



2024-25 ANNUAL REVIEW

LAWRENCE COUNTY INDEPENDENT SCHOOLS

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Education One, L.L.C.

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REPORT OVERVIEW

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

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

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

Part I: Academic Performance

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

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

Is the school's educational program 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 OR 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?	
Year 1	The school received an overall rating of Approaching Standard, indicating that the school presented some concerns in the indicator measures but had a credible plan to address those issues. As a new school, there were only six measures in which the school received a rating. Ratings of Does Not Meet Standard were given to growth measures for the school overall in math and then by subgroups for both content areas. The school requires the implementation of intentional tiered instruction through the use of classroom teachers, instructional assistants, and Special Education staff to support students in maintaining achievement status and meeting growth targets, with an emphasis on kindergarten and middle school programming.
Year 2	The school received an overall rating of Approaching Standard, indicating that the school presented some concerns in the indicator measures but had a credible plan to address those issues. During its second year, the school received a rating for 12 measures. The majority of these measures were rated as Approaching, Meeting, or Exceeding Standard. Ratings of Does Not Meet Standard were given to the achievement measures on the local reading math benchmark assessment when looking at the school as a whole and by subgroups. The school requires clear expectations for the English/Language Arts block in kindergarten through sixth grade classrooms. The school implemented an intervention plan for the middle school that produced positive results. This type of intervention programming needs to be incorporated throughout the school to provide differentiated instruction for all students. Finally, the school needs to identify ways to provide appropriate and differentiated professional development due to a diverse staff of skill sets and experiences.
Year 3	The school received an overall rating of Approaching Standard by presenting concerns in some of the indicator measures with credible plans to address those concerns. During its third year, the school received a rating for 20 measures. The majority of these measures were rated as Approaching, Meeting, or Exceeding Standard. Ratings of Does Not Meet Standard were all around federal and state results from the 2022-23 school year, including Federal Accountability Rating, growth of students who had previously passed the math ILEARN assessment, 6th grade math growth, and chronic absenteeism. The school needs to continue to build and incorporate intentional intervention and support systems that foster continuous improvement, specifically around math proficiency and growth. A special focus on the interventions provided to Special Education students and those students who are performing in the bottom 25% also needed to be implemented within these systems.
Year 4	The school received an overall rating of Approached Standard by presenting concerns in some indicator measures with credible plans to address those concerns. During its fourth year, the school received a rating for 26 measures. The majority of these measures were rated as Approaching, Meeting, or Exceeding Standard. Rating for Does Not Meet Standard were all around federal and state results from the 2023-24 school year, including Federal

	Accountability Rating, math proficiency on ILEARN, comparison to local schools, and chronic absenteeism. For measures around proficiency and comparison to local schools, this is the first time the school has been held accountable to those outcomes. Local academic performance for the 2024-25 school year indicates that the school will continue to progress towards meeting standards in multiple areas and that legacy students are not only outperforming non-legacy students, but meeting proficiency benchmarks.
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	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
State and Federal Academic Performance	Federal Accountability Rating	N/A	DNMS	DNMS	DNMS	
	Proficiency on State Summative Assessment: E/LA	N/A	N/A	N/A	AS	
	Proficiency on State Summative Assessment by Subgroup: E/LA	N/A	N/A	N/A	AS	
	Proficiency on State Summative Assessment: Math	N/A	N/A	N/A	DNMS	
	Proficiency on State Summative Assessment by Subgroup: Math	N/A	N/A	N/A	DNMS	
	Growth on State Summative Assessment: E/LA	N/A	N/A	MS	MS	
	Growth on State Summative Assessment by Subgroup: E/LA	N/A	N/A	MS	MS	
	Growth on State Summative Assessment: Math	N/A	N/A	AS	MS	
	Growth on State Summative Assessment by Subgroup: Math	N/A	N/A	AS	AS	
	Pass or Pass+ Status Growth: E/LA	N/A	N/A	AS	ES	
	Did Not Pass Status Growth: E/LA	N/A	N/A	MS	AS	
	Pass or Pass+ Status Growth: Math	N/A	N/A	DNMS	ES	
	Did Not Pass Status Growth: Math	N/A	N/A	AS	AS	
	Comparison to Local Schools	N/A	N/A	N/A	DNMS	
	3rd Grade Literacy	N/A	ES	MS	ES	
	6th Grade Math	N/A	N/A	DNMS	ES	
	Chronic Absenteeism	N/A	MS	DNMS	DNMS	
	Special Education Compliance	MS	AS	MS	AS	

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

STATE AND FEDERAL ACADEMIC PERFORMANCE

Federal Accountability Rating

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

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

A school receives one overall, summative rating based on the weighted points earned for each applicable federal measure. The rating reflects a school's achievement with respect to performance goals for the State. Data utilized for the ratings is from the 2023-24 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.

Based on the information released by the Federal Department of Education, Lawrence County Independent School (LCIS) receives a rating of **Does Not Meet Standard** based on the school's Accountability Plan Performance Framework.

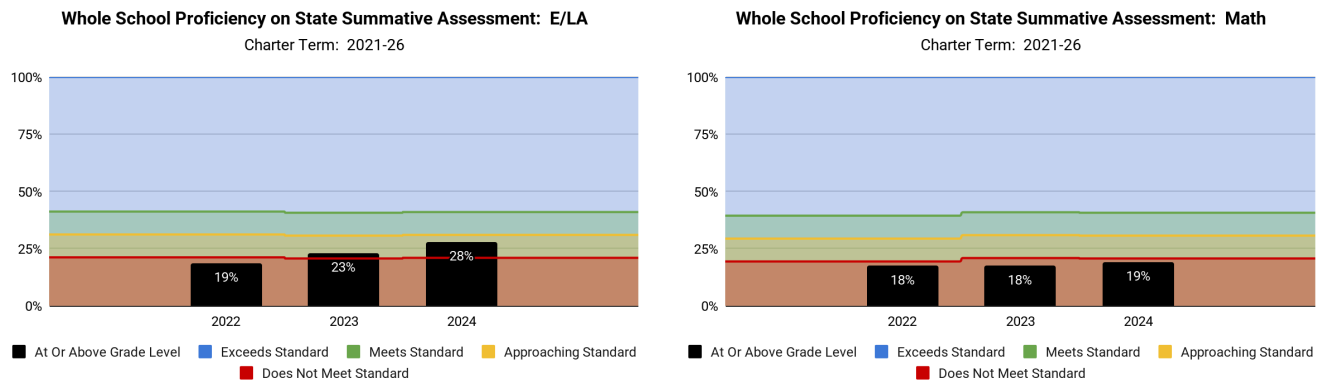
Proficiency on State Summative Assessment

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

The following graphs illustrate the historical trends of the school and state passing rates throughout the school's current charter term defined within this review. 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 2023-24 English/Language Arts assessment. At LCIS, 28% of students met or exceeded standards on the same assessment. With a difference of 13 points, the school is **Approaching Standard**. The recent data indicates a positive trend in the number of students meeting performance standards, but the rate of improvement falls short of expectations.

Math: In Indiana, 41% of students in grades three through eight met or exceeded standards on the 2023-24 math assessment. At LCIS, 19% of students met or exceeded standards on the same assessment. With a difference of 22 points, the school **Does Not Meet Standard**. Despite efforts to address deficiencies, the school's performance continues to fall short of established standards.

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).

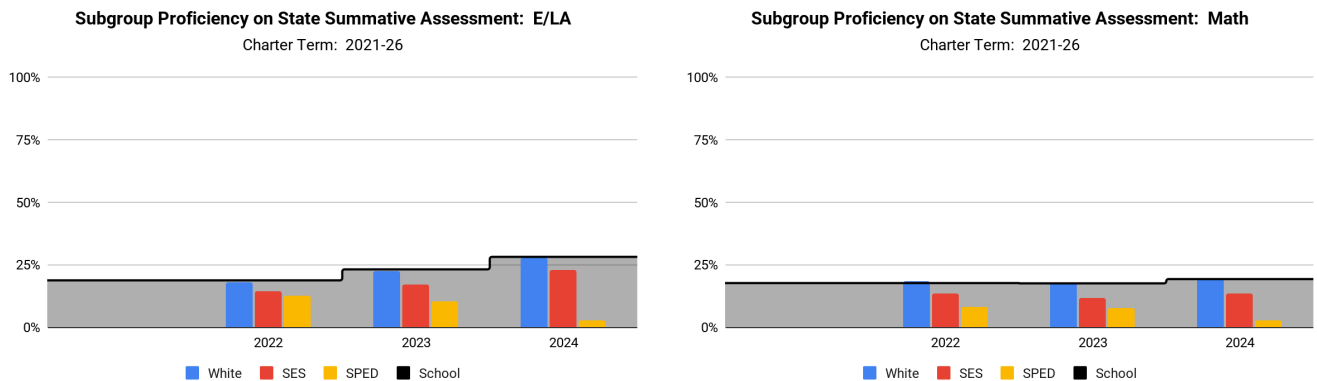
The rubric used for this measure is as follows:

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 2023-24 results and how they compare to the state.

