



EDUCATION ONE
AT TRINE UNIVERSITY

2025-26 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	Approaching Standard

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

What does the Overall Rating for Academic Performance mean?	
Year 1	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.
Year 5	With an overall weighted score of 2.9, the school received a rating of Approaching Standard, falling just 0.1 points below the Meets Standard threshold. While LCIS demonstrated several notable areas of strength, including strong third-grade literacy outcomes, sustained improvement in both E/LA and math growth, positive results for students maintaining proficiency, strong benchmark assessment performance, and evidence that long-term enrollment is associated with stronger student outcomes, these strengths were offset by persistent challenges in overall proficiency, chronic absenteeism, and performance relative to comparable schools. Specifically, the school continued to receive Does Not Meet Standard ratings on comparison-to-local-school measures and chronic absenteeism, while standards-aligned proficiency outcomes remained substantially below state expectations despite evidence of student growth. At the same time, the data suggests that the school's academic trajectory is improving. Students demonstrated growth rates comparable to or exceeding similar students statewide in both E/LA and math, benchmark assessments indicated that a majority of students were making progress toward proficiency, and legacy students consistently outperformed non-legacy peers, suggesting that students benefit from sustained participation in the school's educational model. These results indicate that the school's instructional systems are increasingly effective at supporting student growth, but additional work is needed to translate that growth into consistently higher levels of grade-level proficiency and academic achievement. Overall, the Approaching Standard rating should be viewed as a school that is demonstrating meaningful evidence of academic improvement and is nearing the expectations associated with a Meets Standard rating. The school's proximity to the threshold, combined with positive trends in student growth, literacy outcomes, benchmark performance, and legacy student achievement, suggests that continued progress in proficiency and attendance outcomes could reasonably position the school to achieve a Meets Standard rating in future years.

	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	DNMS
	Proficiency on State Summative Assessment: E/LA	N/A	N/A	N/A	AS	MS
	Proficiency on State Summative Assessment: Math	N/A	N/A	N/A	DNMS	AS
	Growth on State Summative Assessment: E/LA	N/A	N/A	MS	MS	MS
	Growth on State Summative Assessment: Math	N/A	N/A	AS	MS	MS
	Pass or Pass+ Status Growth: E/LA	N/A	N/A	AS	ES	ES
	Did Not Pass Status Growth: E/LA	N/A	N/A	MS	AS	MS
	Pass or Pass+ Status Growth: Math	N/A	N/A	DNMS	ES	ES
	Did Not Pass Status Growth: Math	N/A	N/A	AS	AS	MS
	Comparison to Local Schools: ELA	N/A	N/A	N/A	DNMS	DNMS
	Comparison to Local Schools: Math	N/A	N/A	N/A	DNMS	DNMS
	3rd Grade Literacy	N/A	ES	MS	ES	ES
	6th Grade Math	N/A	N/A	DNMS	ES	ES
	Average Student Attendance	AS	AS	AS	AS	AS
	Addressing Chronic Absenteeism	N/A	DNMS	DNMS	DNMS	DNMS

	Special Education Compliance	MS	AS	MS	AS	MS
	Special Education Performance	N/A	N/A	N/A	N/A	MS

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

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. The school's Does Not Meet Expectations rating was driven primarily by low student proficiency rates, insufficient mathematics growth, limited progress among the school's lowest-performing students, and chronic absenteeism rates that significantly exceeded state expectations. While E/LA achievement and growth reached the Approaches Expectations range, mathematics performance and attendance outcomes remained substantial barriers to overall accountability success.

Proficiency on State Summative Assessment

Traditional accountability systems often compare a school's overall proficiency rates to statewide averages. However, this approach does not take into account that charter schools often serve significantly different student populations than the state as a whole. To ensure an accurate evaluation of the implementation of the educational model, a Weighted Comparative Index (WCI) is used. This method allows Education One to understand how a school is performing in comparison to the state, while accounting for the unique makeup of the students served. Rather than holding schools to the same unadjusted target, this index adjusts expectations based on the types of students the school serves. It helps identify when a school is out performing or underperforming relative to what would be expected given its population.

The WCI compares the proficiency rates of the following student subgroup at the school, with 10 or more students, to the statewide proficiency rate for that same subgroup:

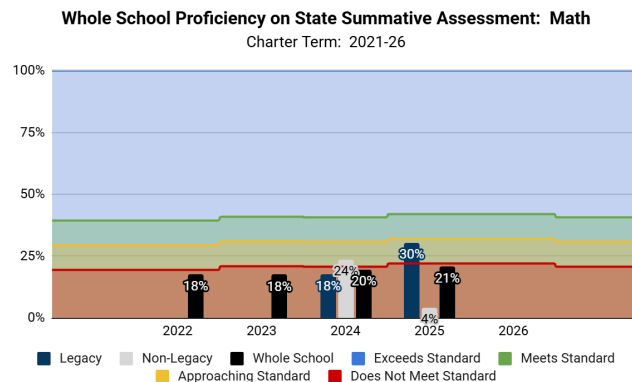
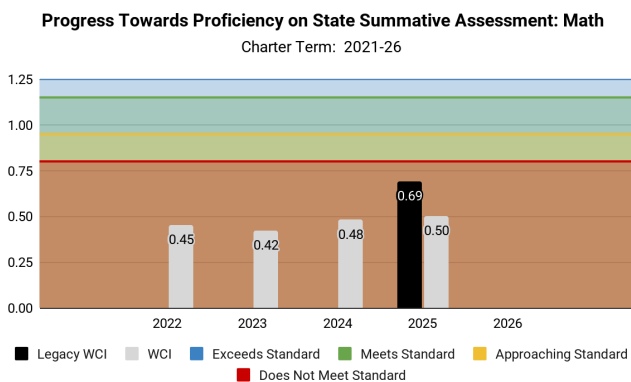
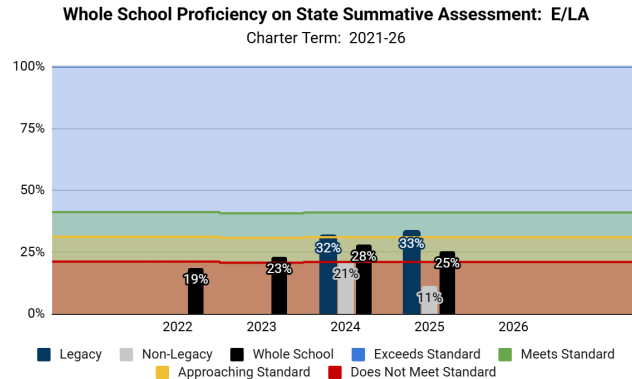
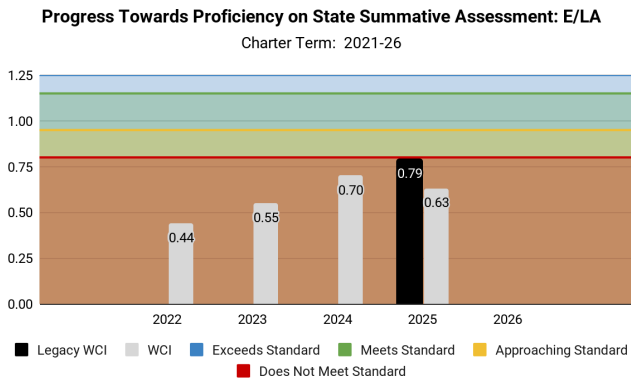
- English Learner;
- Race;
- Socioeconomic Status; and
- Special Education.

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

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school has an average WCI of 1.15 or above. OR The average annual growth in WCI over time is greater than or equal to 0.11.	The school has a WCI between 0.95-1.149. OR The average annual growth in WCI over time is between 0.05 and 0.109.	The school has a WCI between 0.80-0.949. OR The average annual growth in WCI over time is between 0.01 and 0.049.	The school has a WCI less than 0.80. OR The average annual growth in WCI over time is less than 0.01.

Students in grades three through eight at 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's passing rates throughout the school's current charter term defined within this review.



English/Language Arts: In Indiana, 41% of students in grades 3–8 met or exceeded standards on the 2024–25 E/LA assessment, compared to 25% of students at LCIS. However, proficiency increased to 33% among legacy students, narrowing the gap with statewide performance to just 8 percentage points. This pattern is also reflected in the school's WCI. While the school's overall E/LA WCI was 0.63, resulting in a Does Not Meet Standard rating, the legacy student WCI was 0.79, just 0.01 points below the Approaching Standard threshold of 0.80. Together, these results suggest that students who remain enrolled in the school's program over time experience stronger academic outcomes than the overall student population.

The school's overall WCI was primarily impacted by proficiency rates that remained below those of comparable students statewide. The largest contributing factor was the Race/Ethnicity comparison, where the school's all-White student population achieved a proficiency rate of 23.0% compared to a statewide White student proficiency rate of 47.4%, resulting in a WCI of 0.49. Performance also lagged behind comparable non-English Learner students statewide (0.58 WCI). Although the school performed more favorably relative to Free and Reduced Lunch (0.72 WCI) and Special Education (0.71 WCI) comparison groups, these stronger results were not sufficient to offset the larger proficiency gaps observed in the Race/Ethnicity and English Learner comparison models.

Despite remaining below the performance standard in 2025, the school's E/LA WCI improved from 0.44 in 2022 to 0.63 in 2025, representing a net increase of 0.19 points and an average annual improvement of 0.06 points. This sustained

improvement in performance relative to comparison schools over the three-year period supports a rating of **Meets Standard** for the measure.

Math: In Indiana, approximately 42% of students in grades 3–8 met or exceeded standards on the 2024–25 math assessment, compared to 21% of students at LCIS. However, proficiency increased to 30% among legacy students, while only 4% of non-legacy students met or exceeded standards. This substantial difference suggests that students with longer enrollment histories experienced considerably stronger mathematics outcomes than students who were newer to the school.

This trend is also reflected in the school's WCI. While the school's overall math WCI was 0.50, resulting in a Does Not Meet Standard rating, the legacy student WCI was 0.69, substantially outperforming the overall student population. Although both measures remained below the Approaching Standard threshold of 0.80, the difference between legacy and overall student performance suggests that student persistence may be associated with stronger mathematics achievement over time.

The school's overall math WCI was primarily impacted by proficiency rates that remained substantially below those of comparable students statewide. The largest contributing factor was the Race/Ethnicity comparison, where the school's all-White student population achieved a proficiency rate of 20.0% compared to a statewide White student proficiency rate of 49.9%, resulting in a WCI of 0.40. Performance also lagged behind comparable non-English Learner students statewide (0.47 WCI). While the school performed somewhat more favorably relative to Free and Reduced Lunch (0.57 WCI) and Special Education (0.56 WCI) comparison groups, these results still reflected significant proficiency gaps and were insufficient to offset the larger disparities observed in the Race/Ethnicity and English Learner comparison models.

Despite remaining below the performance standard in 2025, the school's math WCI improved from 0.45 in 2022 to 0.50 in 2025, representing a net increase of 0.05 points. However, this growth was not consistent across the period, as the WCI declined from 0.45 to 0.42 between 2022 and 2023 before increasing to 0.48 in 2024 and 0.50 in 2025. The resulting average annual improvement of approximately 0.02 points indicates modest progress relative to comparison schools over the three-year period. Therefore, the school receives a rating of **Approaching Standard** for this measure.

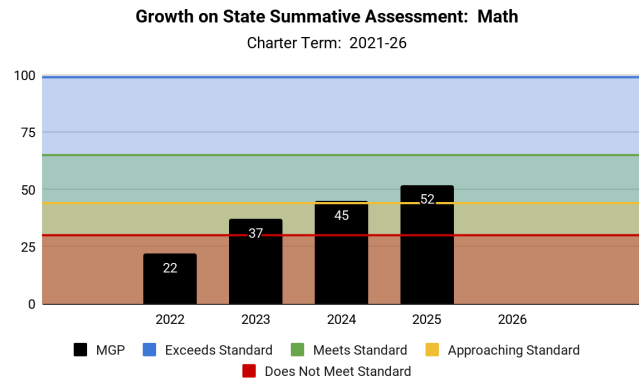
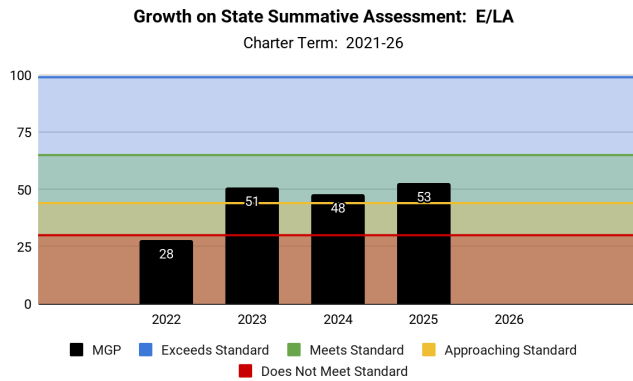
Growth on State Summative Assessment

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: The school's E/LA MGP increased from 28 in 2022 to 53 in 2025, representing a net improvement of 25 points over the four-year period. In 2022, the school's growth performance fell within the Does Not Meet Standard range, indicating that students demonstrated less growth than similar students statewide. However, growth improved substantially in 2023, when the MGP increased to 51, moving the school into the Meets Standard category. The school maintained growth performance within the Meets Standard range in each subsequent year, earning MGPs of 48 in 2024 and 53 in 2025.

Over the most recent three-year period (2023–2025), the school's average E/LA MGP was approximately 51, indicating that students consistently demonstrated growth comparable to or slightly greater than their academic peers statewide. The sustained improvement from 2022 and the school's ability to maintain growth outcomes within the Meets Standard range for three consecutive years suggest that instructional practices and interventions have become increasingly effective in supporting student academic progress in English/Language Arts. Therefore, the school **Meets Standard** for E/LA growth.

