in academic discourse throughout the year. However, the bulk of board meetings revolved around some form of organizational policy or system. With the 2023-24 school year being the first full year of the school's new Head of School, it was necessary for processes, policies, and systems to be discussed, created, and finalized. As the board moves into the fourth year of its charter term, however, it will be important for discussions at board meetings to be more well rounded and include more academic discourse. In late spring, the entire board participated in development that will support the improvement of academic discussions.

Finally, the board chair communicated any deficiencies to the Executive Director of Education One and distributed board meeting materials to Education One prior to any publicly held meeting.



The corresponding graph illustrates the measure characteristics met throughout this current school year. The board did present some concern in March around the election of a new board chair for the 2024-25 school year, with Ms. Ke terming out in June of 2024. That has since been resolved and the board will name a new chair for the upcoming school year.

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

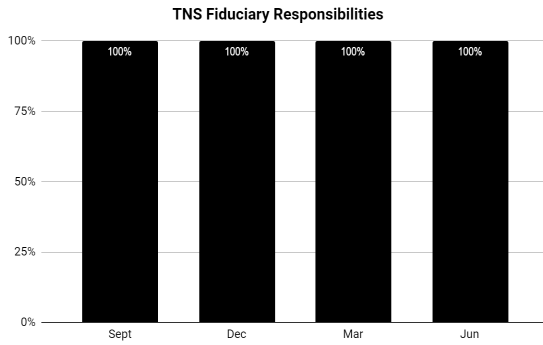
### Fiduciary Responsibilities

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 priority each year through the investment of time, energy, and/or resources (monetary or otherwise); 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 measure characteristics.	The governing board presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The governing board presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. <b>OR</b> The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.



The TNS board took the necessary steps this year to employ an accounting firm to provide improved financial reporting systems, which has ensured that all members understand the school’s finances. The board regularly reviewed financial data and used it to make sound decisions to protect the school’s short- and long-term sustainability. Members of the board made the school a top personal priority through the investment of time, energy, and/or resources (monetary or otherwise) and understand the political context of public charter schools. The graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, TNS’ governing

board receives a rating of **Meets Standard**.

### Strategic Planning and Oversight

Education One believes that an effective governing board determines the strategic direction of a school, understands and respects the balance between oversight and management, and evaluates and holds school leaders and management partners accountable. 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 and Education Service Provider (if applicable) 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 and Education Service Provider (if applicable) 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 measure characteristics.	The governing board presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The governing board presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. <b>OR</b> The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

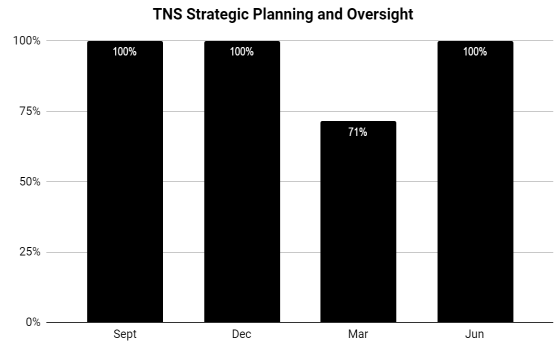
In April of 2024, the board submitted to Education One its annual self-assessment, evaluating the strengths and areas for improvement in relation to the school’s Accountability Plan Performance Framework. The results of the self-assessment provide the board with the opportunity to evaluate their performance to set goals and develop a strategic plan for the future.



As it pertains to TNS, the board oversaw the development of a clear strategic plan that reflected the board’s vision and priorities for the school’s future. Annual goals were created for the school, the board, and each committee. The board itself was organized in a way that allowed committees to work towards meeting the goals outlined in the strategic plan, which was evidenced during board meetings.

Collaboration with the Head of School was conducive to the success of the school. The Head of School had the autonomy and authority to manage the school, while the board maintained strong and close oversight of outcomes through the use of frequent check-ins between the Board Chair and Head of school to keep track of goals and highlight areas of improvement. The board established a clear succession plan within its bylaws for members as well as for the school’s leadership team. The Head of School was evaluated twice throughout the 2023-24 school year.