Subgroup Information			English/Language Arts				Math			
Subgroup	School Population	State Population	School Passing %	State Passing %	Difference	Rating	School Passing %	State Passing %	Difference	Rating
White	92%	63%	27.9%	47.9%	20	AS	19.1%	48.7%	-29.6	DNMS
F/R Lunch	70%	47%	22.9%	28.0%	5.1	MS	13.3%	27.2%	-13.9	AS
SPED	34%	17%	2.6%	13.7%	11.1	DNMS	2.6%	16.9%	-14.3	DNMS

English/Language Arts: The school has made progress in closing achievement gaps amongst its White student subgroup. Through concerted efforts and targeted interventions, the school has witnessed improvement in academic outcomes. The declining trend from LCIS' SPED subgroup warrants further investigation. Overall, the school is **Approaching Standard**.

Math: Upon review of disaggregated data, it's clear that all identified subgroups consistently perform below their peers in key academic areas. Overall, the school **Does Not Meet Standard**.

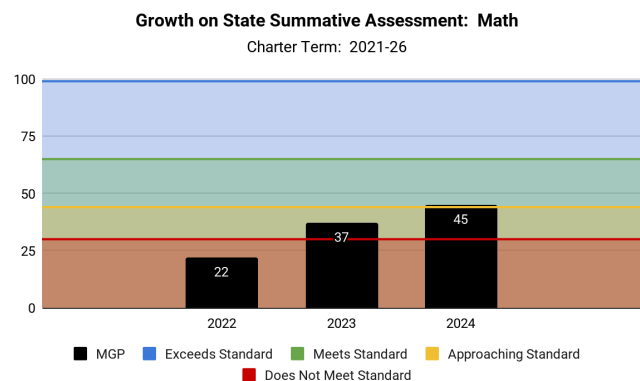
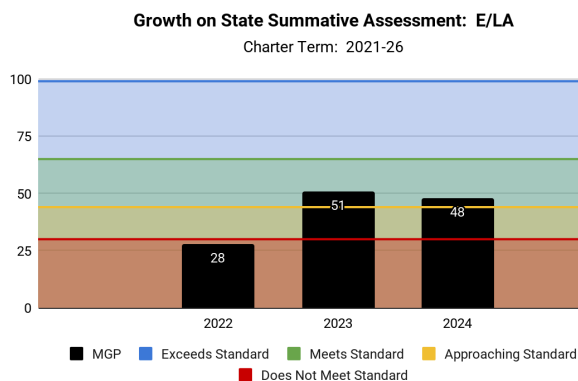
Growth on State Summative Assessment

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

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

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

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



English/Language Arts: LCIS had an MGP of 48 based on 2023-24 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: LCIS had an MGP of 45 based on 2023-24 ILEARN assessment results. Therefore, the school **Meets Standard**. The success of LCIS in meeting standards on standardized assessments reflects the dedication, expertise, and collaborative efforts of our entire school community.

Subgroup Growth on State Summative Assessment

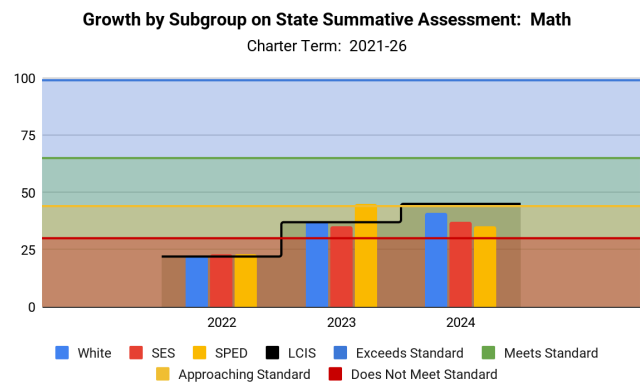
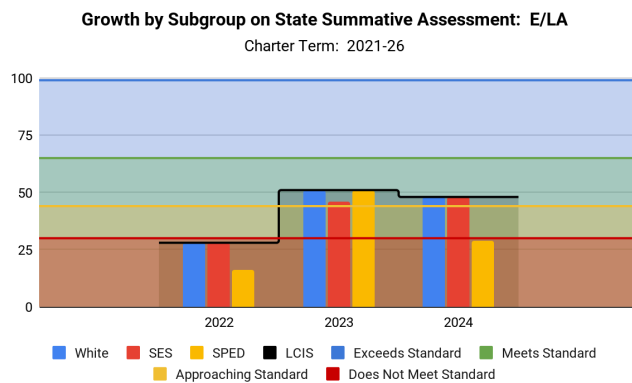
Education One measures the success of the school's implementation of its educational model by analyzing the amount of academic progress subgroups make in a given year compared to other students with similar histories of academic proficiency. The school receives annual ratings for growth in English/Language Arts and Math utilizing data from the state summative assessment.

- Bottom 25%;
- 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.



English/Language Arts: Both subgroups of White and Free/Reduced Lunch students demonstrated median growth percentiles that met standard. The SPED student subgroup, however, saw a steep decline in students growing relative to their peers, from meeting standard to not meeting standard that continues to highlight concern over current intervention practices. Overall, the school **Meets Standard**.

Math: The school receives an overall rating of **Approaching Standard**, with all three major subgroups falling within the range of 30-45 MGP. Analysis of trending data reveals the efforts to narrow the gaps across various subgroups, including students with disabilities.

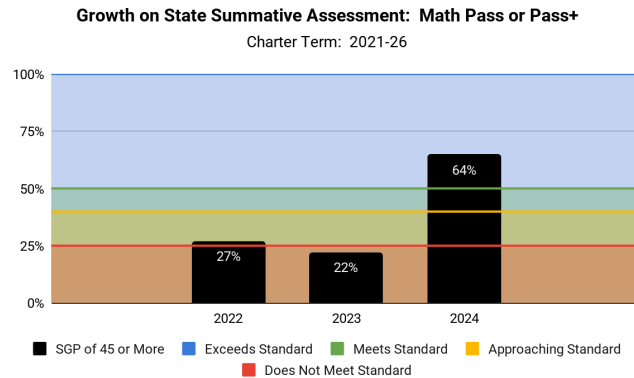
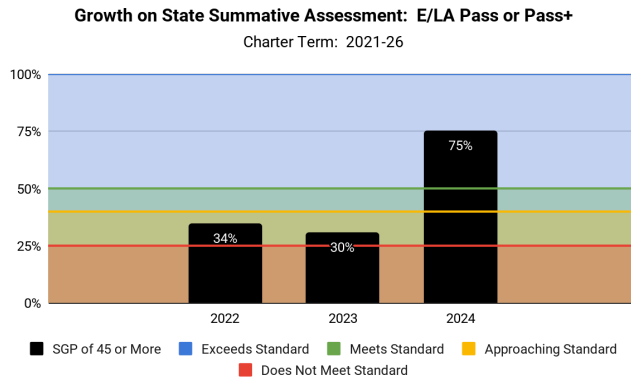
Passing Status Growth on State Summative Assessment

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

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

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

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



English/Language Arts: Based on results from the 2023-24 English/Language Arts assessment, 75% of 'Pass or Pass+' students had an MGP of at least 45. The school receives a rating of **Exceeds Standard**.

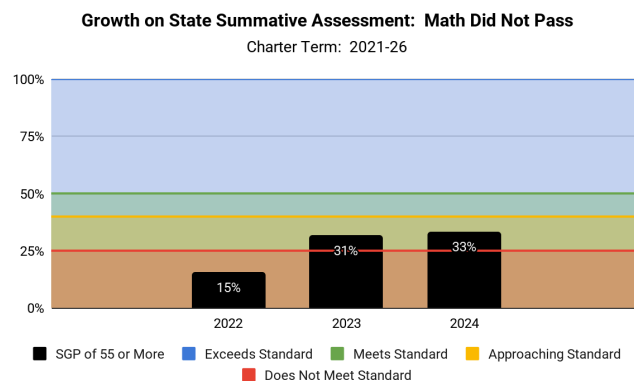
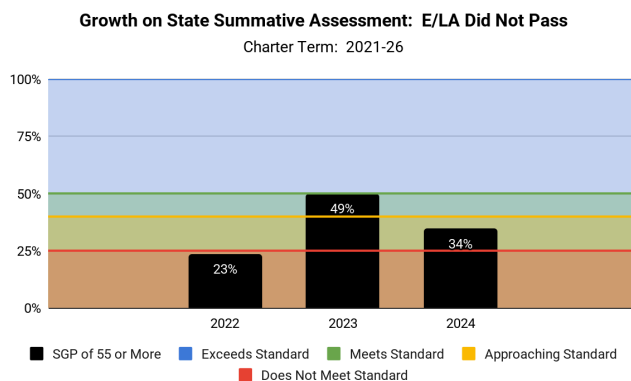
Math: Similarly on the math assessment, 64% of 'Pass or Pass+' students had an SGP of at least 45 and the school receives a rating of **Exceeds Standard**.

LCIS' observable outcomes indicate that a considerable number of students who met proficiency standards on their assessment are also demonstrating robust growth in their academic performance over time to maintain their proficiency year over year. This growth reflects the commitment of the school to fostering continuous improvement and quality Tier I instruction.

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

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

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



English/Language Arts: In 2023-24, 34% of 'Did Not Pass' students had an SGP of at least 55 on the English/Language Arts assessment. The school receives a rating of **Approaching Standard**. Upon analyzing student data, it is observed that a substantial number of students who did not meet proficiency standards on their previous assessment are also not

demonstrating sufficient growth in their academic performance over time. The lack of growth raises concerns about the effectiveness of the differentiated support systems in fostering continuous improvement among all students consistently over time.

