



2023-24 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 | | |

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

| 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. |

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

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

STATE AND FEDERAL ACADEMIC PERFORMANCE

Federal Accountability Rating

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

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

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

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

Based on the information released by the Federal Department of Education, Lawrence County Independent Schools (LCIS) receives a rating of **Does Not Meet Standard** based on the school’s Accountability Plan Performance Framework. A rating of Does Not Meet Expectations, according to the state of Indiana, identifies a school that has not met the state’s standard for performance. Students are inconsistent in achieving performance standards. A “does not meet expectations” school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school may be identified for targeted support and improvement by the Indiana Department of Education.

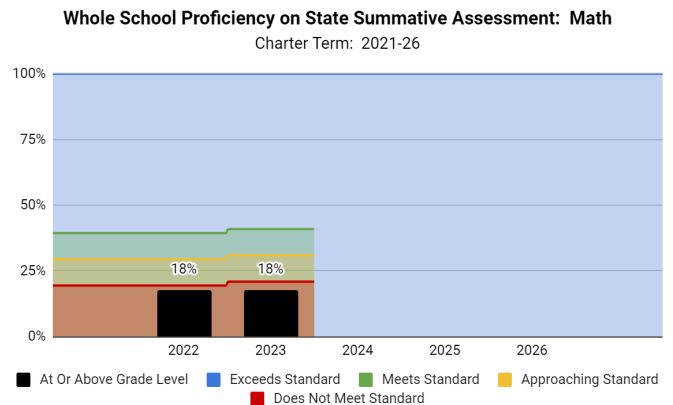
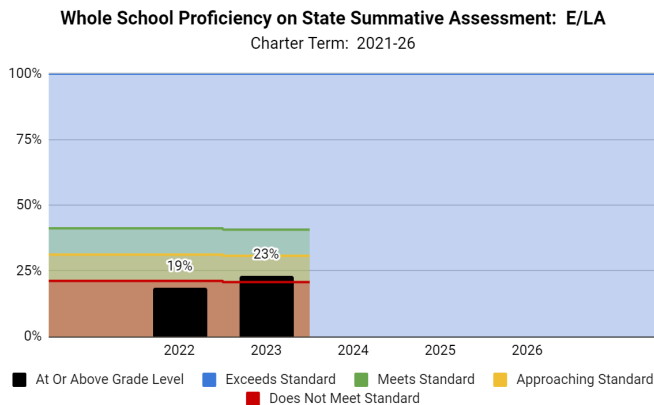
Proficiency on State Summative Assessment

Education One measures the success of the school’s educational model by comparing the percentage of students achieving grade level proficiency to state results, utilizing Indiana’s summative assessment. Students included in the percentage used for comparison are legacy students. A legacy student is defined as having attended the school for a minimum of three years. The rubric for this measure is as follows:

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

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

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



English/Language Arts: In Indiana, 41% of students in grades three through eight met or exceeded standards on the 2023 English/Language Arts assessment. At LCIS, 23% of students met or exceeded standards on the same assessment. The recent data indicates a positive trend in the number of students meeting performance standards, but the rate of improvement falls short of expectations.

Math: In Indiana, 41% of students in grades three through eight met or exceeded standards on the 2023 math assessment. At LCIS, 18% of students met or exceeded standards on the same assessment. Despite efforts to address deficiencies, the school’s performance continues to fall short of established standards, showing no increase in the percentage of students passing the assessment from the previous school year.

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

Subgroup Proficiency on State Summative Assessment

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

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

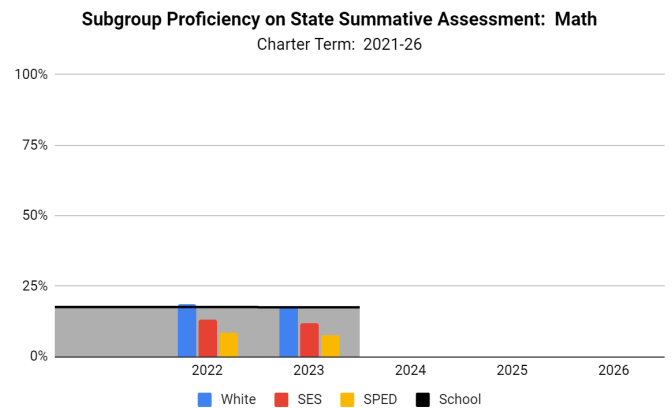
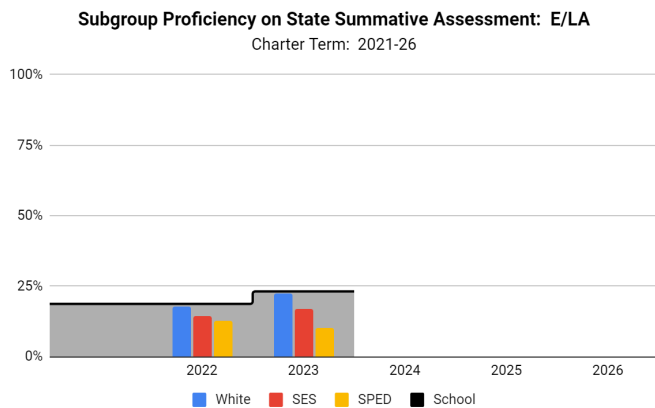
The rubric used for this measure is as follows:

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

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

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

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



The following table highlights 2022-23 results and how they compare to the state.

| Subgroup Information | | | English/Language Arts | | | | Math | | | |
|----------------------|-------------------|------------------|-----------------------|-----------------|------------|--------|------------------|-----------------|------------|--------|
| Subgroup | School Population | State Population | School Passing % | State Passing % | Difference | Rating | School Passing % | State Passing % | Difference | Rating |
| White | 93% | 64% | 23% | 47.5% | -24.5 | DNMS | 18.0% | 48.7% | -30.7 | DNMS |
| F/R Lunch | 55% | 49% | 17% | 27.2% | -10.2 | AS | 12.0% | 26.7% | -14.7 | AS |
| SPED | 23% | 18% | 10% | 13.1% | -3.1 | MS | 8.0% | 16.8% | -8.8 | DNMS |

English/Language Arts: Upon review of disaggregated data, it's clear that certain subgroups, such as White students, consistently perform far below their peers in key academic areas, despite an increase in performance of five points from the previous school year. While performing closer to their peers, the gap between Free/Reduced Lunch and Paid Lunch students did increase from the previous year. Special Education students at LCIS are performing consistently with the state, however, the overall percentage of students meeting standards decreased by three points from the previous school year.

Math: There were significant disparities in academic achievement among various subgroups of students within the school when compared to the state. Upon review of disaggregated data, it's clear that all identified subgroups consistently perform below their peers in key academic areas. No subgroup experienced an improvement in proficiency from the 2021-22 school year.