The graph to the right illustrates the measure characteristics met throughout this current school year. Similar to the noted concern in March from Commitment to Exemplary Governance, the board did not present a clear board succession plan. This concern was remedied by June, evidenced by newly established membership policies in the board’s by-laws.



Based on evidence collected throughout the school year, TNS’ governing board receives a rating of **Meets Standard**.

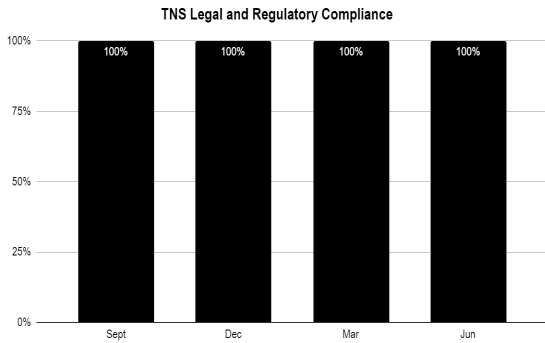
**Legal and Regulatory Compliance**

Education One monitors whether or not a governing board adheres to the legal and ethical duties of care, as well as meets all expectations 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 measure characteristics.	The governing board presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The governing board presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. <b>OR</b> The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.



TNS held all of its meetings in compliance with Indiana’s Open Door Law and maintained the highest standards of public transparency by accurately documenting meeting proceedings and board decisions. Terms set forth in the charter agreement were adhered to and the board complied with established board policies and procedures, as well as state and federal laws.

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

## SCHOOL LEADER

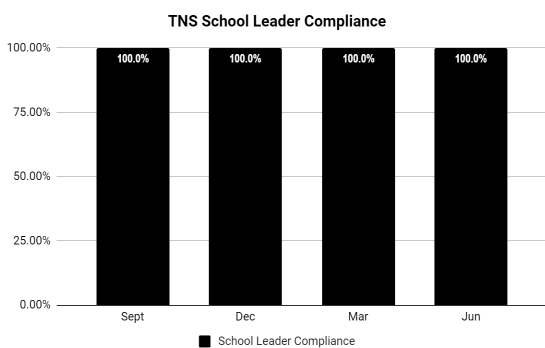
### Leadership

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 leader and/or team complies with and presents no concerns in the measure characteristics.	The school leader and/or team presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The school leader and/or team presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. <b>OR</b> The school leader and/or team presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.



Ms. Kassi Hall served as the Head of School for TNS during the 2023-24 school year. This was Ms. Hall’s first full year in this position, as she began mid-way through the 2022-23 school year in the same capacity. Throughout the year, the schools leadership team, which also included Ms. Meagan Messuri, Head of Instruction, demonstrated sufficient academic and leadership experience and there was clarity of roles and responsibilities among school staff. The team intentionally engaged throughout the year in the continuous process of improvement, working to address areas of deficiency in a timely manner. The team also provided information consistently to and consulted with the school’s board of directors and Education One. The

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

## COMPLIANCE

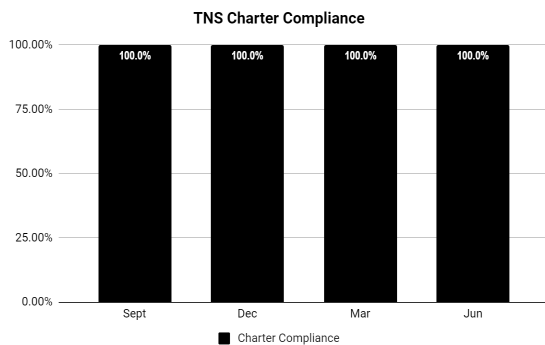
### Charter Compliance

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 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 measure characteristics.	The school presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The school presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. <b>OR</b> The school presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.



The corresponding graph illustrates the measure characteristics met throughout this current school year. At the time of this report, the TNS was responsible for timely submissions of items July 2023 through May 2024. 99% of items were submitted in compliance with reporting requirements processes and procedures.