Math: When looking at the 2023-24 math growth outcomes, only 30% of 'Did Not Pass' students had an SGP of at least 55. The school receives a rating of **Approaching Standard**. Due to the school demonstrating a consistent increase in the percentage of not passing students making more than expected growth year over year, the school needs to continue to assess the effectiveness of differentiated support systems as well as curricular pacing to ensure students are progressing to proficiency.

Comparison to Local Schools

Education One compares its public charter schools to surrounding traditional and/or charter public schools that serve students with similar demographics and are within 10 miles of the school's location to ensure a quality choice is being provided to the community. Proficiency and/o 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. OR 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. OR 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 following table indicates the comparison schools for LCIS, based on the location and subgroups served.

School Name	F/R Lunch Population	SPED Population	Distance from School
LCIS	70%	34%	
Lincoln Elementary School	69%	15%	8.1 miles
Needmore Elementary School	53%	18%	6.9 miles
Dollens Elementary School	51%	18%	6.9 miles
Parkview Elementary School	65%	21%	6.5 miles
Springville Community Academy	50%	21%	6.8 miles

The following tables illustrate the performance measures that LCIS outperformed the aforementioned local schools, which are highlighted in green.

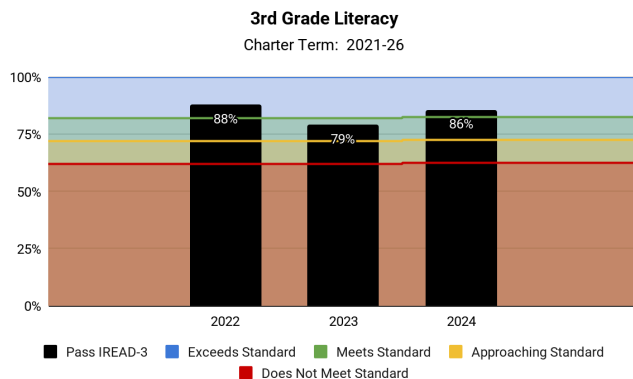
School Name	E/LA Proficiency	Math Proficiency	E/LA Growth	Math Growth
LCIS	28%	19%	31%	15%
Lincoln Elementary School	36%	55%	45%	31%
Needmore Elementary School	45%	49%	65%	42%
Dollens Elementary School	33%	38%	34%	33%
Parkview Elementary School	46%	51%	57%	35%
Springville Community Academy	39%	37%	41%	31%

Overall, LCIS outperformed comparison schools 0% of the time when looking at proficiency and growth. The school must critically examine the strategies and approaches employed that have not led to improved outcomes. It is essential to identify effective practices and scale them up while discontinuing those that have proven ineffective. The school receives a rating of **Does Not Meet Standard**.

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.



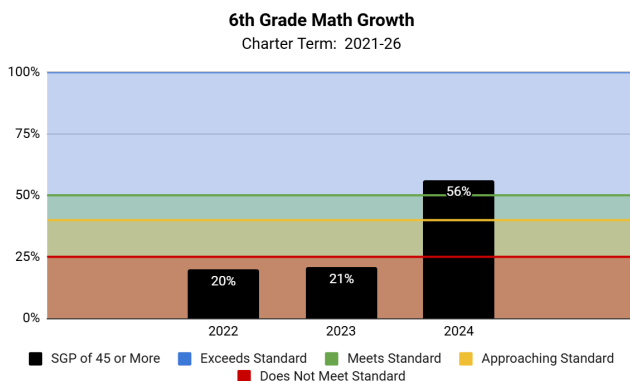
The corresponding graph illustrates the trends of third grade students passing this assessment throughout the school's current charter term defined within this review. The state of Indiana has created a statewide goal, however, that the IREAD-3 passing rate be 95% by 2027.

In 2023-24, LCIS had a passing rate of 86% on the IREAD-3 assessment. The state of Indiana's passing percentage was 83%. With a positive difference of 3 percentage points, the school receives a rating of **Exceeds Standard**. The school's success on the IREAD-3 assessment underscores its commitment to providing appropriate opportunities for all students to develop strong literacy skills.

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 corresponding 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.

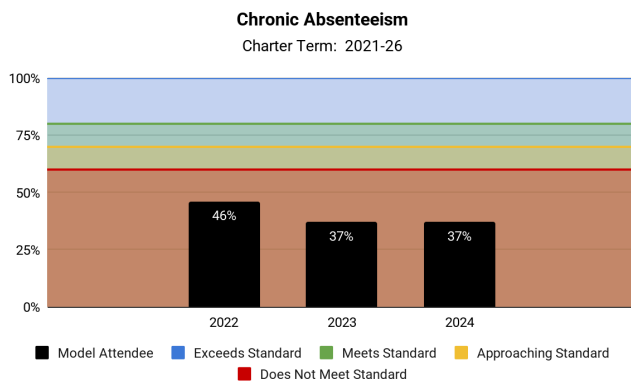
Sixth grade math often introduces students to more advanced mathematical concepts. Proficiency in 6th grade math serves as a foundation for success in subsequent math courses, including pre-algebra, algebra, geometry, and beyond.

In 2023-24, 56% of sixth grade students had an SGP of at least 45 on the ILEARN math assessment. Therefore, the school receives a rating of **Exceeds Standard** according to their Accountability Plan Performance Framework.

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 following graph illustrates trends overtime for LCIS throughout its current charter term. Based on the current model attendee rate of 37%, the school receives a rating of **Does Not Meet Standard**.

Monitoring chronic absenteeism rates can provide valuable data for identifying trends, patterns, and areas of need within the school community. Schools can use this data to implement targeted interventions, support services, and attendance initiatives aimed at improving attendance and reducing chronic absenteeism.

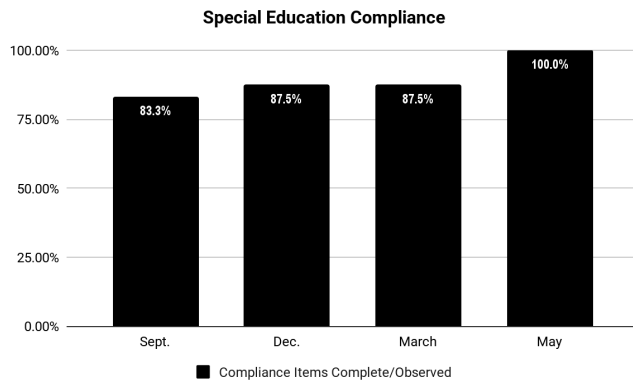
Special Education Compliance

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



Throughout the 2024–25 school year, the school demonstrated compliance in maintaining accurate and up-to-date IEP documentation, with consistent evidence of well-developed goals in Indiana’s online system and legally compliant case conference practices. These efforts reflect a solid foundation and a clear commitment to supporting students with disabilities in alignment with state and federal requirements.

While the school consistently met standard in procedural compliance, it faced challenges in addressing the disproportionate rate of disciplinary actions involving special education students. Education One provided multiple

recommendations and deadlines for the development of a root cause analysis and actionable response plan. Although initial delays occurred, the school ultimately submitted an action plan in April 2025, prompting a movement from “Does Not Meet” to “Approaching Standard” in special education compliance. Continued attention to the implementation and monitoring of this plan will be essential for improving impartiality in disciplinary practices and progressing toward full compliance in the coming year. Based on evidence collected throughout the school year, LCIS receives a rating of **Approaching Standard**.

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:

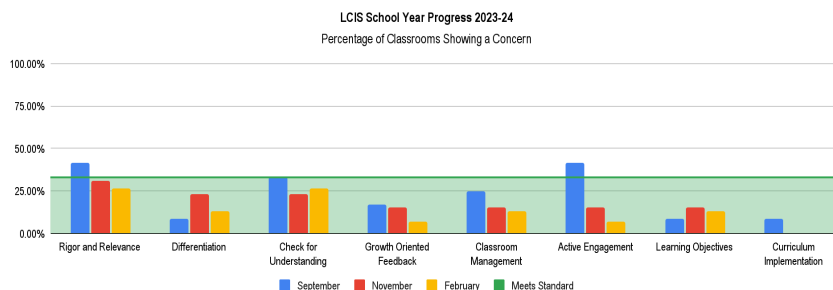
- **Rigor and Relevance:** Instructional delivery possesses the appropriate level of rigor and relevance, whereas rigor is defined as complexity and relevance is defined as culturally affirming.
- **Differentiated Instruction:** Differentiation in a classroom refers to the practice of tailoring instruction 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 2024-25 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.

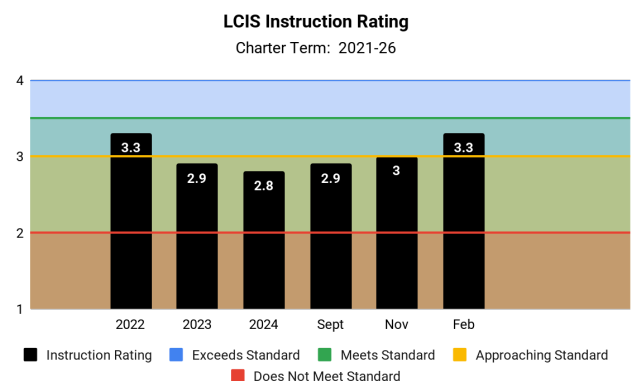
To coincide with the graph, the following table indicates the actual percentage of classrooms where there was an observable concern.