Math: The school's math MGP increased from 22 in 2022 to 52 in 2025, representing a net improvement of 30 points over the four-year period. In 2022, the school's growth performance fell within the Does Not Meet Standard range, indicating that students demonstrated substantially less growth than similar students statewide. Growth improved to 37 in 2023, moving the school into the Approaching Standard category, and continued to increase to 45 in 2024, reaching the lower threshold of the Meets Standard range. In 2025, the school's MGP increased further to 52, indicating that students grew at a rate slightly above their academic peers statewide.

The school's Math growth trend demonstrates consistent year-over-year improvement throughout the charter term, with MGP increasing in each of the last three years. Over the most recent three-year period (2023–2025), the school's average math MGP was approximately 45, placing it at the threshold of the Meets Standard category. This sustained upward trajectory suggests that instructional practices, intervention systems, and academic supports have become increasingly effective in accelerating student learning and improving mathematics outcomes over time.

Although the school spent a portion of the charter term below the standard, the consistent improvement in growth outcomes and achievement of Meets Standard performance in both 2024 and 2025 indicate that students are now making academic progress at rates comparable to or exceeding those of similar students statewide. Therefore, the school **Meets Standard** for Math growth.

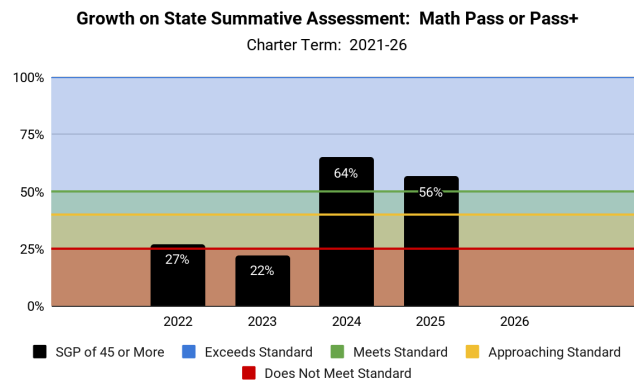
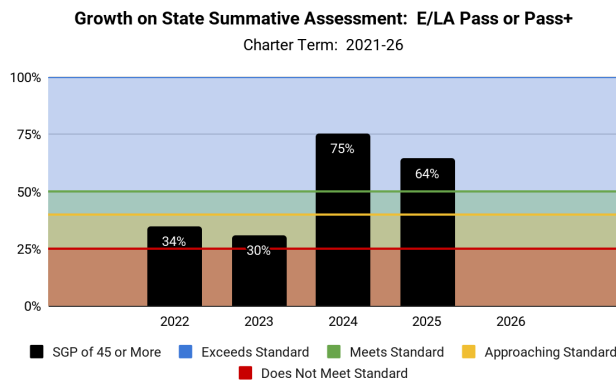
Passing Status Growth on State Summative Assessment

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

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

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

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



English/Language Arts: The school's performance on this measure improved substantially over the charter term. In 2022 and 2023, only 34% and 30%, respectively, of previously proficient students achieved an SGP of 45 or greater, resulting in Approaching Standard ratings. Beginning in 2024, however, the school demonstrated a marked increase in growth among proficient students, with 75% meeting the benchmark, followed by 64% in 2025. Both years exceeded the 50% threshold required for an Exceeds Standard rating, indicating that a strong majority of previously proficient students maintained growth levels sufficient to support continued academic success.

The significant improvement observed since 2024 suggests that the school's instructional practices have become increasingly effective at not only supporting struggling learners but also maintaining achievement among students who have already reached proficiency. Therefore, the school receives a rating of **Exceeds Standard** for this measure.

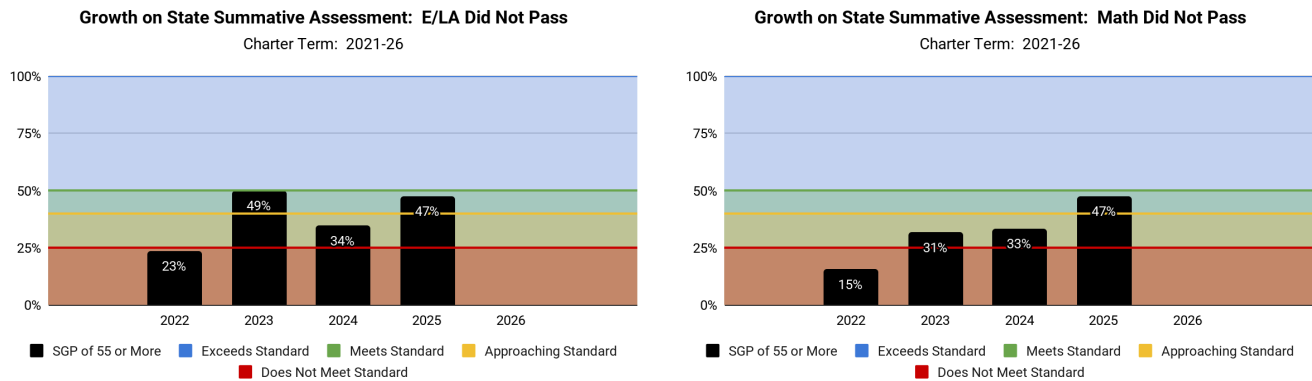
Math: The school's performance on this measure reflects a substantial improvement over the charter term. In 2022 and 2023, only 27% and 22% of previously proficient students achieved an SGP of 45 or greater, resulting in Approaching Standard and Does Not Meet Standard ratings, respectively. However, performance improved dramatically in 2024, when 64% of previously proficient students met the benchmark, and remained strong in 2025 at 56%. Both years exceeded the 50% threshold required for an Exceeds Standard rating, demonstrating that a majority of proficient students continued to make sufficient academic progress to sustain their achievement levels.

While earlier results indicated challenges in maintaining growth among higher-performing students, the significant gains observed in the most recent years suggest meaningful improvements in instructional effectiveness and support systems for students already performing at or above grade level. Therefore, the school **Exceeds Standard** for this measure.

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

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

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



English/Language Arts: The school's performance on this measure demonstrated improvement over the charter term, though results fluctuated from year to year. In 2022, only 23% of previously non-proficient students achieved an SGP of 55 or greater, resulting in a Does Not Meet Standard rating. Performance improved substantially in 2023, when 49% of students met the benchmark, placing the school in the Meets Standard range. Results declined to 34% in 2024, resulting in an Approaching Standard rating, before increasing again to 47% in 2025 and returning to the Meets Standard category.

While the school has not consistently demonstrated accelerated growth among non-proficient students, the improvement from 2022 and the strong performance observed in both 2023 and 2025 indicate that a meaningful proportion of struggling students are making growth at levels sufficient to move them toward proficiency. Therefore, the school receives a rating of **Meets Standard** for this measure.

Math: The school's performance on this measure improved steadily throughout the charter term. In 2022, only 15% of previously non-proficient students achieved an SGP of 55 or greater, resulting in a Does Not Meet Standard rating. Performance increased to 31% in 2023 and 33% in 2024, placing the school in the Approaching Standard range in both years. In 2025, the percentage of students meeting the benchmark increased to 47%, moving the school into the Meets Standard category for the first time during the charter term.

Although the school spent much of the review period below the desired performance level, the consistent year-over-year improvement demonstrates increasing success in accelerating growth among students who entered below proficiency. The substantial gain achieved in 2025 suggests that instructional support and intervention strategies are becoming more effective in helping struggling students close academic gaps and progress toward grade-level expectations. Therefore, the school receives a rating of **Meets Standard** for this measure.

Comparison to Local Schools

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

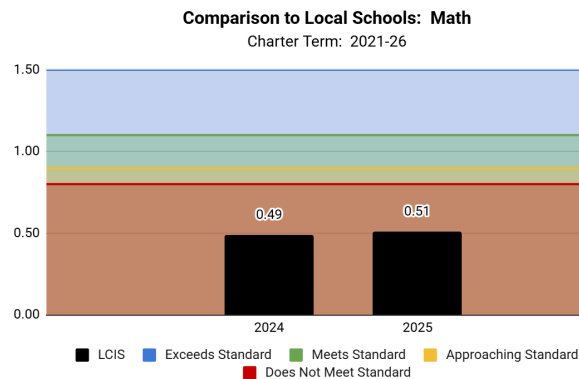
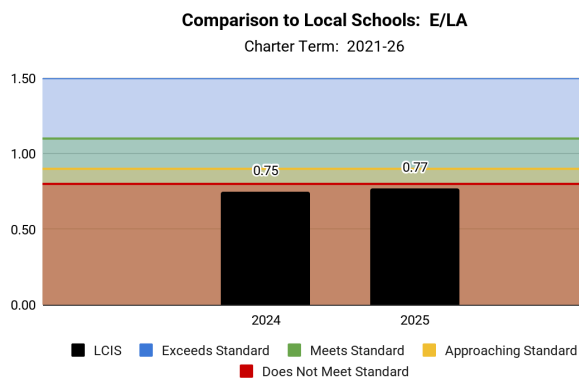
The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school is outperforming comparison schools with a WCI of 1.15 or above.	The school is performing on par with comparison schools with a WCI of 0.95-1.149.	The school is performing slightly below comparison schools with a WCI of 0.80-0.949..	The school is performing noticeably below comparison schools with a WCI of less than 0.80.

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%	33%	
Lincoln Elementary School	74.9%	15.3%	8.1 miles
Needmore Elementary School	60.5%	16.6%	6.9 miles
Dollens Elementary School	64.9%	23.5%	6.9 miles
Parkview Elementary School	71.2%	24.2%	6.5 miles
Springville Community Academy	39.1%	16.2%	6.8 miles

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



School Name	E/LA Proficiency	Math Proficiency
LCIS	0.77	0.51
Lincoln Elementary School	0.83	0.63
Needmore Elementary School	0.57	0.46
Dollens Elementary School	1.21	0.64
Parkview Elementary School	0.61	0.33
Springville Community Academy	0.65	0.50

LCIS earned a WCI of 0.77 in E/LA and 0.51 in math, resulting in a **Does Not Meet Standard** rating in both content areas. These results indicate that students performed below the level of students attending nearby schools with similar demographic characteristics. Although the school outperformed some local comparison schools and demonstrated stronger outcomes among legacy students than within its overall student population, these gains were not sufficient to bring overall performance in line with comparable schools.

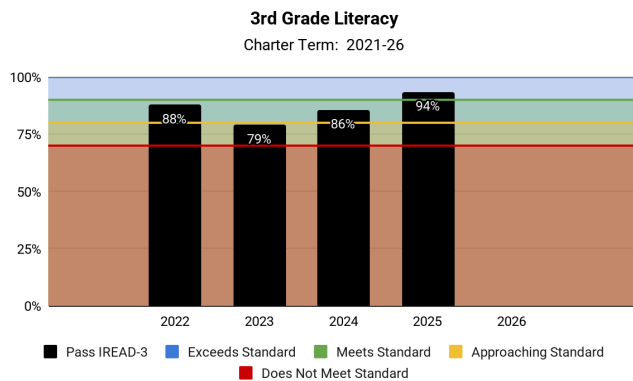
The school's comparative performance was notably stronger in E/LA than in Mathematics, suggesting that recent improvements in literacy outcomes may be beginning to narrow performance gaps. However, additional progress will be

necessary for LCIS to achieve parity with the highest-performing local schools and meet the expectations established within the Accountability Plan Performance Framework.

3rd Grade Literacy

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

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



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.

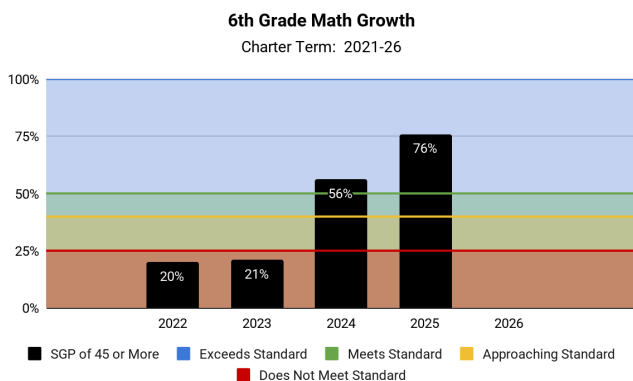
In 2024–25, LCIS achieved a 94% passing rate on the IREAD-3 assessment, exceeding the statewide passing rate of 87% by 7 percentage points. This performance falls within the **Exceeds Standard** range and places the school just one percentage point below Indiana's statewide goal of 95% proficiency by 2027. The results suggest that the school's early literacy systems are effectively supporting students in developing

foundational reading skills by the end of third grade. While challenges remain in later-grade E/LA proficiency outcomes, the school's strong IREAD-3 performance demonstrates that students are entering upper elementary grades with a solid literacy foundation upon which future academic growth can be built.

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.