Throughout the 2023-24 school year, the school was in compliance with the terms of its two charters and proactive and productive in meeting governance obligations. Members of the TNS governing board and leadership team who interact with Education One collaboratively participated in scheduled meetings. Based on evidence collected throughout the school year, the TNS receives a

rating of **Meets Standard**.

### 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.

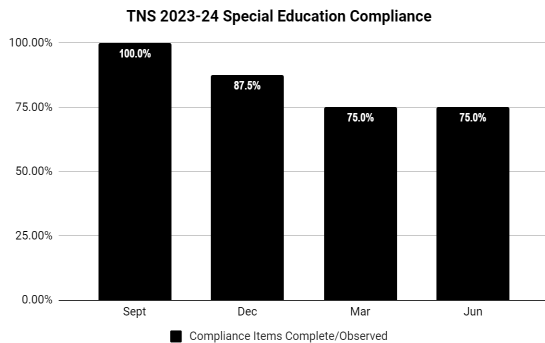
The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school complies with and presents no concerns in the measure characteristics.	The school presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The school presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. <b>OR</b> The school presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

Throughout the 2023-24 school year, TNS has evidenced that IEP goals are established, current, and up to date in Indiana’s online system and that case conferences occurred in compliance with all state and federal laws. Interventions were evidenced within communicated IEPs as well as in push in and/or pull out settings during site visits. The school was appropriately staffed with a Special Education Director, Special Education Teacher, and two resource assistants. With a student population of just under 40 students, the staff to student ratio is well under the required ratio of 1:30.

Staff received ongoing professional development to understand legal obligations, research, and effective practices relating to services being provided, specifically around supporting students who may display disruptive behaviors. The

school exhibited concerns throughout the school year regarding the percentage of disciplinary actions of Special Education students exceeding the percentage of students identified as Special Education. Education One worked closely with the TNS leadership team to understand the complexity behind this concern and the school was able to evidence growth towards remedying the issue throughout the second semester of the school year.



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 **Approaching Standard**. Moving into the 2024-25 school year, the expectation of ensuring that the percentage of disciplinary actions of SPED students

not exceed the percentage of students identified as SPED be remedied.

## Part IV: School Wide Climate

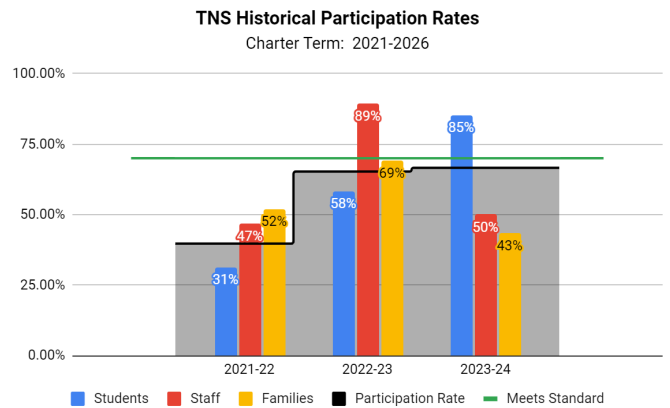
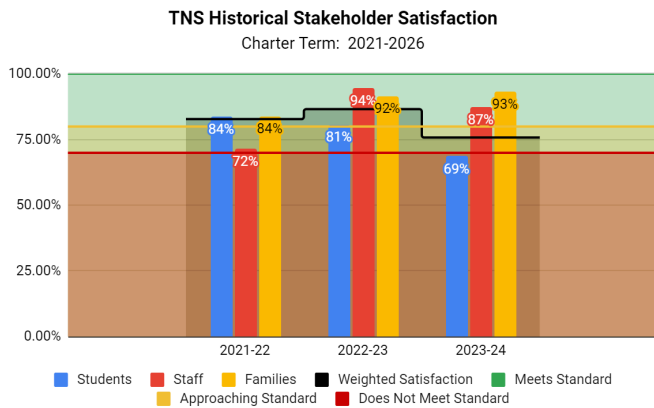
Education One requires its schools to conduct an annual third-party survey of all stakeholders, staff, students, and families, to gauge the school’s effectiveness in carrying out its mission and vision. Results should be used to drive programming, policies, and procedure changes, if necessary.