	September	November	February
Rigor + Relevance	42%	31%	26.7%
Differentiation	8%	23%	13.3%
Checks for Understanding	33%	23%	26.7%
Growth Oriented Feedback	17%	15%	6.7%
Classroom Management	25%	15%	13.3%
Active Engagement	42%	15%	6.7%
Learning Objectives	8%	15%	13.3%
Curriculum Implementation	8%	0%	0.0%

Classroom observations this year reflected a school increasingly grounded in systems that support student engagement and instructional consistency. Students were often attentive and involved in hands-on tasks and class discussions, with teachers providing specific, timely feedback to guide learning. Differentiation was present in several forms, including flexible grouping and student choice in how they demonstrated understanding. These practices suggest a growing culture of responsive teaching and an effort to build environments where students are known and supported.

Instructional rigor and depth of student thinking varied across classrooms. Tasks sometimes fell short of pushing students to analyze, synthesize, or evaluate content, and opportunities for students to justify their thinking were not yet consistently embedded. While foundational systems for coaching and support are in place, the next step is to sharpen the focus on differentiation and rigorous, standards-aligned instruction. Prioritizing checks for understanding, formative assessment, and performance-based tasks will ensure instructional practices not only engage students but also stretch their thinking and meet the demands of grade-level expectations.

Based on the school's federal, state, and local academic measure outcomes, the school was identified as a Tier II school, receiving site visits on a bi-monthly basis during the 2024-25 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 2024-25 school year, LCIS receives a rating of **Meets Standard** with an average instruction rating of 3.1 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.

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. LCIS had an average attendance rate of 91.6% and, thus, **Approaching Standard**, according to the school's Accountability Plan Performance Framework. When students are absent from school, they miss out on valuable instructional time in the classroom. This can make it difficult for them to keep up with the curriculum and understand key concepts being taught. LCIS' attendance initiatives have seen positive impacts in feedback and student culture .

Attendance Breakdown					
Kindergarten	91.6%	✗	Fifth	91.1%	✗
First	92.4%	✗	Sixth	91.2%	✗
Second	92.9%	✗	Seventh	90.9%	✗
Third	92.4%	✗	Eighth	89.4%	✗
Fourth	91.1%	✗	Whole School	91.6%	✗
Key: ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = 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 2024-25 school year, LCIS utilized the Northwest Evaluation Association (NWEA) tool Measures of Academic Progress (MAP). This computer adaptive assessment evaluates students in reading and math and is aligned to grade level standards. Results were consistently collected, analyzed, and discussed after each testing window to identify areas of immediate improvement and celebration.

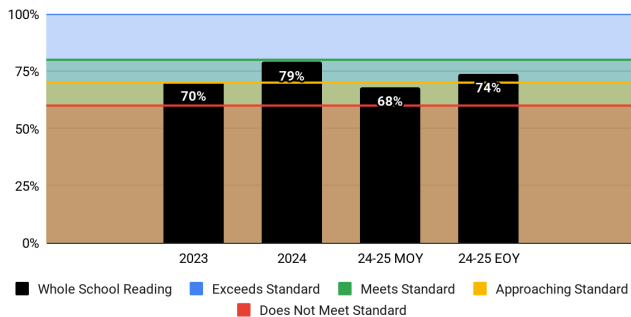
The following tables and graphs illustrate the overall proficiency and progress towards proficiency (whether or not a student maintained grade level proficiency or met growth targets) throughout the school year and current charter term.

Progress Towards Proficiency: Reading							
	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	68.2%	65.0%	70%	✓	50.0%	50%	✗
First	42.1%	45.5%	64%	✗	63.2%	84%	✓
Second	52.2%	50.0%	71%	✓	69.6%	79%	✓
Third	50.0%	53.1%	72%	✓	67.9%	86%	✓
Fourth	56.3%	70.6%	88%	✓	81.3%	80%	✓
Fifth	55.6%	45.5%	59%	✗	55.6%	75%	✓

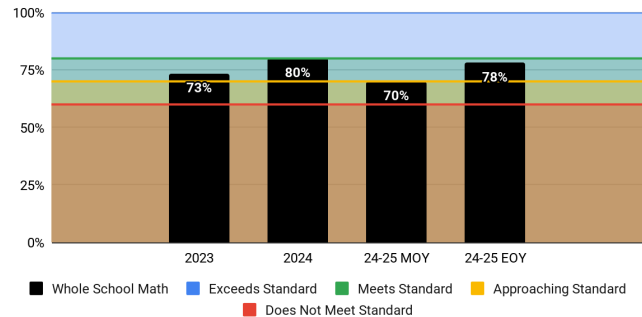
Sixth	61.1%	47.1%	59%	✗	77.8%	75%	✓
Seventh	40%	25%	42%	✗	40%	54%	✗
Eighth	64.3%	81.3%	81%	✓	78.6%	80%	✓
School	54.8%	53.8%	68%	✗	65.5%	74%	✓
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard							

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	60%	36.8%	37%	✗	40%	55%	✗
First	52.6%	65%	90%	✓	84.2%	95%	✓
Second	73.9%	68.2%	77%	✓	73.9%	91%	✓
Third	32.1%	46.9%	88%	✓	57.1%	96%	✓
Fourth	56.3%	27.8%	56%	✗	50%	88%	✓
Fifth	41.2%	42.9%	67%	✗	35.3%	44%	✗
Sixth	37.5%	42.9%	67%	✗	56.3%	75%	✓
Seventh	20%	25%	42%	✗	30%	50%	✗
Eighth	53.3%	52.9%	82%	✓	53.3%	80%	✓
School	48.8%	46.7%	70%	✓	55.5%	78%	✓
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard							

LCIS Progress Towards Proficiency: Whole School Reading
Charter Term: 2021-26



LCIS Progress Towards Proficiency: Whole School Math
Charter Term: 2021-26



Reading: 74% of students were considered proficient and/or met growth targets on NWEA. Therefore, the school receives a rating of **Meets Standard**, according to the school's Accountability Plan Performance Framework.

Math: 78% of students were considered proficient and/or met growth targets on NWEA. Therefore, the school receives a rating of **Meets Standard**, according to the school's Accountability Plan Performance Framework.

The data indicates that the school is effectively supporting students in closing achievement gaps. The school's emphasis on continuous improvement is reflected in the progress students made in meeting proficiency and/or growth targets from the beginning of the school year.

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:

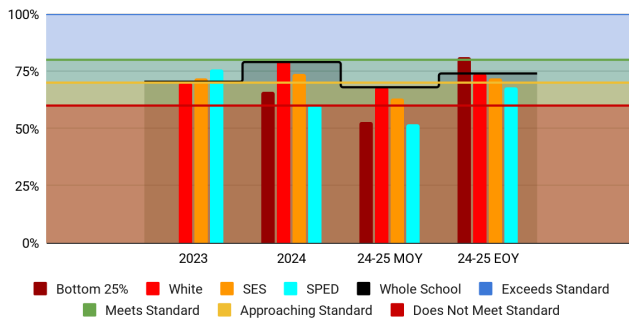
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
80.0% or more of students demonstrate grade level proficiency standards or met growth targets.	70.0-79.9% of students demonstrate grade level proficiency standards or met growth targets.	60.0-69.9% of students demonstrate grade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

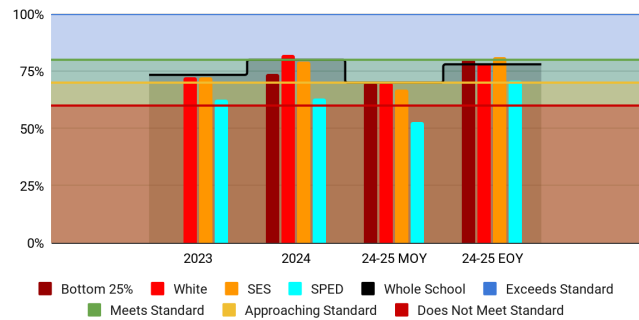
Progress Towards Proficiency: Reading								
	Population %	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Bottom 25%	22%	0%	6.7%	53%	✗	27.0%	81%	✓
White	92%	54.2%	53.6%	68%	✗	64.5%	74%	✓
F/R Lunch	63%	56.6%	50.0%	63%	✗	65.1%	72%	✓
SPED	23%	31.6%	38.0%	52%	✗	52.6%	68%	✗
School	100%	54.8%	53.8%	68%	✗	65.5%	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%	22%	0.0%	6.3%	63%	✗	12.5%	80%	✓
White	92%	49%	47.9%	70%	✓	55.0%	78%	✓
F/R Lunch	63%	47.6%	43.5%	67%	✗	54.3%	81%	✓
SPED	23%	27.8%	27.7%	53%	✗	33.3%	53%	✗
School	100%	48.8%	46.7%	70%	✓	55.5%	78%	✓
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard								

LCIS Progress Towards Proficiency: Subgroup Reading
Charter Term: 2021-26



LCIS Progress Towards Proficiency: Subgroup Math
Charter Term: 2021-26



Reading:

- **Bottom 25%:** Overall, the school receives a rating of **Exceeds Standard**, according to the school's Accountability Plan Performance Framework. With 81% of these students meeting or exceeding growth or proficiency benchmarks, the data reflects effective use of targeted supports and progress monitoring to accelerate learning for students most at risk.
- **White:** Overall, the school receives a rating of **Meets Standard**, according to the school's Accountability Plan Performance Framework. This outcome suggests that instructional practices are meeting the needs of the majority of students in this subgroup.
- **Free/Reduced Lunch:** Overall, the school receives a rating of **Meets Standard**, according to the school's Accountability Plan Performance Framework. Among students receiving Free/Reduced Lunch, 72% met proficiency or growth targets, reflecting steady progress and the impact of interventions designed to address learning barriers associated with economic disadvantage.
- **Special Education:** Overall, the school receives a rating of **Approaching Standard**, according to the school's Accountability Plan Performance Framework. With 68% meeting growth or proficiency benchmarks, the school is approaching standard for this subgroup. These results indicate the need for continued refinement of individualized instructional strategies and support services to ensure that all students with disabilities are able to thrive academically.