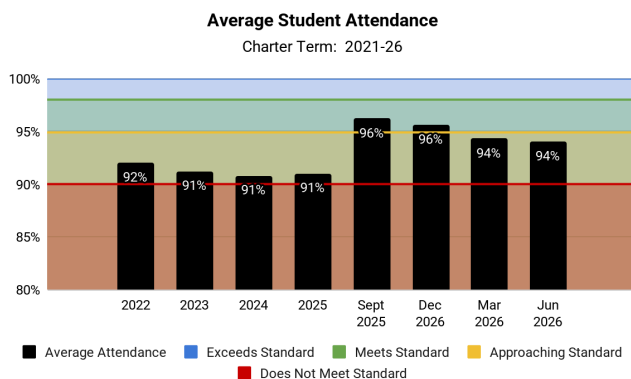
The corresponding graph illustrates the percentage of sixth-grade students achieving a SGP of 45 or greater on the ILEARN Math assessment throughout the current charter term. In 2024–25, 76% of sixth-grade students met this benchmark, indicating that a substantial majority of students demonstrated growth comparable to or greater than that of their academic peers statewide. Because this percentage exceeds the 50% threshold established within the Accountability Plan

Performance Framework, the school receives a rating of **Exceeds Standard**. These results are particularly noteworthy given that the school's overall federal accountability report card identified mathematics growth as an area of concern, with both the math Academic Progress and math Closing Achievement Gaps indicators receiving Does Not Meet Expectations ratings. The strong sixth-grade growth results suggest that while schoolwide mathematics outcomes remain inconsistent, sixth grade represents an area of relative strength where instructional practices and supports appear to be yielding stronger student growth outcomes than those observed across the broader student population.

Average Student Attendance

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

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



The school demonstrated improved student attendance during the 2025-26 school year compared to the previous four years, providing clear evidence that the attendance strategies implemented by school leadership are having a positive impact. Maintaining this trajectory and building on the current momentum will be important in the coming school year to further support student success.

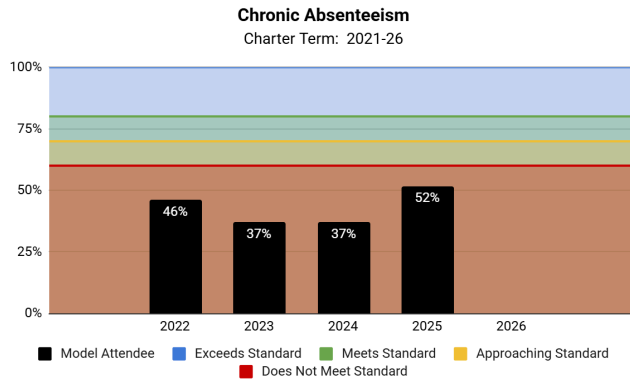
Regular attendance ensures students have consistent exposure to classroom instruction, allowing them to remain engaged with learning activities and fully participate in the educational environment. Consistent attendance also helps

students build a strong foundation of knowledge by ensuring they do not miss important lessons or key concepts across subject areas. Based on this percentage, the school receives a rating of **Approaching Standard**.

Addressing Chronic Absenteeism

Student attendance, on a federal level, measures whether students are considered "model attendees" by either demonstrating persistent attendance or improved attendance during the school year. Persistent attendance is defined as having at least a 96% attendance rate. Improved attendance is defined as improving the student's attendance rate by at least three percentage points from the prior school year to the current. The school receives an overall rating for this measure at the end of the year based on data submitted to the IDOE and ESSA goals created by the state of Indiana. The rubric for this indicator is as follows:

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



The graph illustrates trends in the percentage of students classified as model attendees throughout the current charter term. In 2024–25, 52% of students met the state's definition of a model attendee, either by maintaining an attendance rate of at least 96% or improving their attendance rate by at least three percentage points from the previous year. While this result represents a notable improvement from 40% in 2023–24 and marks the highest model attendee rate observed during the charter term, it remains below the 60% threshold required for an Approaching Standard rating. Therefore, the school receives a rating of **Does Not Meet Standard**.

The trend data suggests that the school has begun to reverse a multi-year decline in attendance outcomes, improving from 45% in 2022–23 and 40% in 2023–24 to 52% in 2024–25. However, nearly half of students still did not meet the state's model attendance criteria, indicating that chronic absenteeism remains a significant challenge. Because attendance is strongly associated with academic achievement, student engagement, and access to instruction, continued improvement in student attendance will likely be critical to sustaining the positive growth trends observed in several academic measures and translating those gains into higher levels of student proficiency over time.

Special Education

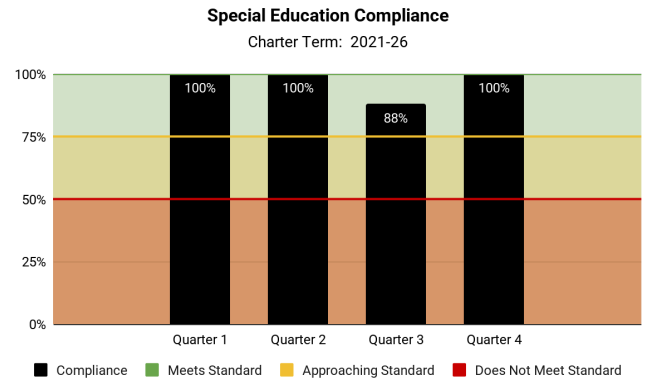
Special Education Compliance: To ensure that laws and requirements are being upheld and students with special needs are being serviced appropriately, Education One conducts a Special Education compliance check on a quarterly basis and looks for the following components:

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

The rubric for this sub-indicator is as follows:

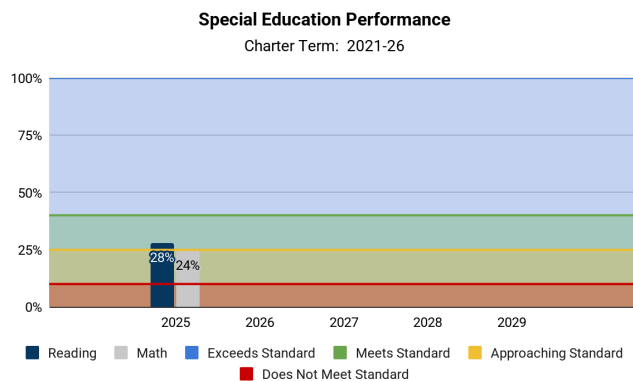
Meets Standard	Approaching Standard	Does Not Meet Standard
75.0% or more of compliance characteristics are rated as Meets Standard.	50.0-74.9% of compliance characteristics are rated as Meets Standard.	Less than 50.0% of compliance characteristics are rated as Meets Standard OR Two or more compliance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

The school ensures that every student with an Individualized Education Plan (IEP) receives tailored support and services. Indiana's online system shows that IEP goals are meticulously established, current, and up-to-date, reflecting a commitment to individualized student success. Disciplinary actions are managed with fairness and legality, and the percentage of disciplinary actions among special education students is aligned with their overall population percentage, demonstrating a balanced approach to behavior management. The corresponding graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, LCIS receives a rating of **Meets Standard**.



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

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
40.0% or more of Special Education students in grades 3-8 were approaching, meeting, or exceeding proficiency on the state summative assessment.	25.0-39.9% of Special Education students in grades 3-8 were approaching, meeting, or exceeding proficiency on the state summative assessment.	10.0-24.9% of Special Education students in grades 3-8 were approaching, meeting, or exceeding proficiency on the state summative assessment.	Less than 10.0% of Special Education students in grades 3-8 were approaching, meeting, or exceeding proficiency on the state summative assessment.



In 2024–25, the school served 61 students with IEPs, representing 29.8% of the overall student population. The corresponding graph illustrates the percentage of Special Education students who were approaching, meeting, or exceeding proficiency on the state summative assessment throughout the current charter term.

Results indicated that when E/LA and math outcomes were averaged, 26% of students with IEPs were approaching, meeting, or exceeding proficiency on the state summative assessments. This performance falls within the Meets Standard range established by the Accountability Plan

Performance Framework. Therefore, the school receives a rating of **Meets Standard**.

The results are particularly notable given the size of the school's Special Education population and the school's overall academic performance. These findings suggest that while overall proficiency rates remain an area for continued improvement, the school's Special Education services and instructional supports are helping students with disabilities access grade-level content and perform at levels similar to their non-disabled peers

LOCAL ACADEMIC PERFORMANCE

Instruction

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

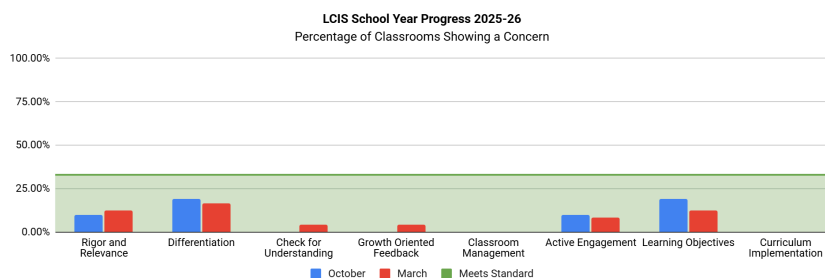
- **Rigor and Relevance:** Instructional delivery possesses the appropriate level of rigor and relevance, whereas rigor is defined as complexity and relevance is defined as culturally affirming.
- **Differentiated Instruction:** Differentiation in a classroom refers to the practice of tailoring instruction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

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

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

The rubric for this measure is as follows:

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



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

Any area that had 50% or more classrooms exhibiting misalignment to the best practice were recommended as areas of focus and

improvement with the school leadership team at the site visit and to the Board of Directors during regularly scheduled board meetings.

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

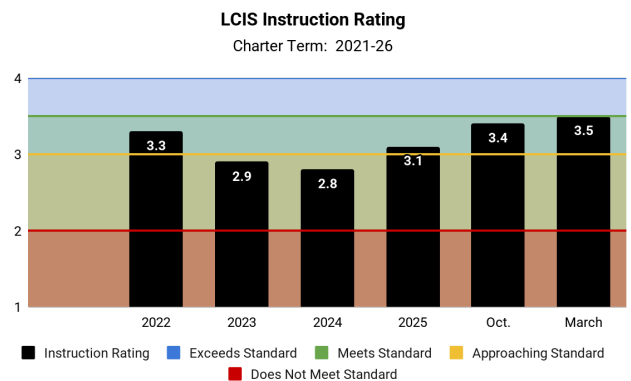
	October	March
Rigor + Relevance	10%	12.5%
Differentiation	19%	16.7%
Checks for Understanding	0%	4.2%
Growth Oriented Feedback	0%	4.2%
Classroom Management	0%	0.0%
Active Engagement	10%	8.3%
Learning Objectives	19%	12.5%
Curriculum Implementation	0%	0.0%

The school demonstrates several consistent instructional strengths across classrooms, particularly in the establishment of a positive and engaging learning environment. Teachers set and reinforce clear expectations for behavior, academic performance, and classroom routines, contributing to classrooms where students are actively engaged and contribute meaningfully to discussions. Students regularly explain and justify their thinking and respond to peers, reflecting a culture that supports discourse and higher levels of cognitive engagement. Strong, respectful relationships between teachers and students further support this environment, and feedback provided to students is specific and actionable, helping to reinforce learning expectations and guide improvement.

Moving forward, the school is well-positioned to strengthen instructional consistency by identifying and scaling effective practices already present within the building. Creating structured opportunities for teachers to observe, collaborate, and learn from high-performing peers, alongside continued use of varied instructional strategies, will support more cohesive and responsive instruction across classrooms. By strengthening differentiation and leveraging data-driven practices, the school can build on its strong culture of engagement to further enhance student learning outcomes.

Based on the school's federal, state, and local academic measure outcomes, the school was identified as a Tier IIa school, receiving site visits on a quarterly basis during the 2025-26 school year. The following graph illustrates the school's instructional trend data throughout the current charter term (by year) and then the current school year (by month).

Based on the qualitative and quantitative evidence collected throughout the 2025-26 school year, LCIS receives a rating of **Exceeds Standard** with an average instruction rating of 3.5 points.



Progress Towards Proficiency on Benchmark Assessment

The success of the school's educational model is measured by analyzing the percentage of students who demonstrate grade level proficiency and/or those who are growing appropriately towards proficiency. Ratings for both reading and math are based on the results of the school's chosen benchmark assessment and standards. The rubric for this sub-indicator is as follows:

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

During the 2025-26 school year, LCIS utilized the Northwest Evaluation Association (NWEA) tool Measures of Academic Progress (MAP) and Indiana Checkpoints. This computer adaptive assessment evaluates students in reading and math and is aligned to grade level standards. Results were consistently collected, analyzed, and discussed after each testing window to identify areas of 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 K-8							
	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	82%	73%	77%	✓	77%	82%	✓
First	42%	55%	73%	✓	50%	80%	✓
Second	70%	59%	68%	✗	68%	79%	✓
Third	79%	67%	78%	✓	63%	75%	✓
Fourth	60%	52%	64%	✗	56%	68%	✗
Fifth	53%	61%	83%	✓	64%	71%	✓
Sixth	52%	53%	63%	✗	44%	44%	✗
Seventh	58%	58%	83%	✓	80%	90%	✓
Eighth	33%	42%	67%	✗	20%	60%	✗
School	60%	59%	72%	✓	60%	74%	✓
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard							

Progress Towards Proficiency: Reading 3-8						
	LCIS			Indiana		
	Checkpoint One	Checkpoint Two	Checkpoint Three	Checkpoint One	Checkpoint Two	Checkpoint Three
Third	12%	11%	28%	25%	34%	38%
Fourth	21%	46%	36%	34%	37%	43%
Fifth	39%	18%	29%	34%	39%	37%
Sixth	30%	26%	19%	37%	37%	42%
Seventh	9%	36%	27%	32%	38%	40%
Eighth	9%	15%	0%	38%	40%	44%
School	22%	27%	25%	N/A	N/A	N/A
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard						

Reading: During the 2025–26 school year, LCIS demonstrated overall success in supporting students toward grade-level reading proficiency as measured by its benchmark assessment system. Schoolwide, 74% of students either maintained grade-level proficiency or met their individual growth targets by the end of the year.