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

Growth on State Summative Assessment

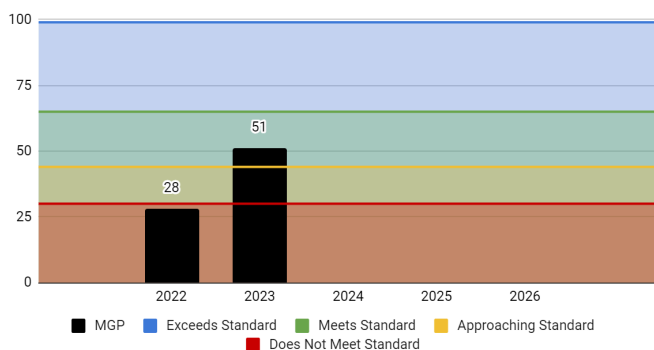
Education One measures the success of the school's implementation of its educational model by analyzing the amount of academic progress students make in a given year compared to other students with similar histories of academic proficiency. For more information on how the state of Indiana calculates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

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

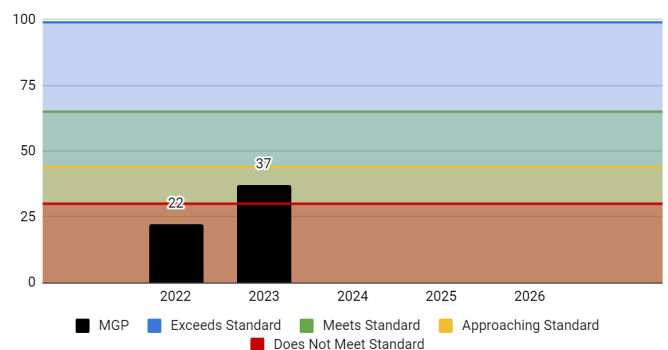
The Median Growth Percentile (MGP) is calculated utilizing individual Student Growth Percentiles (SGP) and finding the median, or midpoint, of those numbers. An SGP describes the relationship between the student's previous scores and their current year's score and compares that difference to the same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

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



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



English/Language Arts: LCIS had an MGP of 51 based on the 2023 ILEARN assessment results. Therefore, the school **Meets Standard**. Students demonstrated an increase in growth, reflecting the effectiveness of the instructional programs and support systems and the increase in overall student proficiency from the previous school year.

Math: LCIS had an MGP of 37 based on the 2023 ILEARN assessment results. Therefore, the school is **Approaching Standard**. Despite an increasing percentage of students meeting growth standards, it's evident that the rate of improvement is not adequate, as it did not support an increase in students becoming proficient on the 2022 math assessment.

Subgroup Growth on State Summative Assessment

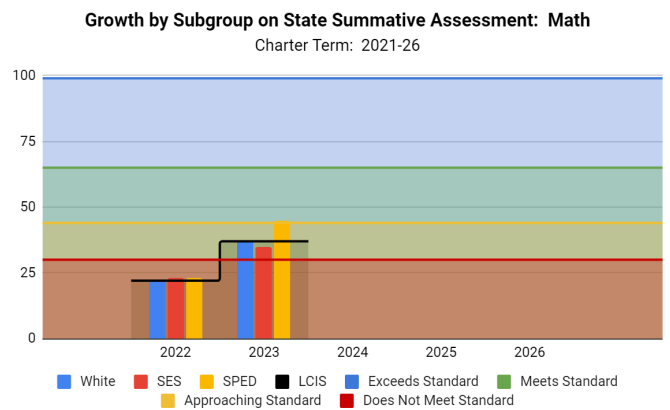
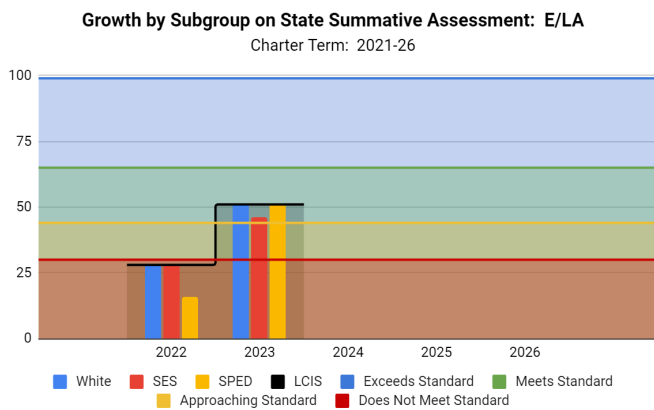
Education One measures the success of the school’s implementation of its educational model by analyzing the amount of academic progress subgroups make in a given year compared to other students with similar histories of academic proficiency. The school receives annual ratings for growth in English/Language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

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

The rubric used for this measure is as follows:

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

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



English/Language Arts: All subgroups identified at LCIS met standard and increased significantly from the previous school year. Overall, the school **Meets Standard**. Analysis of disaggregated data reveals a narrowing of the gaps across various subgroups, specifically with students with disabilities. However, there is still a gap between students who receive free/reduced lunch, as their MGP is less than the whole school and paid lunch students.

Math: Both White and Free/Reduced Lunch students had an MGP that was approaching standard. Special Education students had an MGP that met the standard. Overall, the school is **Approaching Standard**. Through concerted efforts and targeted interventions, the school has witnessed improvement in academic growth outcomes. However, the school will need to continue to improve upon those efforts to increase growth outcomes to support progress towards proficiency.

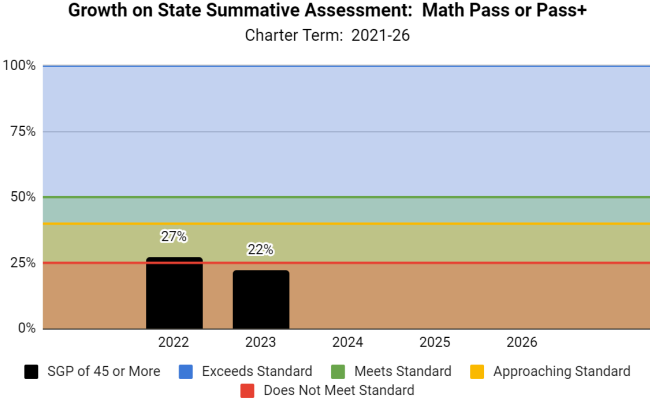
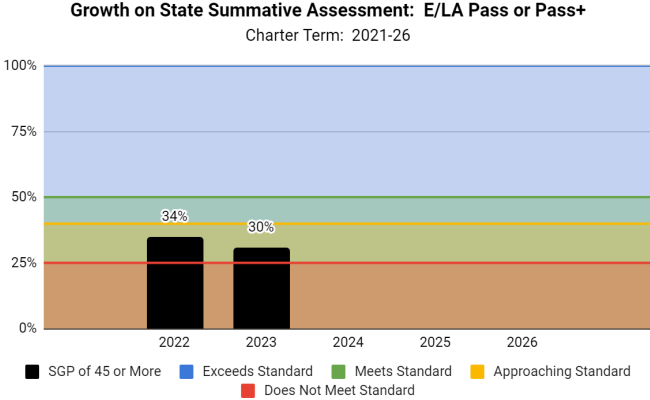
Passing Status Growth on State Summative Assessment

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.