Math:

- **Bottom 25%:** Overall, the school receives a rating of **Exceeds Standard**, according to the school's Accountability Plan Performance Framework. With 80% of these students meeting growth or proficiency targets, the data affirms the effectiveness of targeted instructional strategies in supporting accelerated learning for students who need it most.
- **White:** Overall, the school receives a rating of **Meets Standard**, according to the school's Accountability Plan Performance Framework. With 78% of students meeting established benchmarks, the school is effectively supporting this subgroup.
- **Free/Reduced Lunch:** Overall, the school receives a rating of **Exceeds Standard**, according to the school's Accountability Plan Performance Framework. With 81% of Free/Reduced Lunch students meeting or exceeding targets, the school demonstrates a strong commitment to addressing academic barriers.
- **Special Education:** Overall, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework. It is clear from the data analysis that the school is not meeting expectations in terms of student proficiency and growth for Special Education students. With only 53% meeting the benchmark, the findings indicate the pressing need for enhanced support and intervention strategies, including a reevaluation of instructional approaches and more effective implementation of individualized education plans to better serve this subgroup.

Historical Proficiency

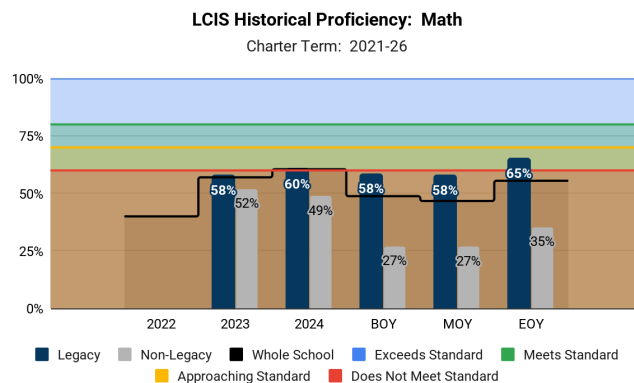
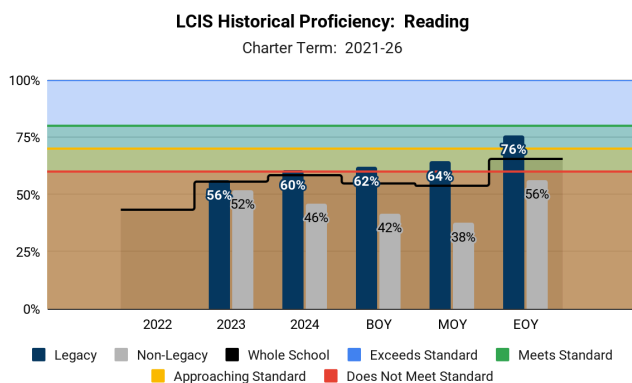
The success of the school's educational model is measured by analyzing how legacy students perform compared to non-legacy students. A legacy student is identified by having attended the school for a minimum of three consecutive years. The rubric for this sub-indicator is as follows:

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. Legacy students are those who have been enrolled at the school for a minimum of three years in grades two through eight. Non-legacy students are those who have been enrolled for less than three years in the same grade levels. Kindergarten and first grade students are included in whole school averages but are not used in comparing legacy to non-legacy students. The ratings in the table below are indicative of the end of year proficiency percentage, only, for context of overall expectations.

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	47%	62%	64.3%	75.9%	✓	58.4%	57.5%	64.9%	✗
Non-Legacy	29%	41.7%	37.5%	56.3%	✗	27.1%	26.8%	35.4%	✗
Whole School	100%	54.8%	53.8%	65.5%	✗	48.8%	46.7%	55.5%	✗

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



Reading: At the end of the 2024-25 school year, 76% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 56% of non-legacy students. With a difference of 20 percentage points, the school receives a rating of **Exceeds Standard** according to the school's Accountability Plan Performance Framework.

Math: At the end of the 2024-25 school year, 65% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 35% of non-legacy students. With a difference of 30 percentage points, the school receives a rating of **Exceeds Standard**, according to the school's Accountability Plan Performance Framework.

Legacy students, those who have been enrolled at the school for multiple years, are consistently outperforming their non-legacy peers, indicating that sustained enrollment is positively correlated with academic achievement. This trend reflects the school's potential impact on student success over time and serves as a promising indicator of school quality and effectiveness within the community.

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	Approaching Standard	Meets Standard	Meets Standard	

Is the school in good financial standing?

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 OR 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 Financial Performance mean?

Year 1	The school received a rating of Approaching Standard, indicating that it presented some concerns with indicator measures with a credible plan to address the issue. The school was held accountable to six measures and received a rating of Does Not Meet Standard for one of the measures, which was Days Cash. At the time of that report, the school had yet to receive their Charter School Program Grant reimbursement, affecting this metric.
Year 2	The school received a rating of Approaching Standard, indicating that it presented some concerns with indicator measures with a credible plan to address the issue. The school was held accountable to six measures and received a rating of Does Not Meet Standard for one of the measures, which was Enrollment Variance. Moving forward, and with more historical context as a new start-up, the school needs to ensure that budgets are created with appropriate enrollment projections.
Year 3	The school received a rating of Meets Standard, by complying with and presenting no concerns in the indicator measures. The school has improved previous measures, Enrollment Variance and Days Cash, to exceeding and meeting standard from previous school years. As the school continues to grow in its capacity for financial management, it is important to continue to ensure the findings of the audit be implemented with fidelity during the 2024-25 school year.
Year 4	The school received a rating of Meets Standard, by complying with and presenting no concerns in the indicator measures. While ratings remain relatively the same, the school increased its overall Days Cash from the previous school year and decreased debt to asset ratio.

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

Financial Management

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

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

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

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

The State Board of Accounts reviewed the annual audit for the period July 1, 2023 to June 30, 2024 on January 17, 2025. 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:

- A sampling of ticket sales was not deposited in a timely manner.
- The school paid sales tax on two vendor disbursements.
- The school did not provide adequate support for receipts or retain copies from the triplicate receipt book.

The contents of the report were discussed with appropriate school personnel on December 4, 2024 and the school provided an official response, already indicating action plans to remedy the findings.

Throughout the 2024-25 school year, LCIS 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:

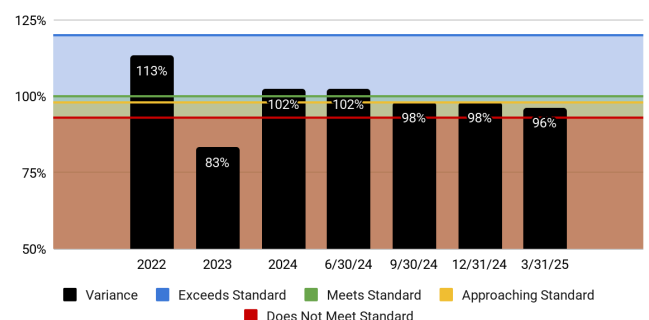
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
Actual enrollment is greater than budgeted enrollment.	Actual enrollment is between 98.0 and 100% of the budgeted enrollment.	Actual enrollment is between 93.0 and 97.9% of the budgeted enrollment.	Actual enrollment is less than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

According to the Indiana Department of Education, LCIS had a certified enrollment of 205 students as of October 2024. Similarly in February of 2025, the school observed an enrollment of 199 of students. In August of 2024, LCIS submitted its annual budget based on an enrollment of 210 students. With a combined enrollment variance of 96%, the school receives a rating of **Approaching Standard**. The corresponding graph illustrates trends in enrollment variance throughout the school's current charter term.

Current Ratio

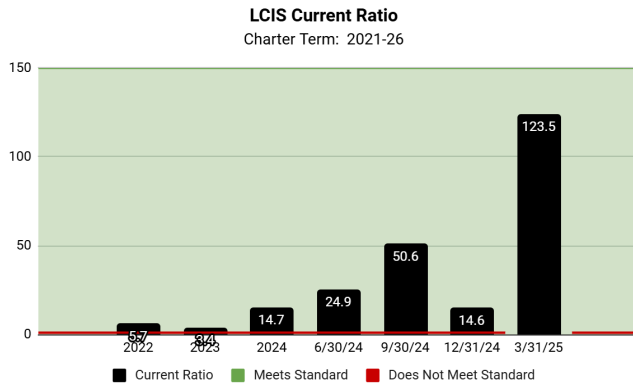
Education One assesses if the school's current assets (cash or other assets that can be accessed in the next twelve months)

LCIS Enrollment Variance
Charter Term: 2021-26



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 123.5 and, therefore, receives a rating of **Meets Standard**. The corresponding graph illustrates trends in current ratio throughout the school's current charter term.