Performance varied by grade level but reflected several notable areas of strength. Kindergarten through third grade, fifth grade, and seventh grade all achieved Meets Standard or higher by the spring assessment window. Particularly strong results were observed in first grade, where progress toward proficiency increased from 73% in the winter to 80% by spring, and seventh grade, where 90% of students either maintained proficiency or met growth expectations. Fifth grade also demonstrated strong growth, with 71% of students meeting proficiency or growth expectations by the end of the year despite only 64% of students demonstrating proficiency.

At the same time, results were inconsistent across the school. Fourth grade (68%), sixth grade (44%), and eighth grade (60%) failed to meet the school's benchmark target by the end of the year. The most significant concern was sixth grade, where progress toward proficiency declined from 63% at mid-year to 44% by spring, indicating that a substantial portion of students were neither maintaining proficiency nor meeting expected growth targets.

While NWEA results suggest that many students are making appropriate growth from their starting points, standards-aligned Checkpoint data presents a more cautious picture of grade-level achievement. Across grades 3–8, Checkpoint proficiency increased from 22% at Checkpoint One to 25% at Checkpoint Three, but overall proficiency remained substantially below state expectations. Improvement was observed in several grades, including third, fourth, and seventh grade; however, proficiency declined in sixth grade and fell to 0% in eighth grade by the final Checkpoint administration. These results suggest that although the school is successfully supporting growth for many students, a significant percentage of students have not yet reached grade-level reading expectations.

Overall, the data indicates that LCIS has been more successful in helping students make incremental progress toward proficiency than in accelerating students to grade-level performance. The school's benchmark results suggest that instructional systems are supporting growth for many students, particularly in the elementary grades. However, continued attention is needed to ensure that growth translates into stronger standards-aligned proficiency outcomes, especially in the upper grades where achievement gaps remain most pronounced. Overall, the school receives a rating of **Meets Standard**, according to the school's Accountability Plan Performance Framework.

Progress Towards Proficiency: Math K-8							
	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	52%	69%	85%	✓	77%	86%	✓
First	46%	64%	91%	✓	67%	81%	✓
Second	78%	77%	86%	✓	86%	90%	✓
Third	52%	69%	83%	✓	77%	82%	✓
Fourth	68%	48%	52%	✗	80%	88%	✓
Fifth	47%	39%	50%	✗	70%	100%	✓
Sixth	43%	37%	58%	✗	36%	43%	✗
Seventh	25%	33%	75%	✓	50%	80%	✓
Eighth	33%	42%	67%	✗	33%	56%	✗
School	52%	56%	72%	✓	69%	81%	✓
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard							

Progress Towards Proficiency: Math 3-8						
	LCIS			Indiana		
	Checkpoint One	Checkpoint Two	Checkpoint Three	Checkpoint One	Checkpoint Two	Checkpoint Three
Third	41%	17%	29%	45%	43%	48%
Fourth	21%	39%	32%	48%	41%	50%
Fifth	24%	24%	21%	42%	41%	44%
Sixth	21%	26%	28%	31%	37%	44%
Seventh	18%	18%	18%	37%	39%	37%
Eighth	0%	0%	0%	32%	38%	38%
School	22%	24%	22%	N/A	N/A	N/A
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard						

Math: During the 2025–26 school year, LCIS demonstrated strong performance on its benchmark assessment measure for math. Schoolwide, 81% of students either maintained grade-level proficiency or met their individual growth targets by the end of the year. Several grade levels demonstrated particularly strong outcomes. Kindergarten through fifth grade and seventh grade all exceeded the framework benchmark by the end of the year. Notable growth was observed in fourth grade, where proficiency increased from 68% in the fall to 80% by spring, and fifth grade, where proficiency increased from 47% to 70% while 100% of students either maintained proficiency or met growth expectations. Seventh grade also demonstrated substantial improvement, increasing from 25% proficiency in the fall to 50% proficiency by spring while achieving an 80% progress toward proficiency rate.

At the same time, performance remained inconsistent across grade levels. Sixth grade and eighth grade did not meet the benchmark expectation by the end of the year, with only 43% and 56% of students, respectively, maintaining proficiency or meeting growth targets. These results suggest that while many students are making strong progress in math, challenges remain in sustaining growth and accelerating achievement in certain middle school grades.

The school's benchmark assessment results also suggest stronger overall mathematics growth than was observed in reading. Schoolwide proficiency increased from 52% in the fall to 69% in the spring, while progress toward proficiency increased from 72% at mid-year to 81% by the end of the year. These results indicate that a substantial majority of students either maintained grade-level performance or demonstrated sufficient growth toward proficiency throughout the school year.

However, standards-aligned Indiana Checkpoint data presents a more cautious picture of student achievement. Across grades 3–8, schoolwide proficiency remained relatively flat, increasing from 22% at Checkpoint One to 24% at Checkpoint Two before returning to 22% at Checkpoint Three. While some grade levels demonstrated improvement, particularly fourth grade and sixth grade, proficiency rates remained substantially below statewide averages in nearly every grade. Most notably, eighth-grade proficiency remained at 0% across all three checkpoint administrations.

Overall, the data suggests that LCIS has established systems capable of supporting meaningful math growth and movement toward proficiency for many students, particularly in the elementary grades. The strong benchmark results indicate that students are making academic progress from their starting points; however, the Checkpoint data suggests that these gains have not yet consistently translated into grade-level mastery of Indiana standards. Continued attention should be given to strengthening mathematics achievement in the middle grades and accelerating students from growth toward sustained grade-level proficiency. Overall, the school receives a rating of **Exceeds Standard**, according to the school's Accountability Plan Performance Framework.

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 K-8								
	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
White	96%	61%	60%	73%	✓	62%	75%	✓
F/R Lunch	66%	62%	58%	72%	✓	59%	71%	✓
SPED	35%	44%	35%	54%	✗	43%	59%	✗
Bottom 25%	25%	10%	17%	63%	✗	18%	63%	✗
School	100%	60%	59%	72%	✓	60%	74%	✓
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard								

Progress Towards Proficiency: Reading 3-8						
	Population %	Checkpoint One	Checkpoint Two	Checkpoint Three	End of Year Progress Towards Proficiency	Rating
White	96%	21%	27%	25%	N/A	N/A
F/R Lunch	66%	16%	18%	21%	N/A	N/A
SPED	35%	36%	23%	27%	N/A	N/A
School	100%	22%	27%	25%	N/A	N/A
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard						

Reading: Reading subgroup results largely mirrored the schoolwide trend, demonstrating that many students made progress toward proficiency while highlighting persistent challenges among students with the greatest academic needs. By the end of the school year, both White students and students eligible for Free and Reduced Lunch met the Accountability Plan Performance Framework standard, with 75% and 71% of students, respectively, either maintaining grade-level proficiency or meeting growth expectations. Given that these groups represent 96% and 66% of the student population, respectively, their performance contributed significantly to the school's overall rating of Meets Standard.

At the same time, results indicate that the school's intervention efforts are not yet producing sufficient acceleration for all student groups. Students receiving Special Education services demonstrated improvement from a baseline proficiency rate of 44% to 43% proficiency by the spring assessment window, with 59% of students maintaining

proficiency or meeting growth targets. Similarly, students in the Bottom 25% subgroup increased proficiency from 10% to 18%, but only 63% met progress toward proficiency expectations by the end of the year. Both groups received a rating of Approaching Standard, indicating that while some students are making meaningful progress, growth is not occurring at a rate sufficient to close achievement gaps or move a larger percentage of students toward grade-level performance.

Checkpoint results provide additional context regarding standards-aligned proficiency. While benchmark data suggests many students are making appropriate growth, proficiency rates remained low across all subgroups on Indiana Checkpoints. By the final checkpoint administration, proficiency rates were 25% for White students, 21% for students eligible for Free and Reduced Lunch, and 27% for students receiving Special Education services. Notably, Special Education students performed slightly above the schoolwide average of 25%, a trend that aligns with other accountability measures showing that students with disabilities are generally performing at levels comparable to the overall student population despite remaining below grade-level expectations.

Overall, the subgroup data suggests that LCIS has established systems capable of supporting growth across most student groups, particularly among its largest populations. However, the results also indicate that students requiring the most intensive support, including Special Education students and the Bottom 25% subgroup, continue to experience challenges reaching grade-level proficiency. Continued emphasis on intervention effectiveness, progress monitoring, and targeted instructional support will be critical to ensuring that growth translates into accelerated achievement for the school's most academically vulnerable students. Because of this, the school receives a rating of **Approaching Standard**.

Progress Towards Proficiency: Math K-8								
	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
White	96%	54%	55%	72%	✓	68%	80%	✓
F/R Lunch	66%	50%	52%	69%	✗	65%	80%	✓
SPED	35%	34%	33%	55%	✗	46%	68%	✗
Bottom 25%	25%	2%	9%	57%	✗	26%	68%	✗
School	100%	53%	55%	72%	✓	68%	81%	✓
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard								

Progress Towards Proficiency: Math 3-8						
	Population %	Checkpoint One	Checkpoint Two	Checkpoint Three	End of Year Progress Towards Proficiency	Rating
White	96%	22%	23%	50%	N/A	N/A
F/R Lunch	66%	14%	22%	16%	N/A	N/A
SPED	35%	36%	23%	27%	N/A	N/A
School	100%	22%	24%	22%	N/A	N/A
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard						

Math: Math subgroup results indicate that LCIS was generally successful in supporting growth and movement toward proficiency across most student populations. By the end of the school year, White students and students eligible for Free and Reduced Lunch both achieved Exceeds Standard ratings, with 80% of students in each subgroup either maintaining grade-level proficiency or meeting growth expectations. Given that these groups represent 96% and 66% of the student population, respectively, their strong performance contributed significantly to the school's overall math rating.

The most notable improvement was observed among students eligible for Free and Reduced Lunch. This subgroup increased from a baseline proficiency rate of 50% to 65% proficiency by the spring assessment window while also increasing progress toward proficiency from 69% at mid-year to 80% by the end of the year. White students

demonstrated similarly strong growth, increasing from 54% proficiency in the fall to 68% proficiency in the spring while achieving an 80% progress toward proficiency rate.

While overall subgroup results were stronger in math than in reading, the data continues to highlight challenges among students requiring the most intensive academic support. Students receiving Special Education services improved proficiency from 34% to 46%, while students in the Bottom 25% subgroup increased proficiency from 2% to 26%. Both groups demonstrated meaningful academic growth throughout the year and achieved progress toward proficiency rates of 68%, narrowly missing the Meets Standard threshold. These results suggest that intervention systems are helping students make progress from their starting points; however, growth is not yet occurring at a pace sufficient to ensure that a larger percentage of these students reach grade-level expectations.

Checkpoint data provides additional context regarding standards mastery. Although benchmark assessment results indicate strong growth and movement toward proficiency, standards-aligned mathematics proficiency remained substantially lower. Schoolwide Checkpoint proficiency remained relatively flat throughout the year, increasing from 22% at Checkpoint One to 24% at Checkpoint Two before returning to 22% at Checkpoint Three. Similar trends were observed among students eligible for Free and Reduced Lunch, while Special Education students demonstrated a final proficiency rate of 27%, slightly above the schoolwide average. These results suggest that while many students are making appropriate growth, the majority have not yet achieved mastery of grade-level Indiana mathematics standards.

Overall, the subgroup data indicates that LCIS has established systems capable of supporting meaningful mathematics growth across most student populations and has been particularly successful in supporting growth among its largest student groups. However, the results also suggest that students receiving the most intensive interventions, including Special Education students and students in the Bottom 25%, continue to require additional support to accelerate achievement and close proficiency gaps. Continued focus on intervention effectiveness, progress monitoring, and targeted mathematics instruction will be critical to ensuring that growth translates into sustained grade-level proficiency for the school's most academically vulnerable learners. Overall, the school receives a rating of **Meets Standard**, according to the school's Accountability Plan Performance Framework.

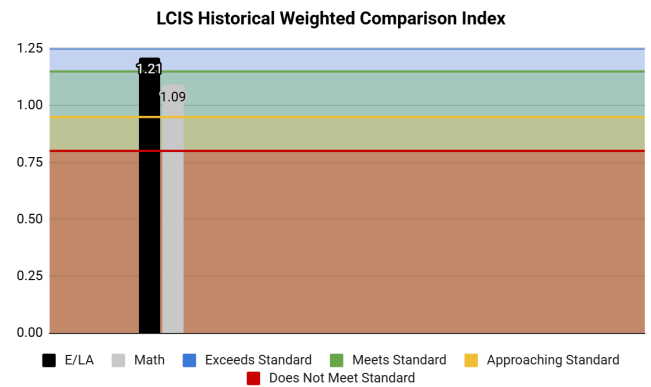
Historical Proficiency

The success of the school's educational model is measured by analyzing how legacy students perform compared to non-legacy students. A legacy student is identified by having attended the school for a minimum of three consecutive years. A Legacy Performance Index (LPI) is used to quantify this relationship by comparing the proficiency rates of legacy students to non-legacy peers. This approach allows for consistent year-over-year comparisons and accounts for differences in group size. In addition, absolute proficiency thresholds are included to highlight when legacy students demonstrate high achievement regardless of comparison. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
LPI >1.075 OR The percentage of legacy students meeting grade level proficiency standards is at least 80.0%.	LPI is between 1.050-1.075 OR The percentage of legacy students meeting grade level proficiency standards is between 70.0-79.9%.	LPI is between 1.025-1.049 OR The percentage of legacy students meeting grade level proficiency standards is between 60.0-69.9%.	LPI <1.025 OR The percentage of legacy students meeting grade level proficiency standards is less than 60.0%

An LPI greater than 1.00 indicates that legacy students outperform their non-legacy peers, while higher values suggest a stronger association between student persistence and academic success. In addition to the LPI, absolute proficiency rates are considered to provide context regarding the overall level of student achievement.