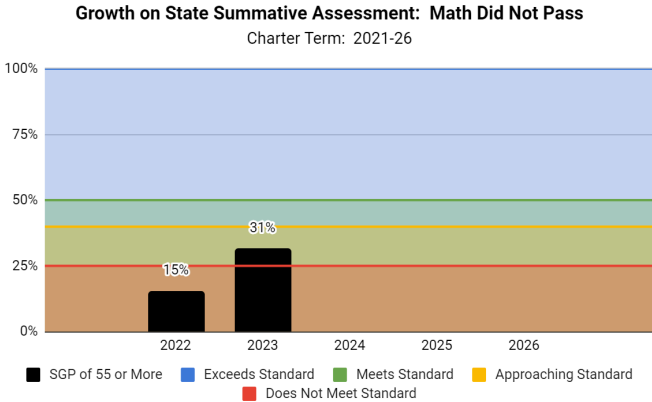
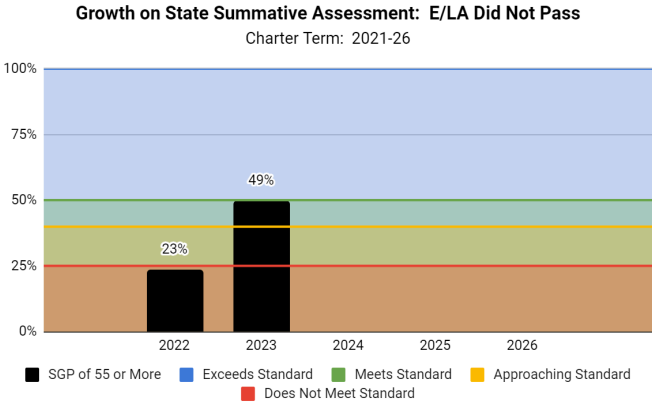
English/Language Arts: 30% of ‘Pass or Pass+’ students had an SGP of at least 45 on the 2023 English/Language Arts assessment. The school receives a rating of **Approaching Standard**. While a portion of students are meeting proficiency standards, there is concern over the lack of growth observed among passing students to maintain that proficiency as well as a decrease in the percentage of students with that kind of SGP.

Math: 22% Pass or Pass+’ students had an SGP of at least 45 on the 2023 math assessment. The school receives a rating of **Does Not Meet Standard**. Upon analyzing student data, it is observed that a substantial number of students who meet proficiency standards in their assessment are not demonstrating sufficient growth in their academic performance over time. The lack of growth raises concerns about the effectiveness of the instructional practices and support systems in fostering continuous improvement among all students.

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

| Exceeds Standard | Meets Standard | Approaching Standard | Does Not Meet Standard |
|---|--|--|---|
| More than 50.0% of students with a previous status of 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: 49% 'Did Not Pass' students had an SGP of at least 55 on the 2023 English/Language Arts assessment. The school receives a rating of **Meets Standard**. The school has observed a significant increase in growth among non-passing students, indicating progress towards proficiency and demonstrating the school's commitment to supporting every student on their academic journey.

Math: 31% of 'Did Not Pass' students had an SGP of at least 55 on the 2023 math assessment. The school receives a rating of **Approaching Standard**. While the school observed a significant increase in the percentage of students making more than adequate growth, it is imperative that the school continue to improve upon effective interventions and support systems to address deficiencies.

Comparison to Local Schools

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

| Exceeds Standard | Meets Standard | Approaching Standard | Does Not Meet Standard |
|--|---|--|---|
| The school's overall performance in proficiency and growth outpaces comparison schools 100% of the time. | The school's overall performance in proficiency and growth outpaces comparison schools 75.0-99.9% of the time. OR The school is meeting or exceeding standard in proficiency and median growth measures. | The school's overall performance in proficiency and growth outpaces comparison schools 50.0-74.9% of the time. OR The school is meeting or exceeding standard in proficiency or median growth measures. | The school's overall performance in proficiency and growth outpaces comparison schools less than 50.0% of the time. |

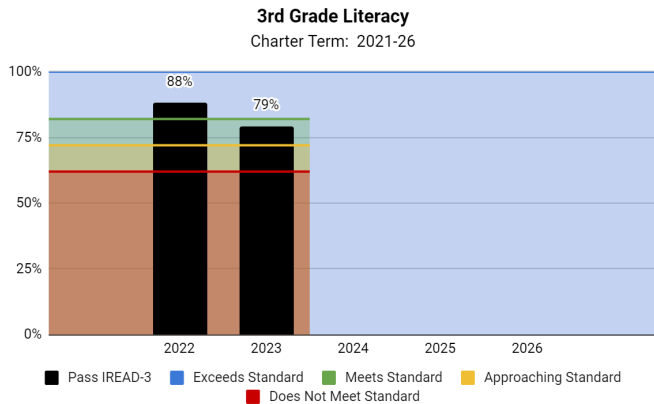
The school receives a rating of **Not Applicable** due to the 2022-23 school year, from which these results were taken, being its second year in existence. The school will be held accountable for this measure starting with 2023-24 assessment results.

3rd Grade Literacy

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

The rubric for this measure is as follows:

| Exceeds Standard | Meets Standard | Approaching Standard | Does Not Meet Standard |
|--|---|--|---|
| The percentage of grade 3 students receiving a passing score is greater than the state's passing percentage. | The percentage of grade 3 students receiving a passing score is within 0-10.0% of the state's passing percentage. | The percentage of grade 3 students receiving a passing score is within 10.1-20.0% of the state's passing percentage. | The percentage of grade 3 students receiving a passing score is greater than 20.0% of the state's passing percentage. |



The corresponding graph illustrates the trends of third grade students passing this assessment throughout the school's current charter term defined within this review.

In 2022-23 LCIS had a passing rate of 79% on the IREAD-3 assessment. The state of Indiana's passing percentage was 82%. With a difference of three points the school receives a rating of **Meets Standard** according to their Accountability Plan Performance Framework.

This passing rate ensures that students have the essential reading skills needed for future academic success and that the school is equipping students with the foundational literacy skills necessary for future academic and personal

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

6th Grade Math

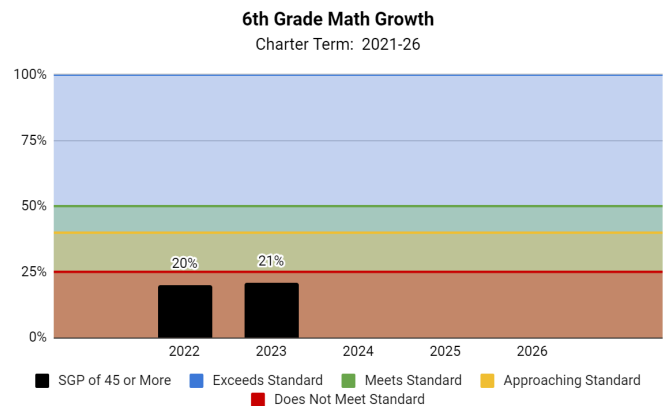
The 6th Grade Math Growth measure calculates the percentage of grade six students meeting their individual growth targets on the state's summative math assessment. These targets are determined based on individual student performance and academic needs. The rubric is as follows:

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

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

In 2023 21% of sixth grade students had an SGP of at least 45 on the ILEARN math assessment. Therefore, the school receives a rating of **Does Not Meet Standard** according to their Accountability Plan Performance Framework.

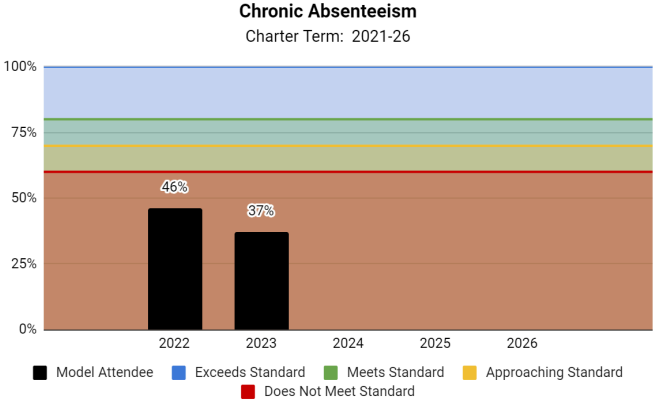
Struggles in 6th-grade math can serve as an early warning sign of potential academic challenges that may require intervention and support. Identifying and addressing these challenges early on can help prevent academic setbacks and ensure that students receive the necessary assistance to succeed academically.