Days Cash

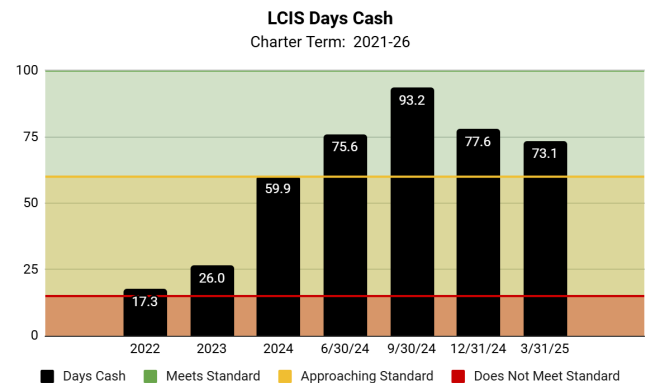
Education One calculates days cash on hand as an important measure of the school's fiscal health. The metric indicates how many more days after the end of the current fiscal year (June 30) the school would be able to operate. The rubric for this sub-indicator is as follows:

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

At the time of this report, LCIS had 73.1 days cash. The school has consistently met standard throughout the 2024-25 school year in this measure, suggesting the school is well-prepared to weather short-term disruptions in funding (e.g., delayed state payments or unexpected expenses). For this reason, LCIS 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:



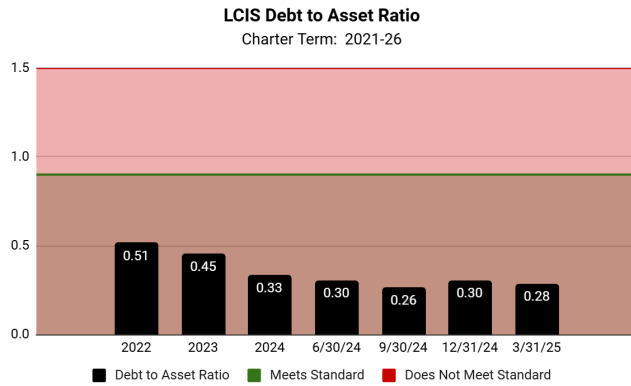
Meets Standard	Does Not Meet Standard
The school is not delinquent or in default on any outstanding loan.	The school is delinquent and/or in default on any outstanding loan.

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 0.28. 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.

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	Approaching Standard	Approaching 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 OR 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	The school received an overall rating of Approaching Standard, indicating that the school presented concerns in indicator measures but there was a credible plan to address those issues. The school received ratings of Approaching Standard for measures found in the Governing Board sub-indicator, around focus on high academic achievement and commitment to exemplary governance. The governing board needs to continue with the development of policies and procedures with key stakeholders to differentiate LCIS from the local school district, utilize local and state level assessment results at the board level to inform board policies and goal setting, and expand board member skill sets in the areas of education, finance, and legal.
Year 2	Overall, the school received a rating of Approaching Standard. While there was a decrease in ratings for the majority of the measures, the school was able to address most credible concerns within the moment and prior to the end of the school year. The governing board, specifically, collaborated well with outside counsel to create and implement appropriate board policies and procedures. Moving forward, the school needs to continue to invest in board development through orientation of new members and ongoing training for existing members (specifically on strategic planning, goal setting, and school financials) and increase engagement during meetings through questioning and commenting, based on a comprehensive review of all board materials prior to the meeting. The school's leadership team needs to provide updates to the board that focus on performance goals in the Accountability Plan Performance Framework and goals established by the board.
Year 3	Overall, the school received a rating of Approaching Standard. The school has maintained or improved upon ratings, but there are remaining concerns with some of the indicator measures. The school's governing board continues to require more development on how to use student and school data to inform strategic planning efforts and the creation of goals for the school and the board.
Year 4	Overall, the school received a rating of Approaching Standard. While the school has demonstrated consistency and, in some cases, improvement in performance measures, several remain below expectation. Importantly, the school evidenced plans to address areas of deficiency. Continued growth is needed at the governance level. The school's board would benefit from further development in effectively analyzing and utilizing student achievement data, as well as in establishing a clearly defined strategic plan with actionable steps to monitor progress and ensure successful implementation.

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

GOVERNING BOARD

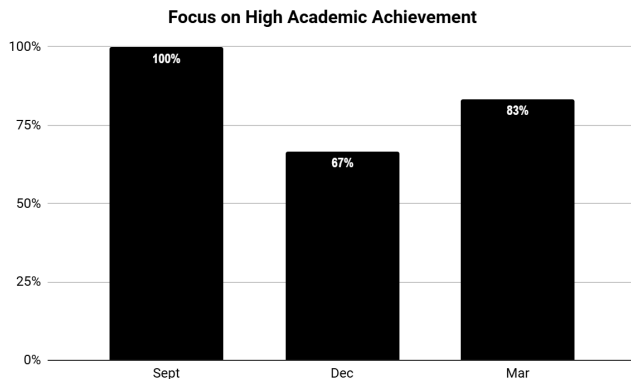
Focus on High Academic Achievement

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. OR The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.



The governing board demonstrates a strong commitment to the mission of the school and to high academic achievement; however, there remains a need for growth in the areas of understanding how student achievement is measured and consistently using data to guide informed decision-making.

While the board reviews student performance data, there is not yet a clear, shared understanding of how achievement is defined within the context of the school's model, nor how various data points connect to broader academic goals. As a result, discussions around performance can lack the depth necessary to fully inform strategic decisions.

To strengthen academic oversight, the board must deepen its knowledge of key performance indicators, such as assessment frameworks, growth targets, and student subgroup performance, and ensure data is used more intentionally to drive planning, goal-setting, and accountability. By building this capacity, the board will be better equipped to support school leadership in achieving meaningful and measurable student success. The following graph illustrates the measure characteristics met throughout this current school year.

Based on evidence collected throughout the school year, LCIS governing board receives a rating of **Approaching 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:

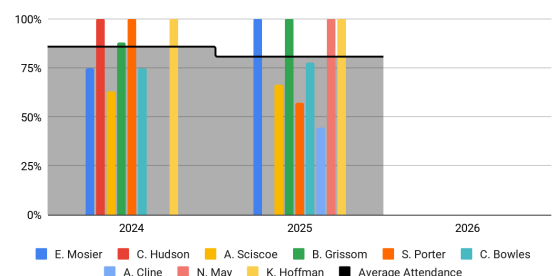
Meets Standard	Approaching Standard	Does Not Meet Standard
The governing board complies with and presents no concerns in the measure characteristics.	The governing board presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The governing board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

The governing board demonstrates a strong commitment to governance and the school's mission; however, there are key areas that require continued development to ensure the board is functioning at the highest level of effectiveness.

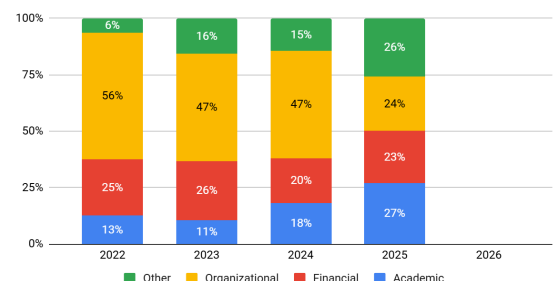
While the board has made progress in maintaining membership, there is still work to be done in recruiting and retaining a full slate of board members with diverse skill sets, lived experiences, and potential for community and organizational partnerships. Additionally, while some members show strong engagement, overall participation during meetings can be inconsistent, with a need for more robust questioning and discussion rooted in a thorough review of board materials.

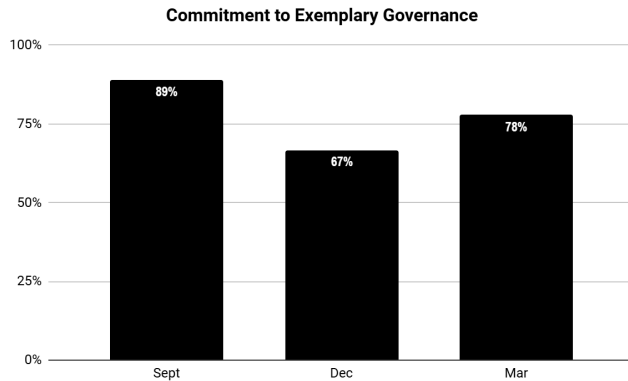
Ongoing investment in board development, particularly through comprehensive onboarding for new members and targeted training for existing ones, is necessary to build shared understanding and strengthen governance practices. Finally, to ensure transparency and alignment with oversight expectations, the board must improve the

LCIS Board Member Attendance
Charter Term: 2021-26



LCIS Types of Questions Asked
Charter Term: 2021-26





timeliness and completeness of board packet distribution to Education One prior to each meeting, ensuring academic, financial, and organizational updates are consistently included. Strengthening these areas will enhance the board's ability to provide the strategic guidance and accountability the school needs to thrive. The corresponding graph illustrates the measure characteristics met throughout this current school year.