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		

The rubric for this indicator is as follows:

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

The graphs illustrate the historical weighted satisfaction rate and participation rates for the school. With an overall weighted satisfaction rate of 75.7% for the 2023-24 school year, the school receives a rating of **Approaching 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%. Overall, participation for this survey, when looking at all possible participants for all stakeholder groups, was close to meeting the standard for reliability at 66.6%. However, when looking specifically at stakeholder groups, the rate was low for both staff and families. With a high rate of participation for students, there is validity in the results of a not meeting standard satisfaction rate.

TNS’ Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	163	139	85.3%
Staff	26	13	50.0%
Families	113	49	43.4%

## Part V: Next Steps

As a part of a routine process for authorization, and in accordance with our Guiding Principles, Education One takes a differentiated approach to monitoring and oversight, in order to ensure high expectations for ourselves and our schools. It is the belief that providing schools with individualized support, coupled with high levels of accountability, creates an environment where students and communities thrive. This process emphasizes school autonomy, partnership and collaboration, and, most importantly, continuous improvement.

Education One utilizes a tiered approach of providing differentiated supports to meet each school’s unique needs, based on quantitative and qualitative data points. Schools are tiered twice a year. The support tier at the beginning of a new school year is based on end of year outcomes found in the school’s Annual Review from the previous school year. School’s are then re-tiered based on the school’s performance outcomes from the first half of the school year. For more information on Education One’s Intervention and Support Policy, click [here](#).

Education One’s Intervention framework is composed of three tiers:

- **Tier I:** A school has minimal to no noted deficiencies and receives an overall rating of Exceeds or Meets Standard in regards to the performance indicators.
- **Tier II:** A school exhibits some noted deficiencies with a credible plan to address the deficiencies and receives an overall rating of Approaching Standard in regards to a performance indicator.
- **Tier III:** A school exhibits noted deficiencies in some or most of the performance measures with or without a credible plan to address the deficiencies and receives an overall rating of Does Not Meet Standard in regards to a performance indicator. **Schools who qualify for Tier III interventions are immediately placed on Probationary Status, which could lead to charter revocation and/or non-renewal of the charter, if not rectified.**

An overview of the tiered supports and/or interventions for each performance indicator are highlighted in the following table:

	Tier I	Tier II	Tier III
<b>Academic Performance</b>	<ul style="list-style-type: none"> <li>● The school receives an instructional site visit in Quarter 1 and 3.</li> <li>● The school participates in a data dive after each major assessment administered, focusing on school specific goals.</li> </ul>	<ul style="list-style-type: none"> <li>● The school receives bi-monthly instructional site visits from September to March.</li> <li>● The school participates in support checks focusing on data analysis and school specific initiatives to improve noted deficiencies.</li> </ul>	<ul style="list-style-type: none"> <li>● The school receives monthly instructional site visits from September to March.</li> <li>● The school has a School Improvement Plan and participates in support checks focusing on data analysis and school specific initiatives to improve noted deficiencies.</li> </ul>
<b>Financial Performance</b>	<ul style="list-style-type: none"> <li>● The school receives an evaluation of financials on a quarterly basis.</li> </ul>	<ul style="list-style-type: none"> <li>● The school receives an evaluation of financials on a quarterly basis.</li> </ul>	<ul style="list-style-type: none"> <li>● The school receives an evaluation of financials on a quarterly basis.</li> <li>● Required monthly finance meetings with Education One, school leadership and the board chair/treasurer</li> </ul>
<b>Organizational Performance</b>	<ul style="list-style-type: none"> <li>● The school’s Board Chair participates in quarterly checks.</li> <li>● A member of the Education One team attends regularly scheduled board meetings.</li> </ul>	<ul style="list-style-type: none"> <li>● The school’s Board Chair participates in quarterly checks that focus on noted deficiencies.</li> <li>● A member of the Education One team attends regularly scheduled board meetings.</li> </ul>	<ul style="list-style-type: none"> <li>● The school’s Board Chair participates in quarterly checks with frequent checkpoints that focus on noted deficiencies.</li> <li>● The school has a School Improvement Plan, with required interventions for school leadership and/or the board, based on noted deficiencies.</li> <li>● A member of the Education One team attends regularly scheduled board meetings.</li> </ul>