Chronic Absenteeism

Chronic absenteeism is the rate of students who have been absent from school for at least 10 percent of the school year, for any reason. The school receives an overall rating for this measure at the end of the year based on data submitted to the IDOE and ESSA goals created by the state of Indiana. The rubric for this indicator is as follows.

| Exceeds Standard | Meets Standard | Approaching Standard | Does Not Meet Standard |
|--|---|---|--|
| More than 80.0% of students had a model attendee rate. | 70.0-80.0% of students had a model attendee rate. | 60.0-69.9% of students had a model attendee rate. | Less than 60.0% of students had a model attendee rate. |



The corresponding graph illustrates trends overtime for LCIS throughout its current charter term.

Based on the current model attendee rate of 37%, the school receives a rating of **Does Not Meet Standard**. Students who are chronically absent are likely to miss valuable instruction and classroom activities, which can negatively impact their academic achievement and progress. High rates of chronic absenteeism may correlate with lower academic performance and proficiency levels in the school.

LOCAL ACADEMIC PERFORMANCE

Instruction

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

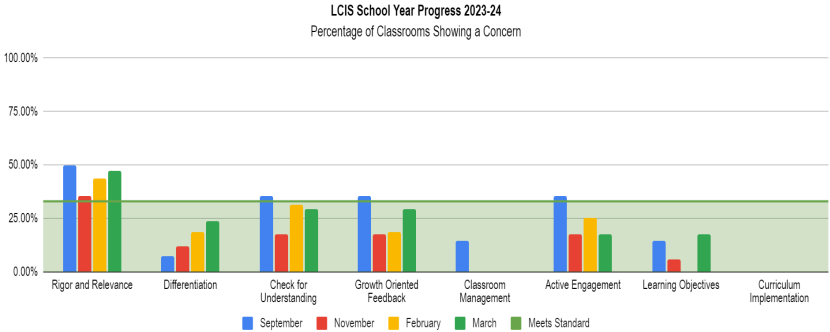
- **Rigor and Relevance:** Instructional delivery possesses the appropriate level of rigor and relevance, whereas rigor is defined as complexity and relevance is defined as culturally affirming.
- **Differentiated Instruction:** Differentiation in a classroom refers to the practice of tailoring instruction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

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

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

The rubric for this measure is as follows:

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



The corresponding graph illustrates the percentage of classrooms showing a concern in each observable best practice throughout the 2023-24 school year. The goal is for a bar to be within the green 'Meets Standard' shaded area of the graph.

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

at the site visit and to the Board of Directors during regularly scheduled board meetings.

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

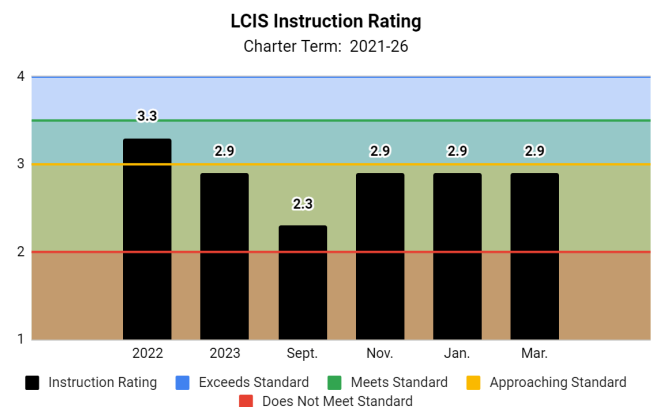
| | September | November | January | March |
|---------------------------|-----------|----------|---------|-------|
| Rigor + Relevance | 50.0% | 35.3% | 43.8% | 47.1% |
| Differentiation | 7.1% | 11.8% | 18.8% | 23.5% |
| Checks for Understanding | 35.7% | 17.6% | 31.3% | 29.4% |
| Growth Oriented Feedback | 35.7% | 17.6% | 18.8% | 29.4% |
| Classroom Management | 14.3% | 0.0% | 0.0% | 0.0% |
| Active Engagement | 35.7% | 17.6% | 25.0% | 17.6% |
| Learning Objectives | 14.3% | 5.9% | 0.0% | 17.6% |
| Curriculum Implementation | 0.0% | 0.0% | 0.0% | 0.0% |

LCIS is intentionally and deliberately designed to be a peaceful rural-school learning environment choice in their community. Consistently, throughout the year, the school observed no real concerns in the areas of differentiation, classroom management or curriculum implementation.

The school improved upon consistently implementing appropriate checks for understanding, providing growth oriented feedback, and actively engaging students in their learning.

As the school continues to develop its practices, rigorous and relevant opportunities for students were inconsistently observed throughout the year. While students were engaged in learning tasks, content may not have had an explicit connection to real-world applications in most classrooms. Similarly, tasks did not include the opportunity for students to respond to content through inquiry, interpretation, and engagement with peers.

Based on the school's federal, state, and local academic measure outcomes, the school was identified as a Tier IIb school, receiving site visits on a bi-monthly basis during the 2023-24 school year, with support checks in between to monitor progress towards school specific goals. The following graph illustrates the school's instructional trend data throughout the current charter term (by year) and then the current school year (by month).



Based on the qualitative and quantitative evidence collected throughout the 2023-24 school year, LCIS receives a rating of **Approaching Standard** with an average instruction rating of 2.8 points.

Attendance

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

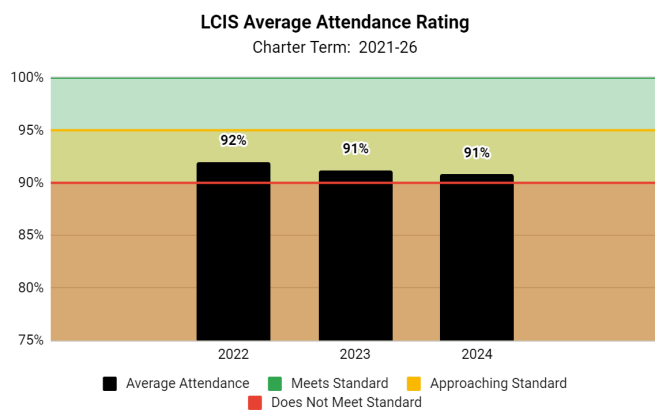
$$\frac{\text{Sum of Days Attended by Students}}{\text{Total Possible Days of All Students}}$$

The rubric for this measure is as follows:

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

The table below identifies the average attendance rate per grade level and the school's overall average attendance rate. LCIS had an average attendance rate of 90.8% and, thus, is **Approaching Standard** according to the school's Accountability Plan Performance Framework.

| Attendance Breakdown | | | | | |
|---|-------|---|--------------|-------|---|
| Kindergarten | 92.4% | X | Fifth | 87.9% | X |
| First | 92.8% | X | Sixth | 91.4% | X |
| Second | 91.3% | X | Seventh | 89.7% | X |
| Third | 92.6% | X | Eighth | 88.0% | X |
| Fourth | 89.9% | X | Whole School | 90.8% | X |
| Key: ✓ = Meets Standard, X = Approaching Standard, X = Does Not Meet Standard | | | | | |



Historically, the average attendance rate remained relatively the same with a slight decrease each year, bringing the rate closer to a does not meet standard percentage, as noted in the corresponding graph.

When students are absent from school, they miss out on valuable instructional time in the classroom. This can make it difficult for them to keep up with the curriculum and understand key concepts being taught.