The following table and graphs illustrate the historical proficiency of legacy students, non-legacy students, and the overall student population throughout the school's current charter term. Legacy students are defined as students enrolled at the school for a minimum of three consecutive years in grades 2–8, while non-legacy students have been enrolled for less than three years. The ratings included in the table are based on end-of-year proficiency rates and are provided as context for overall academic performance. Particular attention should be given to the LPI, which provides insight into whether students who remain enrolled over time are experiencing stronger academic outcomes than their peers and, therefore, whether the school's educational model appears to be producing cumulative benefits as students persist within the program.



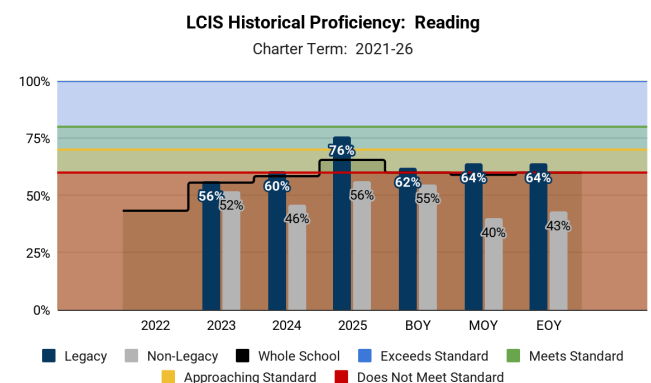
Historical Proficiency: Checkpoints 3-8									
		Reading				Math			
	Population %	Checkpoint 1	Checkpoint 2	Checkpoint 3	Rating	Checkpoint 1	Checkpoint 2	Checkpoint 3	Rating
Legacy	69%	27%	31%	27%	✗	26%	28%	25%	✗
Non-Legacy	31%	12%	20%	22%	✗	15%	14%	19%	✗
Whole School	100%	22%	27%	25%	✗	22%	24%	22%	✗

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

Historical Proficiency: NWEA K-8									
		Reading				Math			
	Population %	Baseline Proficiency	Mid-Year Proficiency	End of Year Proficiency	Rating	Baseline Proficiency	Mid-Year Proficiency	End of Year Proficiency	Rating
K-1	28%	63%	65%	64%	✗	49%	67%	72%	✓
Legacy	50%	62%	64%	64%	✗	60%	58%	69%	✗
Non-Legacy	23%	55%	40%	43%	✗	43%	32%	58%	✗
Whole School	100%	60%	59%	60%	✗	53%	55%	68%	✗

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

Reading: At the end of the 2025–26 school year, 27.4% of legacy students in grades 3–8 were considered on grade level on Indiana Checkpoints, compared to 22.0% of non-legacy students. This difference is further supported by the checkpoint trajectory, where legacy students consistently outperformed non-legacy peers across all three checkpoint administrations (26.8%, 31.0%, and 27.4% compared to 11.8%, 20.0%, and 22.0%, respectively), maintaining a meaningful advantage throughout the year even as both groups experienced a modest decline between Checkpoints 2 and 3.

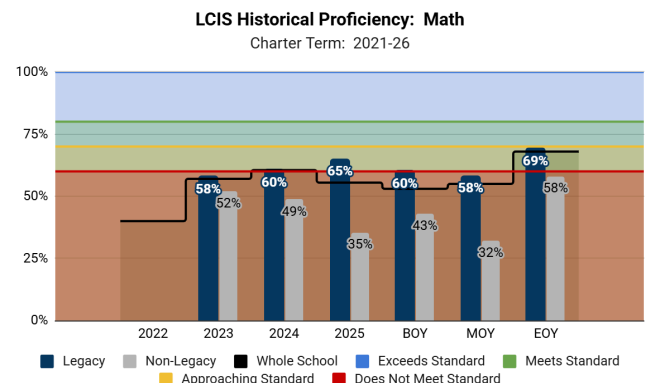


A similar pattern is evident in the school's NWEA reading results. Legacy students demonstrated steady performance throughout the year, increasing from 61.5% proficiency at baseline to 64.0% by the spring assessment window. In contrast, non-legacy students began the year at 55.0% proficiency but declined to 42.9% by year's end. As a result, the proficiency gap between legacy and non-legacy students widened over the course of the year, further reinforcing the relationship between student persistence and academic outcomes.

These differences are reflected in the school's LPI of 1.21, indicating that legacy students performed approximately 21% better than their non-legacy peers in reading proficiency. This substantial performance gap suggests that students who remain enrolled in the school's educational program for multiple years are experiencing stronger academic outcomes than students who have attended for a shorter period of time. The consistency of this trend across both Indiana Checkpoints and NWEA assessments provides evidence that the school's instructional model may become increasingly effective as students experience greater continuity within the program.

At the same time, absolute proficiency levels remain relatively low for both student groups. While legacy students outperform their non-legacy peers, fewer than one-third of legacy students demonstrated grade-level proficiency on Indiana Checkpoints by the end of the year. This suggests that although sustained enrollment appears to be associated with improved academic outcomes, additional acceleration is needed to ensure that a larger percentage of students achieve grade-level reading expectations. With an LPI of 1.21, the school receives a rating of **Exceeds Standard** according to the Accountability Plan Performance Framework.

Math: At the end of the 2025–26 school year, 25.0% of legacy students in grades 3–8 were considered on grade level on Indiana Checkpoints, compared to 19.0% of non-legacy students. Legacy students outperformed non-legacy students across all three checkpoint administrations, posting proficiency rates of 26.0%, 28.0%, and 25.0% compared to 15.0%, 14.0%, and 19.0%, respectively. While proficiency levels remained relatively low for both groups, legacy students maintained a consistent advantage throughout the year.



A similar pattern emerged on the NWEA mathematics assessment. Legacy students increased proficiency from 60.0% at baseline to 69.0% by the spring assessment window, while non-legacy students improved from 43.0% to 58.0% during the same period. Although both groups demonstrated growth, legacy students maintained higher proficiency rates throughout the year and finished the year 11 percentage points ahead of their non-legacy peers.

These differences are reflected in the school's LPI of 1.09, indicating that legacy students performed approximately 9% better than their non-legacy peers in math proficiency. While the gap is less pronounced than that observed in reading, the results nevertheless suggest that students who remain enrolled in the school's educational program for multiple years are experiencing stronger mathematics outcomes than students who have attended for a shorter period of time. The consistency of this trend across both Indiana Checkpoints and NWEA assessments provides evidence that sustained participation in the school's instructional model may contribute to improved math achievement over time.

At the same time, the magnitude of the legacy advantage in math is more modest than in reading, and overall proficiency rates remain below desired levels. Only one-quarter of legacy students demonstrated grade-level proficiency on Indiana Checkpoints by the end of the year, indicating that while long-term enrollment appears to support stronger relative performance, additional acceleration is needed to ensure that a substantially larger percentage of students achieve grade-level math standards. With an LPI of 1.09, the school receives a rating of **Exceeds Standard** according to the Accountability Plan Performance Framework.

Part II: Financial Performance

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

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

Is the school in good financial standing?

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

What does the Overall Rating for Financial Performance mean?

Year 1	The school received a rating of Approaching Standard, 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.
Year 5	The school's overall financial performance rating of Meets Standard, with a weighted score of 3.0, indicates that LCIS is in good financial standing and demonstrates the capacity to sustain ongoing operations. The school met expectations in nearly all financial indicators, maintaining strong liquidity, low debt levels, stable enrollment, and timely financial reporting. While days cash on hand declined during the review period and warrants continued monitoring, the school maintained adequate cash reserves and did not exhibit signs of financial distress. Overall, the financial data suggests that LCIS possesses the resources and financial management practices necessary to support long-term organizational stability and continue delivering its educational program.

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

Financial Management

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

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

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

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

Throughout the review period, LCIS submitted all required quarterly financial statements in a timely manner, providing Education One with the information necessary to monitor the school's financial condition and assess key financial indicators. The school also completed its annual audit for the period of July 1, 2024, through June 30, 2025. The audit identified repeat findings related to the timely deposit of receipts and ticket sale funds. Auditors noted that 18 of 25 sampled receipts and all three sampled ticket sales tested were not deposited within the timeframe required by Indiana Charter School Accounting and Uniform Compliance Guidelines, with delays ranging from 6 to 118 days after receipt. While these findings reflect weaknesses in the implementation of cash-handling procedures, they did not indicate concerns regarding the school's financial condition, fiscal solvency, or financial reporting practices. In response, the school revised its cash-handling procedures, strengthened oversight of deposit practices, and established quarterly internal audits to monitor compliance with deposit requirements.

Because the school submitted all required quarterly financial reports, completed its annual audit, and the identified findings were operational in nature rather than indicative of broader financial management concerns, the school receives a rating of **Meets Standard** for Financial Management.

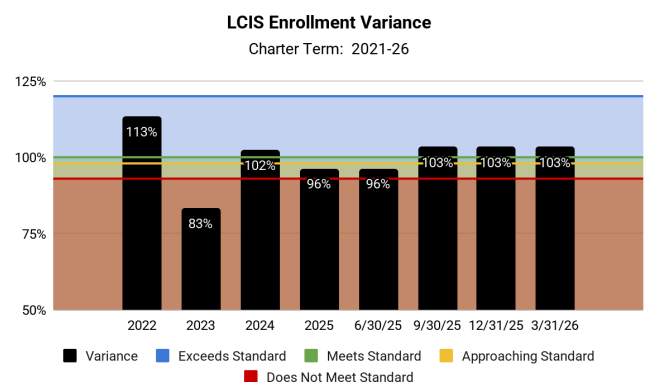
Enrollment Variance

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 an enrollment of 188 students as of October 2025. Similarly in February of 2026, the school observed an enrollment of 187 students. In September of 2025, LCIS amended its budget to be based on a projected enrollment of 181 students. The corresponding graph illustrates trends in enrollment variance throughout the school's current charter term.

The minimal difference between the October and February counts also demonstrates stable student retention throughout the school year, suggesting that the school's enrollment



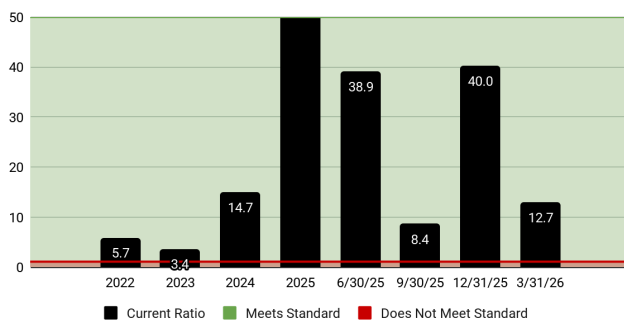
assumptions were well aligned with actual student demand and that staffing and operational decisions were supported by a reliable enrollment base. With a combined average enrollment variance of 103%, the school receives a rating of **Exceeds Standard**.

Current Ratio

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

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

LCIS Current Ratio
Charter Term: 2021-26



At the time of this report, the school's assets exceed its current liabilities with a ratio of 12.7. Throughout the review period, LCIS maintained current ratios ranging from 8.4 to 40.0, substantially exceeding the threshold of 1.1. These results indicate that the school possessed more than sufficient current assets to satisfy its short-term liabilities and demonstrated a consistently strong liquidity position throughout the year. The corresponding graph illustrates trends in current ratio throughout the school's current charter term.

Despite enrollment and cash flow concerns, the school's current ratio remained well above the established standard

throughout the review period, indicating a continued ability to meet short-term financial obligations. Therefore, LCIS receives a rating of **Meets Standard**.

Days Cash

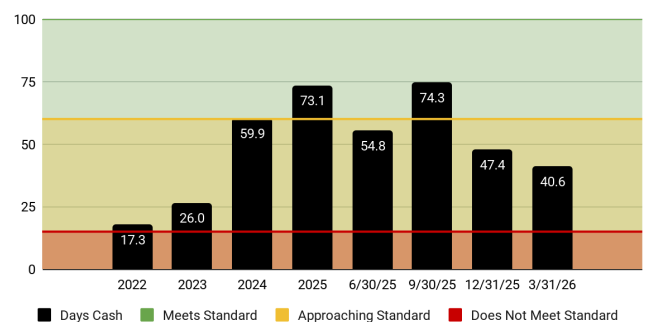
Education One calculates days cash on hand as an important measure of the school's fiscal health. The metric indicates how many more days after the end of the current fiscal year (June 30) the school would be able to operate. The rubric for this sub-indicator is as follows:

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.

Throughout the review period, LCIS maintained between 40.6 and 74.3 days cash on hand, demonstrating an overall stable cash position and sufficient liquidity to support ongoing operations.

While the school exceeded the 60-day benchmark at one reporting period, days cash on hand declined from 54.8 days at June 30, 2025 to 40.6 days at March 31, 2026. This decline appears to be influenced by a significant net loss in FY2025 and the board needing to adjust its budgeted enrollment numbers in September. Although these factors created

LCIS Days Cash
Charter Term: 2021-26



pressure on the school's cash position, the February enrollment count remained relatively stable, and cash balances appeared to stabilize during the second half of the fiscal year.

The school has historically demonstrated the ability to manage through enrollment and revenue fluctuations while maintaining adequate liquidity. However, continued monitoring will be important to ensure that cash reserves remain sufficient and that the recent downward trend does not continue into future fiscal years. The school receives a rating of **Approaching Standard**.