### Next Steps Overview for 2024-25 School Year

Based on the school's overall ratings found in this annual review, the following are commendations and recommendations for the 2024-25 school year, by performance indicator. Performance areas with measures rated as Does Not Meet Standard may have required next steps for the 2024-25 school year, and are also noted.

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

Commendations:

- Exhibiting no growth gaps based on subgroup on the 2023 English/Language Arts ILEARN assessment
- Meeting standard in passing status growth on the 2023 English/Language Arts ILEARN assessment, ensuring students who are proficient remain proficient and those who are not grow towards proficiency
- Increasing the percentage of non-proficient students with higher growth percentiles on the 2023 math ILEARN assessment
- Performing similarly to the state on the 2023 IREAD-3 assessment
- Increasing the percentage of students maintaining or reaching proficiency and/or making growth targets on the 2024 reading NWEA assessment by 7 points from the mid-year to end-of-year assessment
- Achieving 70% or more proficient on the 2024 reading NWEA assessment by legacy student
- Outperforming non-legacy students in math by 29 points on the 2024 math NWEA assessment

Recommendations:

- Provide tasks that include the opportunity for students to respond to content through inquiry, interpretation, and engagement with peers
- Conduct a root cause analysis and identify attendance and chronic absenteeism trends

The following are **required next steps for the 2024-25 school year** based on the ratings of this review and progress over time:

- Incorporate a system of formative assessments to gather real-time feedback on student understanding
- Identify gaps in math curriculum resources and/or teacher implementation as it pertains to newly revised Indiana Academic Standards
- Implement small group structures, that are driven by data outcomes, for differentiated supports in math
- Establish stability in the middle school, both in staffing capacity and curriculum implementation

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

Commendations:

- Maintaining enrollment throughout the school year and exceeding enrollment targets
- Increasing Days Cash over the course of the year by 6 days, to an overall amount of 90.2 days

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

**GOVERNING BOARD**

Commendations:

- Increasing overall capacity of the board as it relates to academic and financial performance
- Organizing committees and board meetings to accomplish board work strategically and efficiently
- Engaging during meetings through questioning, commenting, etc. based on the review of all board materials prior to the meeting
- Requiring that each board member make the school a top personal priority each year through the investment of time, energy, and/or resources
- Collaborating with the school leadership team in a way that is conducive to the success of the school

Recommendations:

- Create a system of support as current board chair steps down from the board so there is no loss in the boards overall capacity and effectiveness

**LEADERSHIP**

Commendations:

- Engaging in the continuous process of improvement and establishing of systems for addressing areas of deficiency in a timely manner
- Ensuring professional development activities are interrelated with classroom practice
- Incorporating a system for grouping of students and/or identifying students for special intervention after mid-year testing

Recommendations:

- Provide sustained, systemic and effective supervision, professional development, and coaching that improves teachers' instructional effectiveness
- Analyze assessment results frequently to adjust classroom instruction, grouping of students and/or identifying students for special intervention

**COMPLIANCE**

Commendations:

- Incorporating effective systems and processes for supporting students with ILPs and IEPs
- Establishing process and systems around disciplinary referrals

The following are **required next steps for the 2024-25 school year** based on the ratings of this review and progress over time:

- Evidence that the percentage of disciplinary actions of SPED students does not exceed the percentage of students identified as SPED.

School Wide Climate
Approaching Standard

Commendations:

- Maintaining high levels of satisfaction amongst staff and families

Recommendations:

- Increase staff and family participation in the survey
- Conduct a root cause analysis on the student survey results and create actionable items to improve satisfaction