Progress Towards Proficiency

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

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

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

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

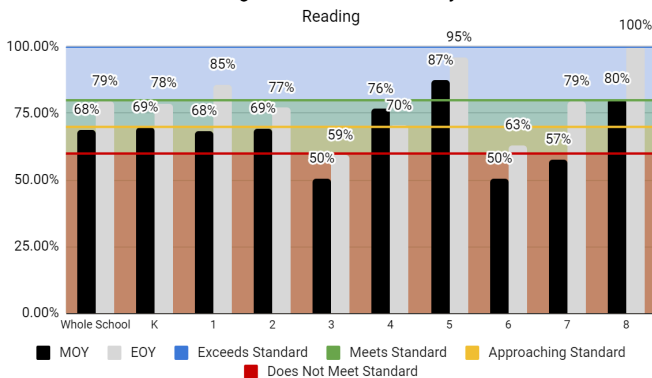
| Progress Towards Proficiency: Reading | | | | | | | |
|---------------------------------------|--------------------------------------|--|--|--------|---|---|--------|
| | Baseline Proficiency Fall of 2023 | Mid-Year Proficiency Winter of 2024 | Mid-Year Progress Towards Proficiency | Rating | End of Year Proficiency Spring of 2024 | End of Year Progress Towards Proficiency | Rating |
| Kindergarten | 82.6% | 65.2% | 69% | ✘ | 73.9% | 78% | ✔ |
| First | 37.0% | 51.9% | 68% | ✘ | 55.6% | 85% | ✔ |
| Second | 53.3% | 43.3% | 69% | ✘ | 50.0% | 77% | ✔ |
| Third | 52.9% | 35.3% | 50% | ✘ | 52.9% | 59% | ✘ |
| Fourth | 45.0% | 55.0% | 76% | ✔ | 60.0% | 70% | ✔ |
| Fifth | 72.7% | 63.6% | 87% | ✔ | 72.7% | 95% | ✔ |
| Sixth | 26.7% | 26.7% | 50% | ✘ | 33.3% | 63% | ✘ |
| Seventh | 42.1% | 36.8% | 57% | ✘ | 52.6% | 79% | ✔ |
| Eighth | 70.6% | 64.7% | 80% | ✔ | 70.6% | 100% | ✔ |
| School | 54.2% | 50.0% | 68% | ✘ | 58.4% | 79% | ✔ |

Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard

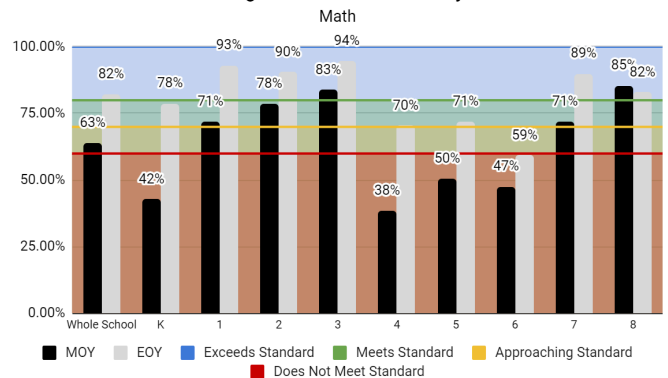
| Progress Towards Proficiency: Math | | | | | | | |
|------------------------------------|--------------------------------------|--|--|--------|---|---|--------|
| | Baseline Proficiency Fall of 2023 | Mid-Year Proficiency Winter of 2024 | Mid-Year Progress Towards Proficiency | Rating | End of Year Proficiency Spring of 2024 | End of Year Progress Towards Proficiency | Rating |
| Kindergarten | 69.6% | 39.1% | 42% | ✘ | 69.6% | 78% | ✔ |
| First | 55.6% | 55.6% | 71% | ✔ | 70.4% | 93% | ✔ |
| Second | 70.0% | 70.0% | 78% | ✔ | 83.3% | 90% | ✔ |
| Third | 23.5% | 41.2% | 83% | ✔ | 52.9% | 94% | ✔ |
| Fourth | 35.0% | 20% | 38% | ✘ | 60.0% | 70% | ✔ |
| Fifth | 45.0% | 35.0% | 50% | ✘ | 45.0% | 71% | ✔ |
| Sixth | 11.8% | 11.8% | 47% | ✘ | 35.3% | 59% | ✘ |
| Seventh | 26.3% | 42.1% | 71% | ✔ | 47.4% | 89% | ✔ |
| Eighth | 52.9% | 58.8% | 85% | ✔ | 58.8% | 82% | ✔ |
| School | 46.3% | 43.7% | 63% | ✘ | 60.5% | 82% | ✔ |

Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard

LCIS 2023-24 Progress Towards Proficiency: Grade Level



LCIS 2023-24 Progress Towards Proficiency: Grade Level



Reading: 79% of students were considered proficient and/or met growth targets on the NWEA reading assessment. Therefore, the school receives a rating of **Meets Standard** according to the school's Accountability Plan Performance Framework. The data indicates that the school is effectively supporting students in closing achievement gaps through the interpretation of different data points to monitor student outcomes.

Math: 82% of students were considered proficient and/or met growth targets on NWEA math assessment. Therefore, the school receives a rating of **Exceeds Standard** according to the school's Accountability Plan Performance Framework. The school has achieved commendable results in ensuring that students meet proficiency standards and experience academic growth.

Subgroup Progress Towards Proficiency

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

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

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

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

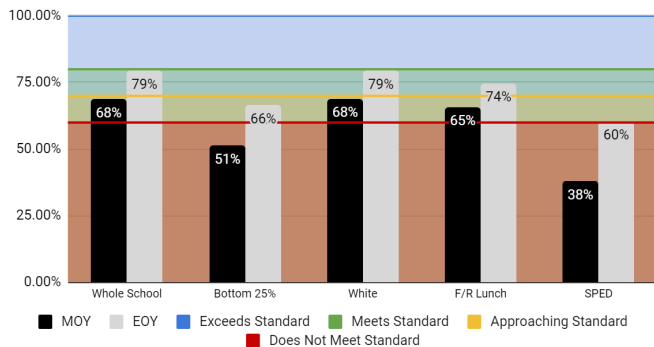
The following tables and graphs illustrate proficiency and growth outcomes throughout the school year and current charter term.

| Progress Towards Proficiency: Reading | | | | | | | | |
|---|--------------|-----------------------------------|-------------------------------------|---------------------------------------|--------|--|--|--------|
| | Population % | Baseline Proficiency Fall of 2023 | Mid-Year Proficiency Winter of 2024 | Mid-Year Progress Towards Proficiency | Rating | End of Year Proficiency Spring of 2024 | End of Year Progress Towards Proficiency | Rating |
| Bottom 25% | 25% | 2.1% | 4.3% | 51% | ✗ | 17.0% | 66% | ✗ |
| White | 94% | 53.6% | 49.7% | 68% | ✗ | 58.1% | 79% | ✓ |
| F/R Lunch | 70% | 50.4% | 45.4% | 65% | ✗ | 49.6% | 74% | ✓ |
| SPED | 29% | 32.0% | 18.0% | 38% | ✗ | 34.0% | 60% | ✗ |
| School | N/A | 54.2% | 50.0% | 68% | ✗ | 58.4% | 79% | ✓ |
| Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard | | | | | | | | |