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:

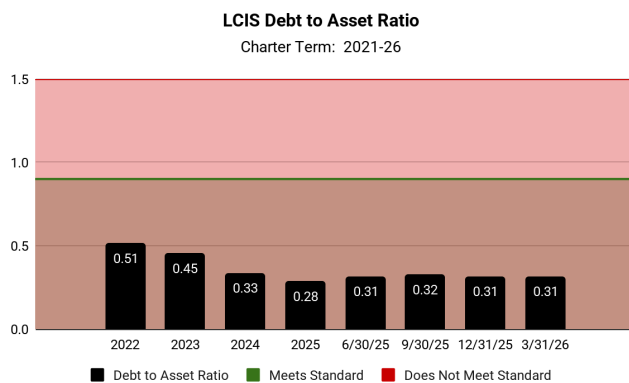
Meets Standard	Does Not Meet Standard
The school is not delinquent or in default on any outstanding loan.	The school is delinquent and/or in default on any outstanding loan.

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.



Throughout the review period, LCIS maintained a debt-to-asset ratio between 0.31 and 0.32, indicating that approximately 31% to 32% of the school's assets were financed through debt. These results remained well below the threshold of 0.90, demonstrating a consistently strong balance sheet position and a relatively low reliance on debt financing.

The stability of this measure is particularly noteworthy given the school's significant net loss in FY2025 and the decline in days cash on hand observed throughout portions of the fiscal year. Despite these challenges, the school's debt burden remained low and unchanged, suggesting that the school has

not relied on additional borrowing to support operations and continues to maintain a sound long-term financial position. Therefore the school receives a rating of **Meets Standard**.

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	Meets Standard

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

What does the Overall Rating for Organizational Performance mean?	
Year 1	The school received 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.

Year 5	With an overall weighted score of 3.4, LCIS received a rating of Meets Standard for Organizational Performance. This rating indicates that the school has established effective leadership, governance, and compliance systems that support the successful operation of the school and position it for continued improvement. The school demonstrated particular strengths in leadership effectiveness, staff development, instructional leadership, charter implementation, and compliance, earning Exceeds Standard ratings across each of those measures. These results reflect stable leadership, strong accountability systems, effective professional development practices, consistent implementation of the school's educational model, and a high degree of organizational compliance.
	The governing board also demonstrated positive progress throughout the review period, particularly in the areas of governance, strategic planning, and board development. The board maintained compliance with legal and regulatory requirements, implemented a board self-assessment process, engaged in succession planning discussions, and generally provided appropriate oversight while allowing school leadership autonomy to manage day-to-day operations.
	While the school's organizational systems are strong, opportunities remain to strengthen board-level oversight of academic performance and financial sustainability. Evidence suggests the board is becoming increasingly engaged in these areas; however, discussions were not yet consistently strategic, data-driven, or tied to measurable outcomes. Continued development of the board's capacity to analyze academic and financial data, monitor progress toward organizational goals, and translate information into strategic action will further strengthen overall governance effectiveness.
	Overall, the rating indicates that LCIS has established the leadership, governance, and compliance structures necessary to effectively operate the school and support continuous improvement. The school's strong leadership team, stable organizational systems, and commitment to accountability provide a solid foundation for future growth.

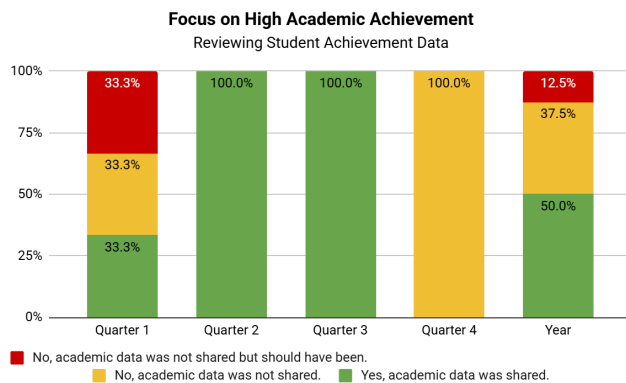
	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Governing Board	Focus on High Academic Achievement	AS	AS	AS	AS	AS
	Commitment to Exemplary Governance	AS	AS	AS	AS	MS
	Fiduciary Responsibilities	MS	DNMS	MS	AS	AS
	Strategic Planning and Oversight	MS	DNMS	DNMS	AS	MS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

GOVERNING BOARD

Focus on High Academic Achievement

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

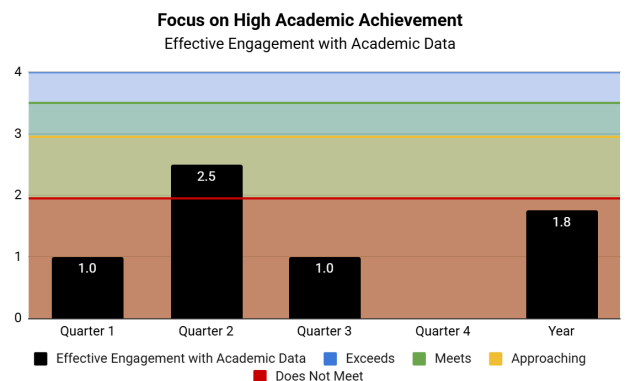
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The board - reviews student achievement data at least quarterly - engages in strategic discussions tied to school goals - consistently uses data to inform key decisions. The leadership team leaves meetings with a clear understanding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



Throughout the 2025-26 school year, the board demonstrated a growing commitment to strengthening its focus on high academic achievement. Early in the year, board discussions appropriately prioritized enrollment, financial planning, and organizational matters; however, academic performance data was not consistently incorporated into board conversations. In response, the board and school leadership worked collaboratively to establish a more intentional structure for academic reporting, including the development of a schedule outlining when key student performance measures would be presented and discussed.

Academic data was reviewed in half of the observed meetings during the year, including both the second and third quarters. During these discussions, board members demonstrated increased awareness of student performance trends, local assessment results, and the school's ongoing academic priorities. Following the renewal process, the board also showed a renewed commitment to understanding academic performance and monitoring progress toward improvement goals.

While evidence suggests that the board's focus on student achievement strengthened throughout the year, engagement with academic data remained inconsistent. Academic information was not reviewed in all meetings where it would have been appropriate, and discussions generally focused on understanding and receiving information rather than engaging in deeper analysis, strategic questioning, or decision-making tied to academic outcomes. As a result, evidence was limited that student achievement data was consistently used to guide



board actions or monitor the effectiveness of instructional improvement efforts.

The board has established a foundation for stronger academic oversight through the implementation of a more structured reporting process and increased attention to student outcomes. Continued emphasis on regularly reviewing academic data, analyzing progress toward performance goals, and identifying clear follow-up actions will strengthen the board's capacity to fulfill its role in promoting high levels of student achievement. Therefore, the board receives a rating of **Approaching Standard** for Focus on High Academic Achievement.

Commitment to Exemplary Governance

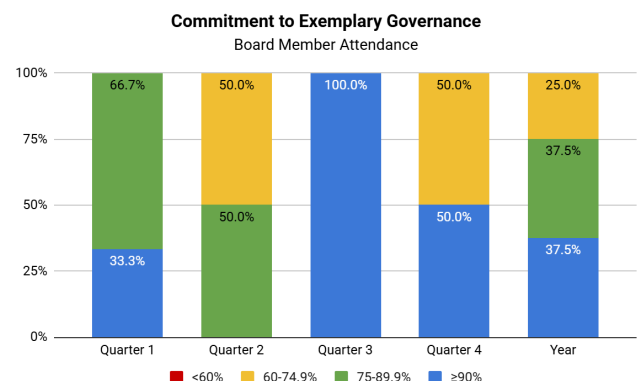
Education One measures governing boards based on their commitment to strong governance practices and the ability to maintain a high-functioning, engaged board. Exemplary boards demonstrate this by recruiting and retaining skilled members, completing board self-evaluations to support board development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

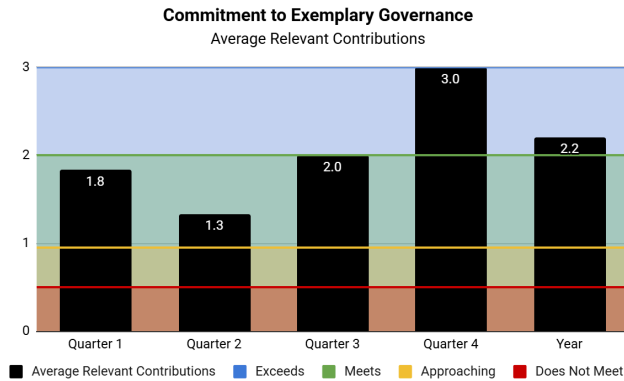
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The board completes a self-evaluation annually, with at least 90% participation. Results inform training needs.	The board completes a self-evaluation annually, with at least 80.0-89.9% participation. Results inform training needs.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

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

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

During the 2025-26 school year, the board demonstrated a strong commitment to exemplary governance through active engagement in board development, succession planning, and continuous improvement efforts. Board leadership took intentional steps to strengthen board effectiveness by addressing attendance and communication expectations, monitoring member engagement, and proactively discussing long-term governance needs. These efforts were complemented by ongoing conversations regarding board





composition and the development of a pipeline of prospective members to support future governance continuity.

The board maintained generally strong attendance throughout the year, with most meetings meeting or exceeding established attendance expectations. In addition, board members consistently contributed to discussions, demonstrating preparation, engagement, and a willingness to participate in decision-making and governance responsibilities. Participation strengthened over the course of the year, culminating in particularly strong engagement during the final quarter.

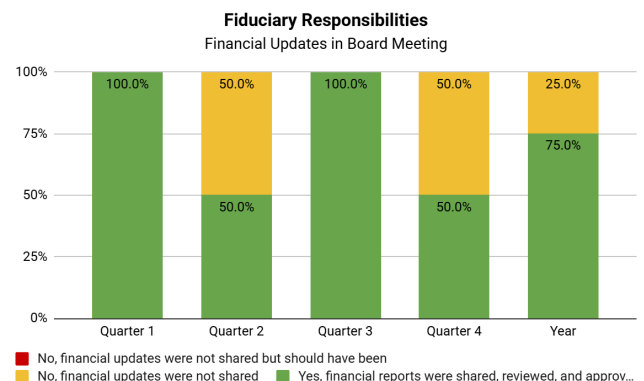
While opportunities remain to further strengthen attendance consistency and deepen board member engagement across all meetings, the board has established effective governance structures, demonstrated a commitment to continuous improvement, and engaged in proactive planning to support future board effectiveness. Therefore, the board receives a rating of **Meets Standard**.

Fiduciary Responsibilities

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

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

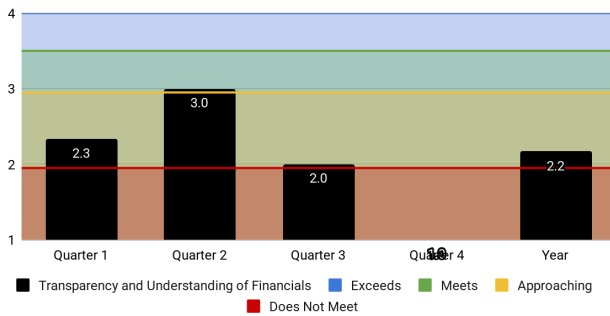
Throughout the review period, the board demonstrated an awareness of the school's financial position and regularly received financial information from school leadership. Discussions frequently centered on enrollment trends, budget assumptions, financial implications of organizational decisions, and the school's long-term sustainability. The board also demonstrated increasing familiarity with information contained in the deficiency report and used those discussions to strengthen its understanding of financial risks and opportunities.



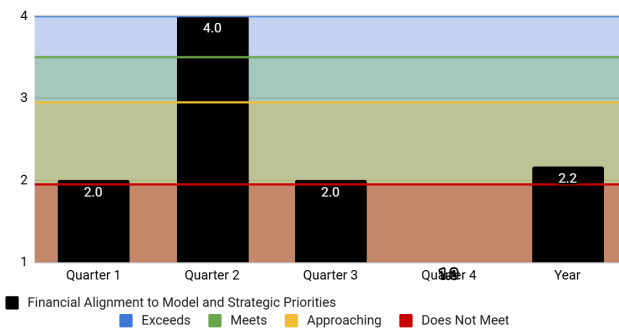
While the board remained informed regarding the school's financial condition, evidence of deeper financial analysis and

Fiduciary Responsibilities

Transparency and Understanding of Financials

**Fiduciary Responsibilities**

Financial Alignment to Model, Mission, and Strategic Initiatives



strategic oversight was inconsistent. Financial reports were not reviewed during every observed meeting, and discussions often focused on receiving updates rather than engaging in sustained analysis of financial trends, resource allocation decisions, or long-term financial planning. Similarly, evidence was limited that financial information was consistently connected to strategic priorities, student outcomes, or measurable organizational goals.

The board has established a foundation for sound fiduciary oversight and demonstrated a willingness to engage in financial discussions. However, continued growth is needed to ensure financial data is consistently used to guide strategic decision-making, evaluate sustainability risks, and assess the effectiveness of resource allocation decisions. Therefore, the board receives a rating of **Approaching Standard**.