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

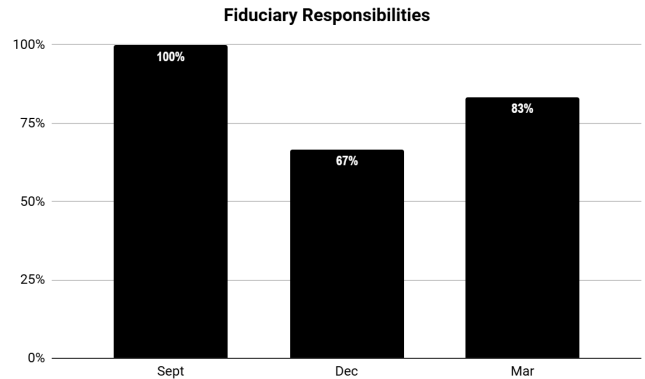
Characteristics of quality board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

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. OR The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

The governing board demonstrates a commitment to responsible financial oversight; however, there are notable areas that require improvement to ensure the long-term fiscal health and sustainability of the school.

While financial data is reviewed during meetings, there is a need for deeper engagement with the material to ensure all members fully understand the school's financial position and the implications of key budgetary decisions. There is also limited evidence that data is consistently used to guide strategic decisions that safeguard both short- and long-term goals.

Strengthening the board's capacity in financial oversight, through clearer review processes, targeted training, and increased accountability, will be essential to supporting the school's operational stability and mission-driven growth. The graph illustrates the measure characteristics met throughout this current school year.



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

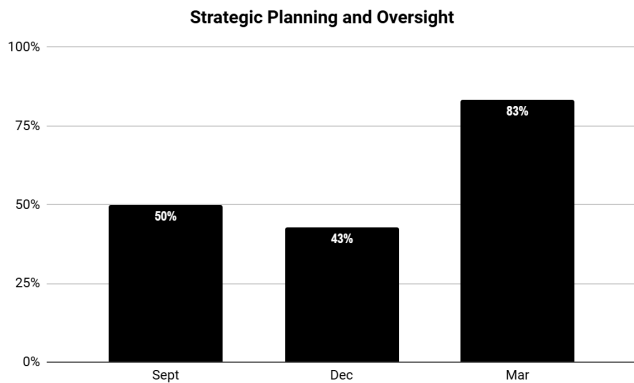
Strategic Planning and Oversight

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. OR The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.



The governing board demonstrates a desire to provide strategic oversight; however, there are significant opportunities for growth in fully executing its responsibilities in this area. While discussions about school growth and vision occur, the board has not yet overseen the development of a comprehensive and actionable strategic plan that clearly articulates its long-term priorities for the school.

The board met in March 2025, receiving support from Education One in the creation of a strategic plan. The board was able to set goals with the task of creating action plans for each goal. At the time of this report, those plans have not been established.

Succession planning for both the board and school leadership also remains an area of concern, with no formal process in place to ensure continuity and stability. Strengthening these foundational governance practices is essential to aligning board actions with the school’s mission and setting a clear course for the future. The following graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, LCIS governing board receives a rating of **Approaching Standard**.

Legal and Regulatory Compliance

Education One monitors whether or not a governing board adheres to the legal and ethical duties of care, as well as meets all expectations set forth in the charter agreements and bylaws . More specifically, legally compliant boards exhibit the following characteristics:

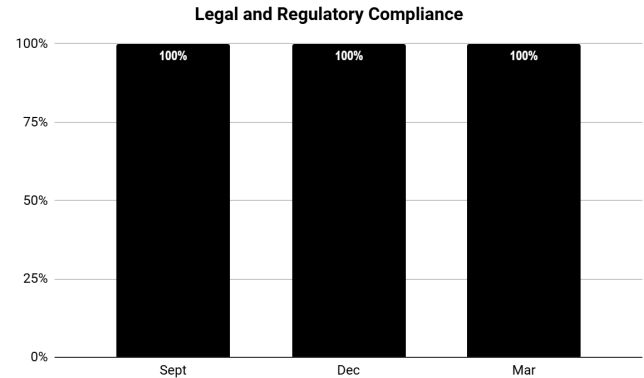
- Hold all meetings in compliance with Indiana’s Open Door Law;
- Maintain the highest standards of public transparency by accurately documenting meeting proceedings and board decisions;
- Adherence to all terms set forth in the charter agreement;
- Comply with established board policies and procedures, 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. OR The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

The governing board demonstrates a consistent commitment to meeting legal and regulatory requirements, operating within the foundational expectations of charter governance. Board meetings are conducted in compliance with Indiana’s Open Door Law, with minutes recorded to maintain public accountability. The board generally adheres to its charter

agreement, bylaws, and core policies, though continued attention to regular policy review and updates will support stronger alignment with evolving standards. While the board meets basic compliance expectations related to state and federal laws, there is room to deepen its practices in areas such as oversight of conflict of interest procedures and broader fiduciary responsibilities.



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

SCHOOL LEADER

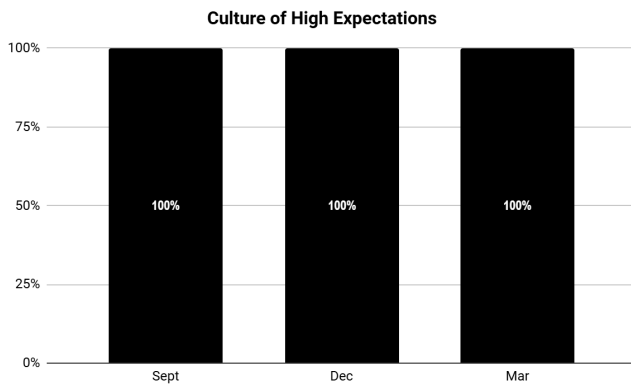
Culture of High Expectations

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

- Evidence stability in key administrative positions;
- Maintain appropriately licensed and/or certified personnel in key administrative positions;
- Receive a rating of effectiveness in the role of a school leader;
- Provide clarity of roles and responsibilities among school staff;
- Execute goals created by the school's board of directors that align with the school's mission and/or vision;
- Engage in the continuous process of improvement and establishment of systems for addressing areas of deficiency on time;
- Communicate effectively with stakeholders (i.e., students, staff, families, and community) that support the implementation of the mission and vision of the school; and
- Provide consistent information to and consult with the school's board of directors and members of Education One.

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

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 present concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	<p>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.</p> <p>OR</p> <p>The school leader and/or team present concerns in a minimal number of the measure characteristics with no credible plan to address the issues.</p>



The school leadership team has made meaningful progress in cultivating a culture of high expectations. The school has experienced increased stability and clearer delineation of roles, particularly between the principal and executive director. This clarity has allowed the team to focus on strengthening school-wide culture and internal systems, while also taking intentional steps to extend that culture into the surrounding community.

The leadership team has demonstrated a commitment to continuous improvement, with emerging efforts to set long-term goals that connect their mission more explicitly to daily practice. While there is still work to be done to fully

embed these practices across all facets of the school, the groundwork laid this year reflects a positive trajectory toward building a stronger, more mission-driven culture. Based on evidence collected throughout the school year, LCIS school leadership receives a rating of **Meets Standard**.

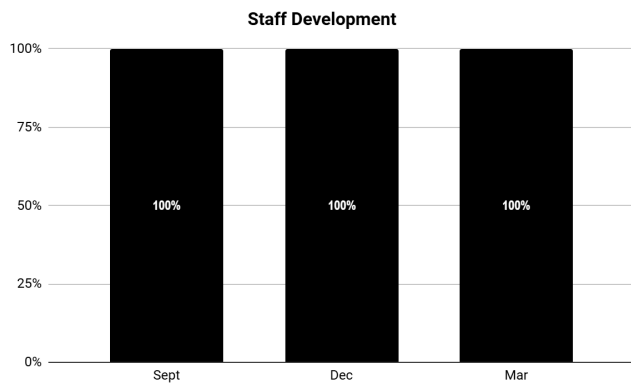
Staff Development

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

- At least 90% of teachers who teach full-time either:
 - Hold a license or permit to teach in a public school in Indiana described in code or rules adopted by the state board concerning the licensing of teachers; or
 - Are in the process of obtaining a license to teach in a public school in Indiana under the transition to teaching program established by the Indiana code.
- Any individuals who provide a service for which a license is required under Indiana law must have the appropriate license;
- Establish an environment of high expectations for teacher performance (in content knowledge and pedagogical skills) in which teachers believe that all students can succeed;
- Conduct regular teacher evaluations with clear criteria that accurately identify teachers' strengths and weaknesses, that teachers are held accountable for;
- Provide sustained, systemic, and effective supervision, professional development, and coaching that improves teachers' instructional effectiveness; and
- Ensure professional development activities are interrelated with classroom practice.

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

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 present concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	<p>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.</p> <p style="text-align: center;">OR</p> <p>The school leader and/or team present concerns in a minimal number of the measure characteristics with no credible plan to address the issues.</p>



In the area of staff development, the leadership team has made noticeable strides in providing more routine coaching and professional learning opportunities. The implementation of coaching cycles and increased feedback loops has begun to shift instructional mindsets and foster greater teacher reflection.

Staff meet licensure expectations, and school leaders continue to uphold hiring practices that prioritize qualified and mission-aligned educators, emerging a culture of professional growth taking root. Continued consistency and deeper alignment between teacher feedback, evaluation, and professional development will be key to ensuring that expectations remain high and that instructional

improvement is sustained across all classrooms. Based on evidence collected throughout the school year, LCIS school leadership receives a rating of **Meets Standard**.