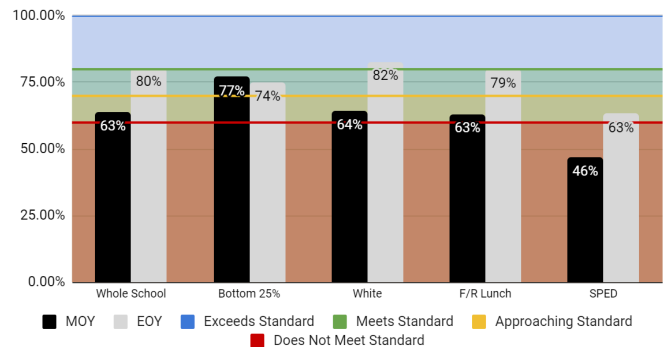
| Progress Towards Proficiency: Math | | | | | | | | |
|------------------------------------|--------------|-----------------------------------|-------------------------------------|---------------------------------------|--------|--|--|--------|
| | Population % | Baseline Proficiency Fall of 2023 | Mid-Year Proficiency Winter of 2024 | Mid-Year Progress Towards Proficiency | Rating | End of Year Proficiency Spring of 2024 | End of Year Progress Towards Proficiency | Rating |
| Bottom 25% | 25% | 19.1% | 27.7% | 77% | ✓ | 38.3% | 74% | ✓ |
| White | 94% | 47.5% | 44.1% | 64% | ✗ | 60.3% | 82% | ✓ |
| F/R Lunch | 70% | 39.2% | 39.2% | 63% | ✗ | 53.3% | 79% | ✓ |
| SPED | 29% | 23.5% | 15.7% | 46% | ✗ | 29.4% | 63% | ✗ |
| School | N/A | 46.3% | 43.7% | 63% | ✗ | 60.5% | 80% | ✓ |

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

LCIS 2023-24 Progress Towards Proficiency
Reading



LCIS 2023-24 Progress Towards Proficiency
Math



Reading:

- Bottom 25%:** Overall, the school receives a rating of **Approaching Standard** according to the school's Accountability Plan Performance Framework, with 66% of students performing in the bottom 25% at beginning of year testing reaching or maintaining proficiency and/or hitting growth targets. This subgroup experienced an increase in the percentage of students on grade level by 15 points from 2% at the beginning of the year to 17% by the end of the year. 47% of this subgroup are also identified as Special Education students. Despite concerted efforts to increase the percentage of students meeting growth targets, the analysis reveals a gap between desired proficiency levels and actual student performance, highlighting the continued urgency for comprehensive strategies to address this issue.
- White Students:** Overall, the school receives a rating of **Meets Standard** according to the school's Accountability Plan Performance Framework, with 79% of White students reaching or maintaining proficiency and/or hitting growth targets. The school has achieved commendable results in ensuring that students meet proficiency standards and experience academic growth.
- Free/Reduced Lunch Students:** Overall, the school receives a rating of **Meets Standard** according to the school's Accountability Plan Performance Framework, with 74% of Free/Reduced Lunch students reaching or maintaining proficiency and/or hitting growth targets. The school's emphasis on continuous improvement is reflected in the progress students made in meeting proficiency and/or growth targets from the beginning of the school year.
- Special Education Students:** Overall, the school receives a rating of **Approaching Standard** according to the school's Accountability Plan Performance Framework, with 60% of Special Education students reaching or maintaining proficiency and/or hitting growth targets. Despite concerted efforts to increase the percentage of students meeting growth targets, the data presented reveals a persistent challenge of the school, with many students falling short of proficiency benchmarks and expected growth targets in their learning.

Math:

- **Bottom 25%:** Overall, the school receives a rating of **Meets Standard** according to the school's Accountability Plan Performance Framework, with 74% of students performing in the bottom 25% at beginning of year testing reaching or maintaining proficiency and/or hitting growth targets. This subgroup experienced an increase in the percentage of students on grade level by 19 points from 19% at the beginning of the year to 38% by the end of the year. 34% of this subgroup are also identified as Special Education students. Through targeted instruction, students consistently demonstrated proficiency and/or growth in math.
- **White Students:** Overall, the school receives a rating of **Exceeds Standard** according to the school's Accountability Plan Performance Framework, with 82% of White students reaching or maintaining proficiency and/or hitting growth targets. The data indicates that the school is effectively supporting students in closing achievement gaps.
- **Free/Reduced Lunch Students:** Overall, the school receives a rating of **Meets Standard** according to the school's Accountability Plan Performance Framework, with 79% of Free/Reduced Lunch students reaching or maintaining proficiency and/or hitting growth targets. The data presented highlights the success of our school's efforts in fostering both proficiency and growth among our diverse student population.
- **Special Education Students:** Overall, the school receives a rating of **Approaching Standard** according to the school's Accountability Plan Performance Framework, with 63% of Special Education students reaching or maintaining proficiency and/or hitting growth targets. Despite efforts to improve academic outcomes, the school continues to face challenges with a portion of students not meeting proficiency and growth standards.

Historical Proficiency

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

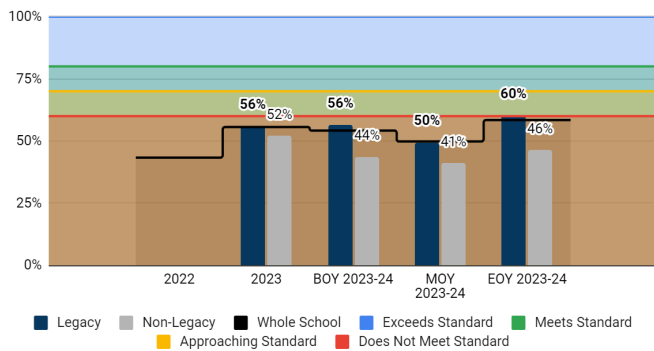
| Exceeds Standard | Meets Standard | Approaching Standard | Does Not Meet Standard |
|--|---|---|---|
| Legacy students outperform non-legacy students by more than 7.5% Or The percentage of legacy students meeting grade level proficiency standards is at least 80.0%. | Legacy students outperform non-legacy students by 5.0-7.5%. Or The percentage of legacy students meeting grade level proficiency standards is between 70.0-79.9%. | Legacy students outperform non-legacy students by 2.5-4.9%. Or The percentage of legacy students meeting grade level proficiency standards is between 60.0-69.9%. | Legacy students outperform non-legacy students by less than 2.5%. Or The percentage of legacy students meeting grade level proficiency standards is less than 60.0% |

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

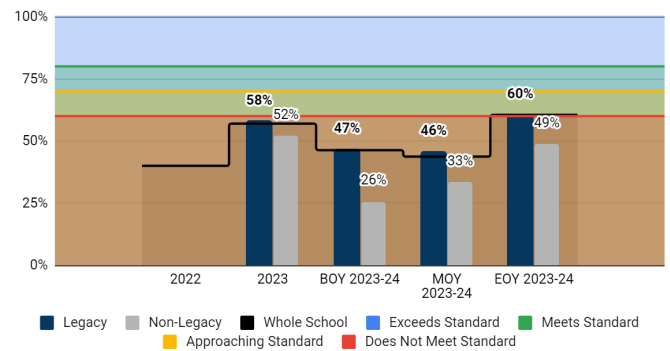
| Historical Proficiency | | | | | | | | | |
|------------------------|--------------|----------------------|----------------------|-------------------------|--------|----------------------|----------------------|-------------------------|--------|
| | | Reading | | | | Math | | | |
| | Population % | Baseline Proficiency | Mid-Year Proficiency | End of Year Proficiency | Rating | Baseline Proficiency | Mid-Year Proficiency | End of Year Proficiency | Rating |
| Legacy | 53% | 56.4% | 49.5% | 60.4% | X | 46.5% | 45.5% | 60.4% | X |
| Non-Legacy | 21% | 43.6% | 41.0% | 46.2% | X | 25.6% | 33.3% | 48.7% | X |
| Whole School | 100% | 54.2% | 50.0% | 58.4% | X | 46.3% | 43.7% | 60.5% | X |

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

LCIS Historical Proficiency: Reading
Charter Term: 2021-26



LCIS Historical Proficiency: Math
Charter Term: 2021-26



Reading: At the end of the 2023-24, 60% of legacy students were considered on grade level on the school’s chosen benchmark assessment, compared to 46% of non-legacy students. With a difference of 14 percentage points, the school receives a rating of **Exceeds Standard** according to the school’s Accountability Plan Performance Framework. The success of legacy students at the school serves as a testament to the academic standards and supportive learning environment that distinguish it as a quality educational option in the community.