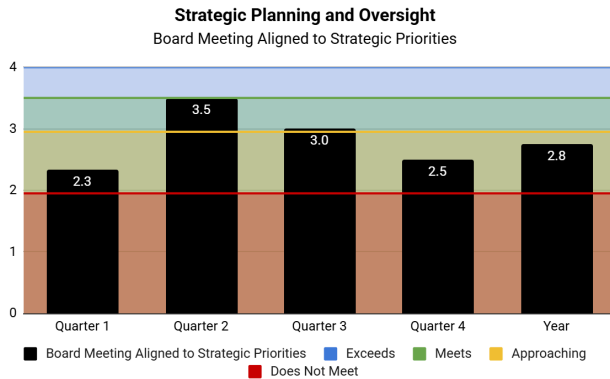
Strategic Planning and Oversight

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. The rubrics for this measure are as follows:

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

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

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The board evaluates the school leader's performance with an appropriately rigorous multi-faceted system that includes self-assessment, stakeholder input, and objective performance data that leads to strategic and measurable goals.	The board evaluates the school leader's performance with an appropriately rigorous evaluation system, with evidence of clear next steps and/or goals.	The board evaluates the school leader's performance, but the process lacks consistency, depth, or alignment with student and school performance. Next steps are vague and/or generic.	The board does not evaluate the school leader in a formal or meaningful way. There is no evidence that the evaluation informs leadership growth or school improvement.



Throughout the review period, the board demonstrated a commitment to strategic planning and oversight by monitoring progress toward organizational goals, engaging in discussions regarding school priorities, and maintaining appropriate oversight of school leadership. Strategic priorities were regularly incorporated into leadership reports, allowing the board to monitor progress toward key initiatives and discuss emerging organizational needs.

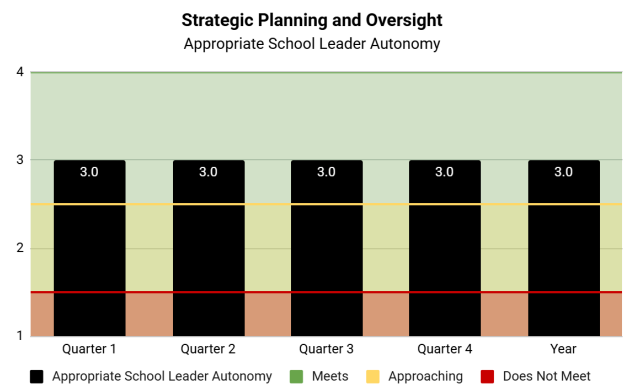
The board and school leadership demonstrated particular focus on outreach, enrollment, community engagement, and long-term sustainability efforts. Throughout the year, board members monitored progress toward strategic goals,

celebrated the completion of several outreach initiatives, and engaged in discussions regarding potential updates to the strategic plan to reflect evolving organizational priorities. These conversations demonstrated an understanding that strategic planning is an ongoing process rather than a static document.

Evidence also indicates that the board maintained an appropriate balance between governance and management. The board consistently provided autonomy to the school leader to manage day-to-day operations while maintaining oversight of organizational outcomes. Board discussions focused on monitoring progress, reviewing priorities, and supporting leadership rather than directing operational decisions, reflecting a healthy governance structure.

While the board demonstrated oversight of strategic priorities, opportunities remain to strengthen the formal connection between the strategic plan, measurable milestones, and board-level monitoring processes. Establishing more clearly defined success metrics, timelines, and periodic strategic plan reviews would help ensure that board discussions consistently translate into measurable progress toward long-term organizational goals.

Because the board maintained oversight of strategic priorities, supported appropriate school leader autonomy, and demonstrated ongoing engagement with organizational goals and planning efforts, the board receives a rating of **Meets Standard**.



Legal and Regulatory Compliance

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

Meets Standard	Approaching Standard	Does Not Meet Standard
The board consistently complies with all applicable state and federal laws, with no material compliance issues noted. The board consistently complies with its policies and bylaws, which are reviewed and updated as needed.	The board has minor, non-systemic compliance issues that are addressed promptly when identified through oversight or audit. The board mostly complies with policies/bylaws, though some may be outdated or inconsistently applied.	The board has recurring or serious legal and/or compliance issues, with corrective actions delayed, inappropriate, or absent. The board fails to comply with and/or regularly update its policies and bylaws.

The board consistently maintained compliance with applicable laws, policies, and bylaws throughout the review period. No significant concerns related to legal or regulatory compliance were identified during quarterly monitoring. The board's continued adherence to required governance and compliance expectations reflected organizational stability and a clear understanding of baseline authorizer expectations in this area. Based on evidence collected throughout the school year, 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:

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

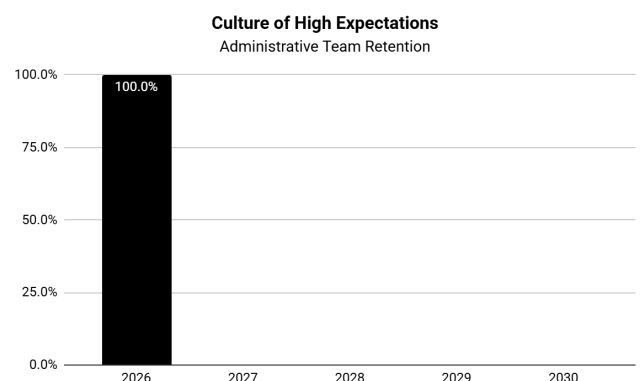
Characteristics of a culture of high expectations are observed during qualitative site visits, attendance at regularly scheduled board meetings, collection of ongoing performance evaluations, and quantitative classroom observations. The rubric for this measure is as follows:

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

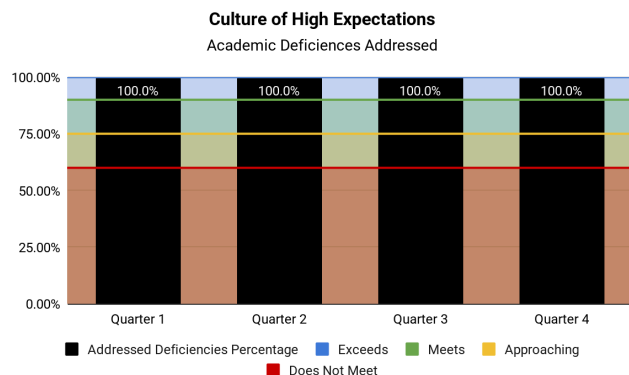
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
90.0% or more of identified academic performance deficiencies are addressed within established timelines.	75.0-89.9% of identified academic performance deficiencies are addressed within established timelines.	60.0-74.9% of identified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

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

The LCIS leadership team exceeds the standard in establishing a culture of high expectations, demonstrated through exceptional leadership stability, effective execution of improvement efforts, and strong communication with the governing board. Leadership stability is further reflected by a 100% retention rate among key administrators during the review period. The absence of turnover in key administrative



positions has enabled consistent implementation of school priorities, clear role alignment, and organizational continuity.

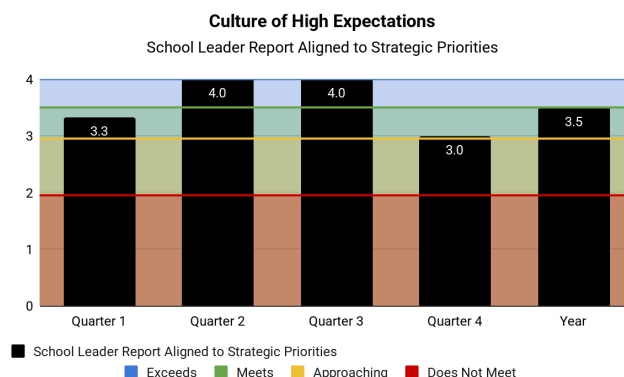


The school has established and executed a systematic approach to addressing identified areas of deficiency. During the review period, 100% of identified deficiencies were addressed within established timelines, demonstrating a strong commitment to accountability and continuous improvement. Leadership responded to academic performance concerns through targeted professional development focused on curriculum mapping, backwards planning, and standards alignment, while also implementing instructional refinements such as data-informed grouping practices, student data

trackers, and increased use of assessment results to guide instructional decision-making. Ongoing efforts to strengthen mathematics performance, including the implementation of an adaptive math curriculum pilot and a dedicated math lab, further reflect leadership's proactive and responsive approach to addressing student needs.

Leadership reports remained consistently aligned to strategic priorities throughout the year, earning an average score of 3.5 and reflecting regular communication regarding organizational goals, progress monitoring, and emerging challenges. Board reports routinely incorporated relevant performance data, updates on strategic initiatives, and information necessary to support board oversight and decision-making. This transparency enabled meaningful collaboration between school leadership and the governing board while ensuring continued focus on the school's mission and long-term priorities.

Collectively, these results reflect a leadership team that has established clear expectations, maintained organizational stability, responded effectively to identified challenges, and implemented systems that support continuous improvement. Based on evidence collected throughout the school year, the LCIS leadership team receives a rating of **Exceeds Standard**.



Staff Development

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

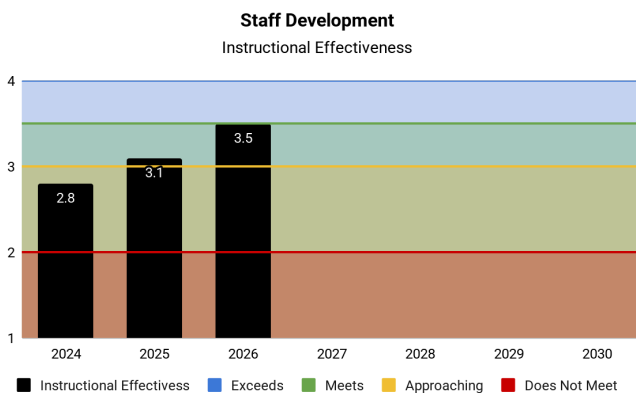
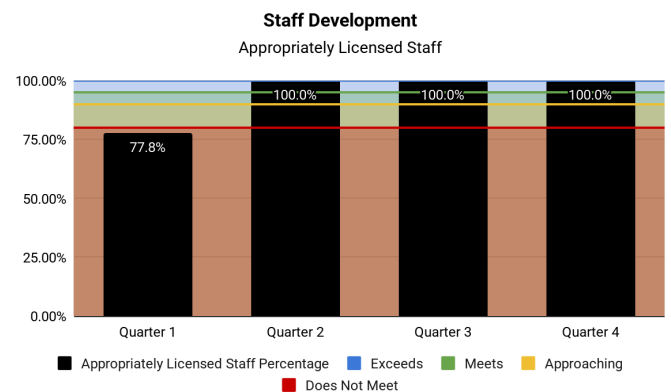
- At least 90.0% of full-time teachers hold or are actively pursuing appropriate Indiana licensure, and all individuals providing services requiring licensure under Indiana law possess the necessary credentials;
- Conduct regular, rigorous evaluations using clearing defined criteria that inform coaching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

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

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

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

The school's leadership demonstrates a high level of effectiveness in staff development through its commitment to maintaining qualified instructional staff, implementing rigorous evaluation processes, and providing professional learning opportunities aligned to school priorities. Maintaining appropriately licensed staff not only ensures compliance with state expectations but also strengthens instructional quality by increasing educator preparedness, content knowledge, and instructional effectiveness. While the school began the year with 77.8% of staff appropriately licensed, leadership successfully addressed staffing needs and achieved 100% licensure compliance by the second quarter, maintaining that level throughout the remainder of the year.



Evidence suggests that the school's professional development and coaching systems are contributing to measurable improvements in instructional practice. The school's average instructional effectiveness rating increased from 2.8 in 2024 to 3.1 in 2025 and 3.5 in 2026, moving from the Approaching Standard range to the Exceeds Standard range over the course of the charter term. This sustained improvement reflects the impact of intentional leadership actions focused on strengthening instructional quality and teacher effectiveness.

Leadership has established a coherent approach to professional development that is closely aligned to student performance data, particularly through the implementation and analysis of

Indiana Checkpoint assessments. Staff are supported in using assessment results to inform instructional adjustments, while leadership leverages data trends to identify professional learning needs and target coaching efforts. Professional development opportunities are intentionally designed to strengthen instructional practices, increase assessment literacy, improve data-informed decision-making, and build internal leadership capacity among staff members.

Collectively, the school's ability to maintain a fully licensed instructional staff, improve instructional effectiveness over time, and implement professional learning systems aligned to both instructional priorities and student outcomes reflects a strong commitment to continuous improvement and teacher development. Based on evidence collected throughout the school year, the LCIS leadership team receives a rating of **Exceeds Standard** for Staff Development.

Instructional Leadership

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

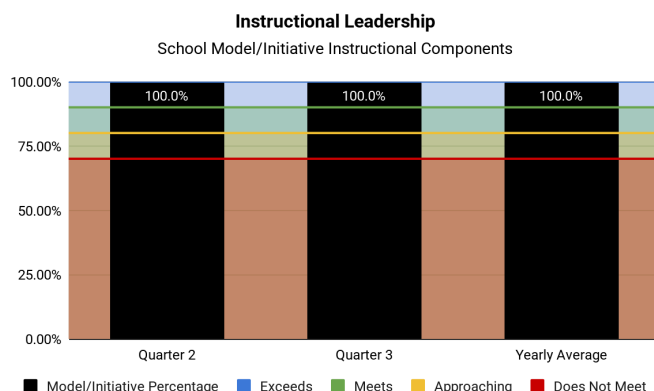
- Define specific instructional and behavioral actions that are linked to the school's mission and/or vision;
- Use classroom observations to provide prompt and actionable feedback to teachers to support the improvement of student outcomes; and
- Analyze assessment results frequently to adjust classroom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

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

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

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
50.0% or more of students demonstrate grade level proficiency standards or met growth targets.	40.0-49.9% of students demonstrate grade level proficiency standards or met growth targets.	30.0-39.9% of students demonstrate grade level proficiency standards or met growth targets.	Less than 30.0% of students demonstrate grade level proficiency standards or met growth targets.