Instructional Leadership

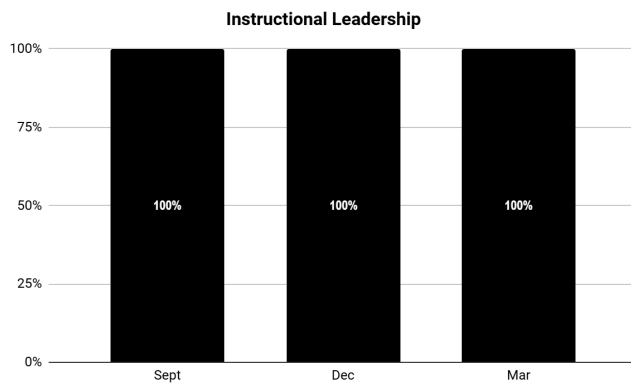
Education One believes that the role of a school leader and/or leadership team extends far beyond administrative duties. A leader shapes the academic direction and fosters a culture of continuous learning. Instructional leadership is the ability to inspire, guide, and support teachers in delivering high-quality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

- Define specific instructional and behavioral actions that are linked to the school's mission and/or vision;
- Use classroom observations to support student academic achievement by visiting all teachers frequently to observe instruction;
- Provide prompt and actionable feedback to teachers to support the improvement of student outcomes;
- Analyze assessment results frequently to adjust classroom instruction, grouping of students, and/or identifying students for special intervention; and
- Establish processes and procedures for collaboration between staff that center on student learning and achievement.

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

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 present 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. OR The school leader and/or team present concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

Instructional leadership has strengthened this year, with the leadership team taking more consistent steps to support teachers through feedback and data-informed coaching. Increased classroom visibility, along with a focus on actionable feedback, has begun to shape instructional quality across the school.



Leaders have taken the time to reflect on student data and are using it more intentionally to guide both individual and school-wide instructional adjustments. As this work continues, deeper systems of collaboration, goal-setting, and follow through will be essential to moving the school from promising momentum to strong instructional outcomes. The leadership team should be recognized for its steady progress and is well-positioned to deepen its impact in the year ahead. Based on evidence collected throughout the school year, LCIS school leadership 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. OR The school presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

Over the course of the year, the school demonstrated full compliance with the terms of its charter and maintained a consistent and collaborative relationship with Education One. All required compliance documentation, including board meeting minutes and schedules, board member updates, reports, and employee records, were submitted accurately and in a timely manner. The school remained aligned with the expectations outlined in its charter agreement and adhered to all applicable federal and state regulations. Additionally, the school engaged productively with both its governing board and Education One, actively participating in scheduled meetings and fulfilling governance responsibilities with transparency and professionalism. Based on evidence collected throughout the school year, LCIS receives a rating of **Meets Standard**.

Part IV: School Wide Climate

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

Is the school providing appropriate conditions for student, family, and staff success?

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 OR the school presents concerns in a majority of indicator measures with or without a credible plan to address the issues.

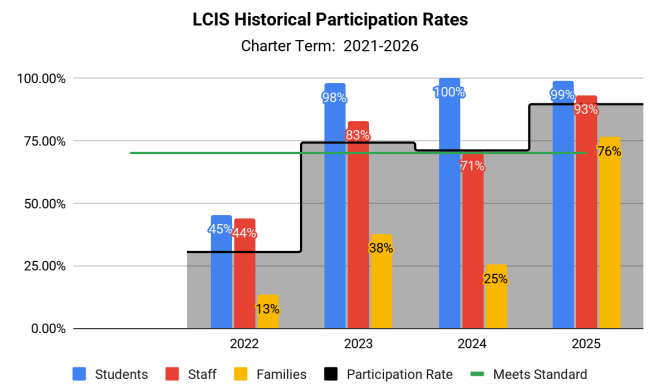
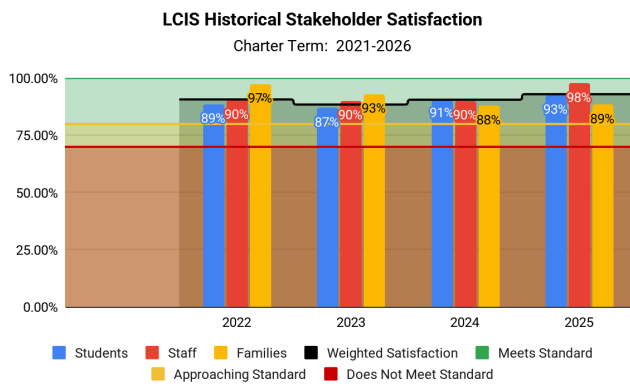
Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5
Stakeholder Satisfaction		MS	MS	MS	MS	

Stakeholder Satisfaction

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

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 92.9%, the school receives a rating of **Meets Standard**.



While survey participation is not a measure found in the school's Accountability Plan Performance Framework, it is an important metric to understand the viability of the rating provided above. The following table indicates the total number of possible participants for each stakeholder group, the number of stakeholders that took the survey, and the participation rate of each stakeholder. Education One's standard for survey viability is a participation rate of at least 70.0%. For the 2024-25 school year, LCIS saw its greatest participation amongst families, with a participation rate of 76%. Increased participation in LCIS families and staff subgroups further validates its consistent meets standard rating, solidifying the school as a quality choice for the community.

LCIS Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	201	199	99%
Staff	44	41	93%
Families	114	87	76%

Part V: Next Steps

As a part of our 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 our belief that providing schools with individualized support coupled with high levels of accountability creates an environment where kids and communities thrive. This process emphasizes school autonomy, partnership and collaboration, and most importantly, continuous improvement.

Education One utilizes a tiered approach to providing schools with differentiated supports to best meet their unique needs, including schools who require more intensive interventions, based on quantitative and qualitative data points. A school's performance in regards to the indicators found in this annual review determines their assigned intervention and/or support tier each year. 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
Academic Performance	<ul style="list-style-type: none"> • 2 Site Visits (Q1, Q3) • Major Assessment Data Dives 	Tier IIa <ul style="list-style-type: none"> • 3 Site Visits (Oct-Feb) • Targeted Support Checks based on School Initiatives Tier IIb <ul style="list-style-type: none"> • 4 Site Visits (Sept.-Mar.) • Targeted Support Checks based on Deficiencies 	<ul style="list-style-type: none"> • 6 Site Visits (Sept.-Mar.) • Targeted Support Checks based on SIP
Financial Performance	<ul style="list-style-type: none"> • Quarterly Review 	<ul style="list-style-type: none"> • Quarterly Review • Targeted Support Checks based on Deficiencies 	<ul style="list-style-type: none"> • Quarterly Review • Ongoing Finance Meetings based on SIP
Organizational Performance	<ul style="list-style-type: none"> • Quarterly Board Chair Check-ins • Board Meeting Attendance 	<ul style="list-style-type: none"> • Quarterly Board Chair Check-ins • Board Professional Development • Board Meeting Attendance 	<ul style="list-style-type: none"> • Frequent Board Chair Check-ins • Targeted Support Checks based on SIP • Board Professional Development • Board Meeting Attendance

Next Steps Overview

For 2025-26 School Year

Academic Performance		
Rating	Tier	Probationary Status?
Approaching Standard	Tier placements will be determined following the release of 2025 ILEARN results.	

Commendations:

- Evidencing strong Tier I instruction and curriculum implementation based on student progress toward proficiency on both state and local assessments
- Demonstrating increased proficiency and exceeding standard growth rates for the bottom 25% in both reading and math, reflecting the effectiveness of strong Tier II interventions
- Achieving higher levels of proficiency among legacy students throughout the school year, reflecting the strength and consistency of the school's academic programming
- Performing better than the state of Indiana on the IREAD-3 assessment
- Displaying overall gains in instructional quality, pointing to more consistent and effective classroom practices

Recommendations:

- Embed regular progress monitoring to evaluate the effectiveness of interventions and inform instructional adjustments
- Conduct root cause analysis of Kindergarten instructional practices and/or curriculum implementation to identify reasons for decrease in proficiency throughout the academic year

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

Commendations:

- Creating a sustainable budget around an obtainable enrollment target
- Increasing Days Cash overtime
- Decreasing debt to asset ratio overtime

Recommendations:

- Continue to budget responsibly and use trend data to identify targeted enrollments
- Identify ways in which to sustain or increase enrollment throughout the school year

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

GOVERNING BOARD

Commendations:

- Adhering to all charter terms and demonstrating strong organizational accountability
- Following board policies and by-laws to ensure sound governance
- Updating policies and procedures regularly to stay aligned with school needs and compliance

Recommendations:

- Continue to develop a strategic plan with action steps to reach established goals
- Create and maintain appropriate committee structures and reporting, related to the strategic plan
- Define a clear vision of academic excellence to guide school improvement and use data to inform board decisions
- Engage meaningfully in meetings based on a thorough review of meeting materials and strategic plan

LEADERSHIP

Commendations:

- Clarifying staff roles and responsibilities to improve efficiency and accountability
- Maintaining stable leadership to support consistent school improvement
- Setting high expectations for teaching quality and belief in all students' success
- Connecting professional development directly to classroom instruction
- Providing timely, actionable feedback to strengthen teaching and learning

Recommendations:

- Continue to use assessment data regularly to inform instruction and interventions
- Create structured staff collaboration focused on student achievement
- Align instructional and behavioral expectations with the school's mission and vision, specially around special populations