Math: At the end of the 2023-24, 60% of legacy students were considered on grade level on the school’s chosen benchmark assessment, compared to 49% of non-legacy students. With a difference of 11 percentage points, the school receives a rating of **Exceeds Standard**, according to the school’s Accountability Plan Performance Framework. The academic accomplishments of legacy students highlight the effectiveness of the school's instructional practices and support systems, making it a compelling choice for families seeking a different educational experience. Similarly, the overall increase in proficiency amongst non-legacy students from 26% at the beginning of the year to 49% at the end of the year tells a similar story.

School Specific Goal: Focus on Equity

Each school community possesses its own distinct characteristics and circumstances, giving rise to specific equity obstacles. By establishing goals tailored to the needs of the students and community served, schools can ensure targeted and responsive interventions.

Based on an analysis of results, the school leadership team at LCIS identified gaps in students ability to persevere through longer computerized assessments as a reason for inconsistent outcomes between the state’s ILEARN assessment and the school’s local NWEA assessment. The following rubric was created by the school to specifically address the unique challenge it faces and is essential in cultivating an inclusive and equitable learning environment.

| Exceeds Standard | Meets Standard | Approaching Standard | Does Not Meet Standard |
|--|--|--|---|
| Students are able to complete Readworks exams in a single session with 90%+ proficiency. | Students are able to complete Readworks exams in a single session with 80-89% proficiency. | Students are able to complete Readworks exams in a single testing session with 60-79% proficiency. | Students are able to complete Readworks exams in a single session with less than 59% proficiency. |

The following data indicates trends of the percentage of students meeting or exceeding standard.

| September | December | March | May |
|-----------|----------|-------|-----|
| 30% | 35% | 49% | 52% |

This is the first year in which the school saw an increase in the percentage of students with an average or above proficiency percentile on the reading NWEA. On average, the school has experienced a loss of 8.4 points from beginning of year to end of year. This year, the school increased this percentage by 4.2 points.

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 | | |

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

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

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

Financial Management

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

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

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

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

The State Board of Accounts reviewed the annual audit for the period July 1, 2022 to June 30, 2023 on April 24, 2024. Based on their opinion, the Supplemental Audit Report was prepared in accordance with the guidelines established by the Indiana State Board of Accounts. The audit did indicate the following deficiencies:

- The school did not use a receipt book and issue receipts.
- The individual fund balances on the June 30, 2023 biannual Form 9 did not reflect actual balances in line with the school’s accounting records.
- The Certified Report (100R) was filed on October 31, 2023. The 100R is due 30 days after the calendar year end, giving a deadline of January 30, 2023.
- The school did not use ticket forms.

The contents of the report were discussed with appropriate school personnel on March 6, 2024 and the school provided an official response, already indicating that some issues had been resolved.

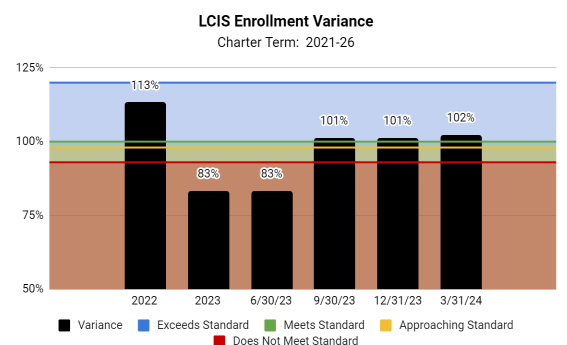
Throughout the 2023-24 school year, LCIS submitted quarterly financial statements on time that were used to assess the financial measures found in this report. For these reasons, the school receives a rating of **Meets Standard** according to the school’s Accountability Plan Performance Framework.

Enrollment Variance

The state of Indiana calculates its state tuition based on the number of students enrolled at various times per academic school year. A school’s ability to identify an appropriate enrollment target to support its budget creates stability with staffing and operations. The rubric for this sub-indicator is as follows:

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

According to the Indiana Department of Education, LCIS had an enrollment of 212 students as of October 2023. Similarly in February of 2024, the school observed an enrollment of 217 students. In August of 2023, LCIS submitted its annual budget based on an enrollment of 210 students. With an enrollment variance of 102% the school receives a rating of **Exceeds Standard**. The corresponding graph illustrates trends in enrollment variance throughout the school’s current charter term.

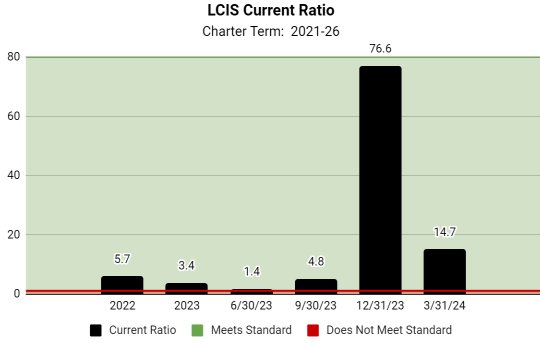


Current Ratio

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

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

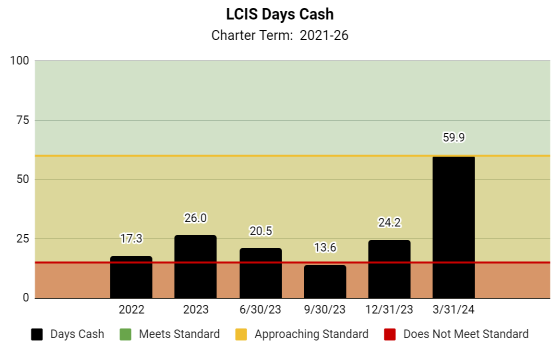
At the time of this report, the school's assets exceed its current liabilities with a ratio of 14.7, and, therefore, receives a rating of **Meets Standard**. The corresponding graph illustrates trends in current ratio throughout the school's current charter term.



Days Cash

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

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

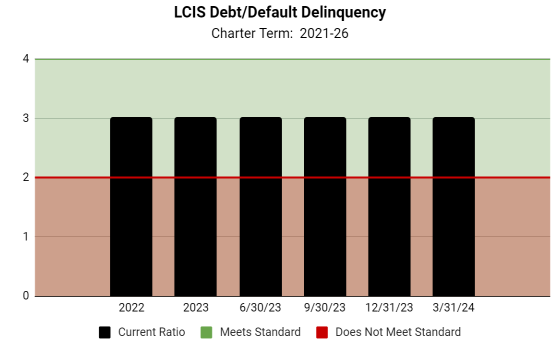


At the time of this report, LCIS had 59.9 days cash. The school has observed a one-year positive trend of 39.4 days. For this reason, LCIS receives a rating of **Meets Standard**. The corresponding graph illustrates trends in days cash throughout the school's current charter term.