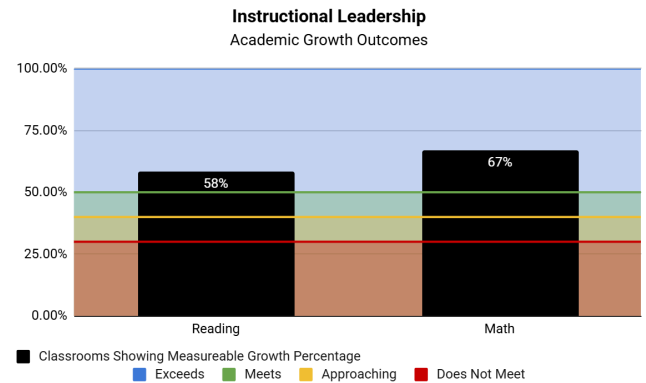
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
During data meetings, the leader articulates specific instructional shifts or student groupings tied directly to data trends and demonstrates proactive planning and reflection.	During data meetings, the leader identifies general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



The school consistently and effectively implemented instructional strategies that reflect and reinforce its key instructional initiatives across classrooms and grade levels, with a clear and sustained focus on writing as a schoolwide priority. Classroom observation data indicates that writing instruction was consistently embedded across instructional settings, reflecting strong implementation of the school's emphasis on strengthening written expression and developing student writing practices beyond rote or copied responses. Leadership has intentionally reinforced this focus through professional development and instructional guidance centered on higher-order writing, supporting a

shift toward more diverse and cognitively demanding forms of student writing.

Evidence collected during site visits and classroom observations suggests a high degree of instructional alignment across the school. All observed classrooms demonstrated implementation of the school's identified instructional priorities and initiatives, indicating that leadership has established clear expectations and effectively communicated those expectations to instructional staff. Benchmark assessment results further support the effectiveness of these efforts, with 58% of reading classrooms and 67% of math classrooms demonstrating measurable student growth during the review period. These growth percentages exceed standard based on the assessment utilized by the school.



During data meetings, the leadership team consistently demonstrated the ability to analyze assessment results, identify performance trends, and articulate instructional responses tied directly to student needs. Leadership regularly discussed student groupings, intervention strategies, and instructional adjustments based on assessment findings, reflecting proactive planning and ongoing reflection. Instructional alignment is further supported through the use of Checkpoints, student "Track My Learning Plans," and targeted professional development focused on strengthening academic writing and data-informed instructional decision-making.

Collectively, the evidence indicates that leadership has established clear instructional expectations, implemented schoolwide initiatives with fidelity, and created systems that support data-driven decision-making and student growth. While opportunities remain to strengthen proficiency outcomes in certain grades and student populations, the school's instructional leadership demonstrates consistent implementation, strong use of data, and effective support of instructional practice. Based on evidence collected throughout the school year, the LCIS leadership team receives a rating of **Exceeds Standard**.

COMPLIANCE

Charter Implementation

Education One will hold the charter school accountable to the mission, model, and/or goals outlined in the approved application, ensuring alignment with the Charter Agreement and applicable requirements. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school consistently and clearly demonstrates alignment to its mission, model, and/or stated goals as outlined in the approved application and Charter Agreement. Multiple, observable examples of intentional implementation are evident across systems, practices, and outcomes.	The school generally demonstrates alignment to its mission, model, and/or goals, with minor inconsistencies in implementation. Most key components are present, though depth, intentionality, or consistency may vary slightly across areas.	The school shows partial alignment to its mission, model, and/or goals, but implementation is inconsistent or limited in scope. Some components are present, but connections to the approved application or Charter Agreement are weak or unclear.	The school does not demonstrate clear alignment to its mission, model, and/or goals. Key elements outlined in the approved application or Charter Agreement are missing, inconsistently applied, or contradicted by current practices.

The school consistently demonstrated strong alignment to its mission, educational model, and stated goals. Evidence collected across the year reflected intentional implementation of the approved application and Charter Agreement across multiple systems, practices, and outcomes. School leadership maintained a clear vision for implementation and ensured that strategic priorities were evident in instructional programming, operational decision-making, and organizational culture. Observable practices across the school demonstrated a high level of coherence and fidelity to the school's approved design. Based on evidence collected throughout the school year, LCIS receives a rating of **Exceeds Standard**.

Charter Compliance

Schools are held accountable to be in compliance with the terms of its charter and collaborate effectively with Education One. The following components are assessed on a monthly basis:

- Submission of all required compliance documentation on time as set forth by Education One, including but not limited to meeting minutes and schedules, board member information, compliance reports, and employee documentation; and
- Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws.

The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
90.0% or more of required compliance documentation was submitted on time.	80.0-89.9% of required compliance documentation was submitted on time.	70.0-79.9% of required compliance documentation was submitted on time.	Less than 70.0% of required compliance documentation was submitted on time.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school fully adheres to the terms of its charter, all amendments, and applicable federal/state laws and regulations.	The school complies with most terms of its charter, amendments, and applicable laws.	The school has a few instances of non-compliance with its charter amendments, or applicable laws.	The school fails to comply with significant aspects of its charter, amendments, or applicable laws.

The school consistently demonstrated strong organizational and operational compliance. Required compliance documentation was submitted on time at a rate exceeding 90%, reflecting well-established systems and clear internal accountability structures. The school also maintained full adherence to the terms of its charter, including applicable

amendments, policies, regulations, and federal and state requirements. Leadership proactively monitored compliance obligations and addressed requirements in a timely and effective manner, contributing to a high level of confidence in the school's operational governance and oversight. Based on evidence collected throughout the school year, LCIS receives a rating of **Exceeds Standard**.

Part IV: School Wide Climate

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

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

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

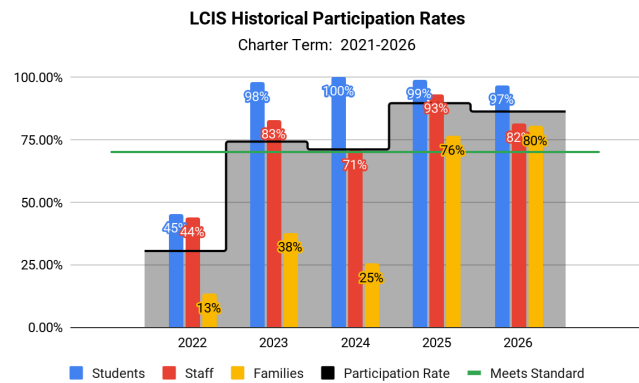
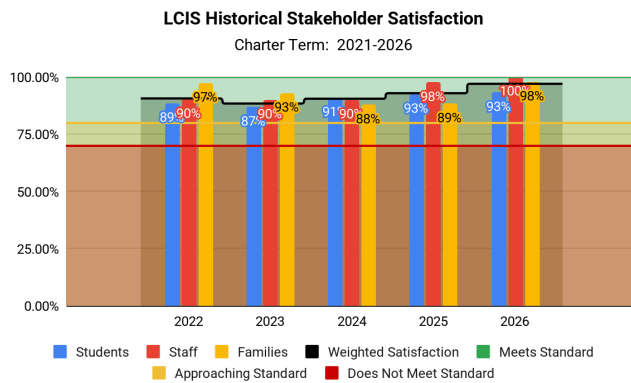
Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5
Stakeholder Satisfaction		MS	MS	MS	MS	MS

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 and participation rates for the school. With an overall weighted satisfaction rate of 95.4%, LCIS receives a rating of **Meets Standard** according to the Accountability Plan Performance Framework. While the framework does not distinguish between schools that exceed the 80% threshold and those that substantially surpass it, the school's results indicate exceptionally strong stakeholder satisfaction across students, staff, and families.



LCIS Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	182	176	96.7%
Staff	38	31	81.6%
Families	122	98	80.3%

While survey participation is not directly incorporated into the Accountability Plan Performance Framework rating, it is an important indicator of the reliability and representativeness of the results. Education One considers a participation rate of at least 70.0% necessary to establish confidence in survey findings. LCIS significantly exceeded this benchmark across all stakeholder groups. These participation rates suggest that the results reflect the perspectives of a substantial majority of the school community rather than a small or self-selected sample.

The combination of exceptionally high satisfaction and strong participation rates provides compelling evidence that stakeholders have confidence in the school's ability to carry out its mission and serve students effectively. The results suggest that students experience a positive learning environment, staff feel supported in their work, and families value the educational experience provided by the school. Given the breadth of participation and consistency of positive feedback across stakeholder groups, the survey results represent a significant organizational strength and reflect a school culture that has earned broad support from its community.

Moreover, these results are particularly noteworthy when considered alongside the school's recent renewal process and ongoing improvement efforts. Despite facing academic and operational challenges, stakeholder confidence remains exceptionally strong, suggesting that families, students, and staff recognize and value the school's mission, culture, and commitment to continuous improvement. Collectively, the survey data indicates that LCIS has established a strong foundation of trust and engagement among its stakeholders, which can serve as an important asset in supporting future school improvement efforts.

Part V: Next Steps

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

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

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

Annual Intervention + Support

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

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

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

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

Next Steps Overview

For 2026-27 School Year

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

Commendations:

- Demonstrating significant improvement in E/LA and math growth outcomes throughout the charter term, resulting in Meets Standard ratings and Exceeds Standard performance across all proficiency-status growth measures.
- Establishing a strong early literacy program, evidenced by a 94% IREAD-3 passing rate that exceeded the state average and approached Indiana's 2027 literacy goal.
- Supporting meaningful student growth in both reading and math, as demonstrated by strong benchmark assessment results and positive progress toward proficiency across multiple grade levels.
- Creating instructional systems that appear to benefit students over time, with legacy students consistently outperforming non-legacy peers in both reading and mathematics.
- Demonstrating improved academic outcomes relative to historical performance, with multiple measures reflecting positive trends in student growth, benchmark performance, and literacy achievement.
- Successfully supporting both proficient and struggling students in making academic progress, as evidenced by Exceeds Standard ratings on all proficiency-status growth measures.

Recommendations:

- Implement a targeted middle school improvement strategy to strengthen reading and mathematics proficiency, particularly in grades 6–8.
- Accelerate achievement for Special Education students and other academically vulnerable learners by strengthening intervention effectiveness and progress monitoring.
- Improve the translation of student growth into grade-level proficiency through stronger alignment between instruction, interventions, and standards-based expectations.

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

Commendations:

- Demonstrating strong overall financial stability through consistently favorable liquidity and debt metrics, including current ratios well above established thresholds and a low debt-to-asset ratio throughout the review period.
- Maintaining effective financial planning and enrollment forecasting practices, evidenced by actual enrollment exceeding budgeted enrollment and stable student retention between the October and February count periods.
- Providing timely and complete financial reporting that enabled ongoing financial oversight and monitoring, while maintaining compliance with debt obligations and avoiding any indicators of fiscal distress.

Recommendations:

- Strengthen implementation and monitoring of internal cash-handling procedures to ensure timely deposits and prevent repeat audit findings related to receipt and ticket sale fund management.
- Continue monitoring and rebuilding cash reserves to reverse the recent decline in days cash on hand and ensure sufficient liquidity is maintained despite enrollment fluctuations and revenue pressures.

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

GOVERNING BOARD

Commendations:

- Maintaining a healthy governance structure by providing appropriate autonomy to school leadership while preserving board oversight of organizational outcomes, strategic priorities, and long-term planning efforts.
- Establishing a collaborative relationship with school leadership characterized by transparent communication, regular progress updates, and active engagement in discussions related to enrollment, outreach, sustainability, and organizational priorities.
- Demonstrating a commitment to continuous organizational improvement by responding to renewal feedback, implementing more structured reporting processes, and engaging in discussions regarding future strategic priorities and board effectiveness.
- Maintaining compliance with applicable laws, policies, and governance requirements throughout the review period while demonstrating organizational stability and responsible stewardship of board responsibilities.

Recommendations:

- Strengthen the board's use of academic performance data by establishing a consistent process for reviewing student outcomes, analyzing progress toward performance goals, and identifying clear board-level actions to support academic improvement efforts.
- Deepen fiduciary oversight by moving beyond financial reporting and monitoring toward more strategic discussions that connect enrollment trends, budget decisions, resource allocation, and long-term sustainability to organizational goals and student outcomes.
- Formalize strategic planning and monitoring processes by establishing measurable milestones, success indicators, and periodic progress reviews that ensure board discussions consistently translate into actionable next steps and sustained organizational improvement.

LEADERSHIP TEAM

Commendations:

- Demonstrating exceptional organizational stability through 100% retention of key administrators, supporting consistent implementation of school priorities and continuous improvement efforts.
- Establishing a strong accountability system by addressing 100% of identified deficiencies and responding proactively to academic needs through targeted professional development and instructional adjustments.
- Effectively using assessment data, student tracking systems, and structured data meetings to inform instructional decisions, coaching, and intervention efforts.
- Implementing sustained staff development systems that increased instructional effectiveness from Approaching Standard to Exceeds Standard over the charter term.

Recommendations:

- Develop and implement a targeted middle school improvement strategy to address persistent declines in reading and math proficiency, particularly in grades 6–8.
- Strengthen outcomes for Special Education students through a focused review of instructional practices, service delivery models, and integration within core instruction.
- Improve the alignment between benchmark assessments, instructional practices, and grade-level standards to ensure student growth consistently translates into proficiency gains.
- Replicate successful elementary instructional practices in grades 6–8 through intentional implementation, coaching, and progress monitoring.