Debt/Default Delinquency

This sub-indicator is determined by both the auditors' comments in the audited financial statements and contact with the school's creditors. The rubric for this sub-indicator is as follows:

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



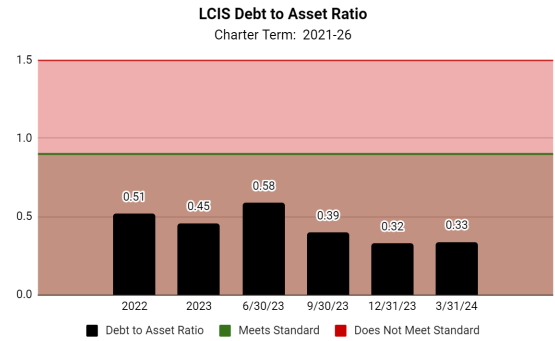
At the time of this report, neither the school's auditors nor its creditors provided any indication that the school had defaulted on its debt obligation(s). Therefore, the school receives a rating of **Meets Standard**. The corresponding graph illustrates trends in debt/default delinquency throughout the school's current charter term.

Debt to Asset Ratio

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

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

The school receives a rating of **Meets Standard** with a ratio of 0.33. The corresponding graph illustrates trends in debt to asset ratio throughout the school's current charter term.



Debt Service Coverage

Education One monitors the school's debt service coverage ratio, which is a measurement of the cash flow available to pay current debt obligations. This measure was not available for the school during this school year. The school will receive a rating of **Not Applicable**. The rubric for this sub-indicator is as follows:

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

Part III: Organizational Performance

The Organizational Performance review gauges the academic and operational leadership of the school. Part III of this review consists of various indicators designed to measure how well the school's administration and the school's Board of Directors comply with the terms of their charter agreement, applicable compliance requirements and laws, and authorizer expectations. All indicators are noted in the school's Accountability Plan Performance Framework.

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

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

| What does the Overall Rating for Organizational Performance mean? | |
|---|--|
| Year 1 | The school received an overall rating of Approaching Standard, indicating that the school presented concerns in indicator measures but there was a credible plan to address those issues. The school received ratings of Approaching Standard for measures found in the Governing Board sub-indicator, around focus on high academic achievement and commitment to exemplary governance. The governing board needs to continue with the development of policies and procedures with key stakeholders to differentiate LCIS from the local school district, utilize local and state level assessment results at the board level to inform board policies and goal setting, and expand board member skill sets in the areas of education, finance, and legal. |
| Year 2 | Overall, the school received a rating of Approaching Standard. While there was a decrease in ratings for the majority of the measures, the school was able to address most credible concerns within the moment and prior to the end of the school year. The governing board, specifically, collaborated well with outside counsel to create and implement appropriate board policies and procedures. Moving forward, the school needs to continue to invest in board development through orientation of new members and ongoing training for existing members (specifically on strategic planning, goal setting, and school financials) and increase engagement during meetings through questioning and commenting, based on a comprehensive review of all board materials prior to the meeting. The school's leadership team needs to provide updates to the board that focus on performance goals in the Accountability Plan Performance Framework and goals established by the board. |
| Year 3 | Overall, the school received a rating of Approaching Standard. The school has maintained or improved upon ratings, but there are remaining concerns with some of the indicator measures. The school's governing board continues to require more development on how to use student and school data to inform strategic planning efforts and the creation of goals for the school and the board. |

| | 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 | | |
| | Commitment to Exemplary Governance | AS | AS | AS | | |
| | Fiduciary Responsibilities | MS | DNMS | MS | | |
| | Strategic Planning and Oversight | MS | DNMS | DNMS | | |
| | Legal and Regulatory Compliance | MS | AS | MS | | |
| School Leader | Leadership | MS | AS | MS | | |
| Compliance | Charter Compliance | MS | AS | MS | | |
| | Special Education Compliance | MS | AS | MS | | |

GOVERNING BOARD

Focus on High Academic Achievement

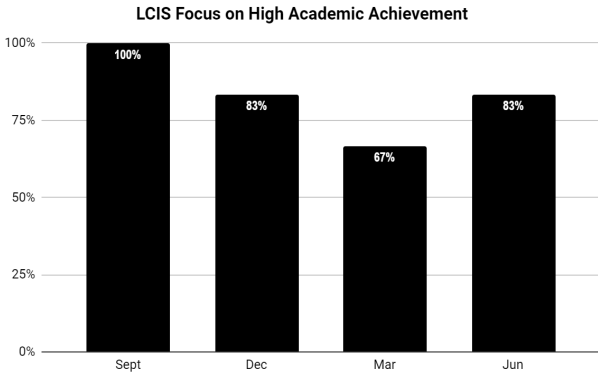
Education One expects governing boards to consistently work towards fulfilling the mission of the school and promises of the charter, and to know whether or not students are on track for high-levels academic achievement, as evidenced by the following characteristics:

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

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

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

It is evident that the members of the Lawrence County Independent Schools (LCIS) board believe in the mission and vision of the school and assumed ultimate responsibility for the success of students and the school overall. The board agreed on the definition of academic excellence at LCIS and had a general understanding of what tools are used to measure overall student achievement. Student success measures were presented to the board after each major local and state assessment window. While the data was reviewed, it was often not used to inform board decisions. The board was also not presented with other academic data, outside of those assessment results, that would further support board decisions on academic programming and if the school was on track to meeting goals and fulfilling the mission and vision of the school.



The graph indicates how the board has shown the measure characteristics throughout the school year, measured on a quarterly basis. Based on evidence collected throughout the school year, LCIS' governing board receives a rating of **Approaching Standard**.

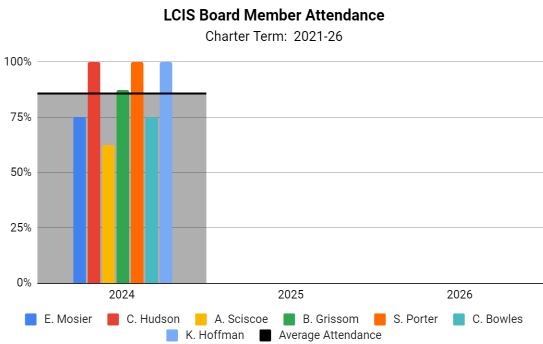
Commitment to Exemplary Governance

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

- Recruit and maintain a full slate of excellent board members who bring diverse skills, experiences, partnership opportunities, etc.;
- Election of a board chair who can successfully lead the board and engage all members;
- Timely removal of disengaged members from the board;
- Investment in the board’s development, through orientation for new members and ongoing training for existing members;
- Clearly defined roles and responsibilities for officers, committees, and board members;
- Employment of a robust committee structure to accomplish board work strategically and efficiently;
- Engagement during meetings through questioning, commenting, etc. based on a comprehensive review of all board materials prior to the meeting;
- Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Executive Director of Education One; and
- Timely distribution of board meeting materials to Education One prior to any publicly held meeting, that includes academic, financial, and organizational updates.

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

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



The board maintained a full slate of board members who brought diverse skills, experiences, and partnership opportunities within the community, which is very important for LCIS. Board members exhibited experience in business, community engagement, education, and finance. However, the board would benefit from a member with legal expertise.

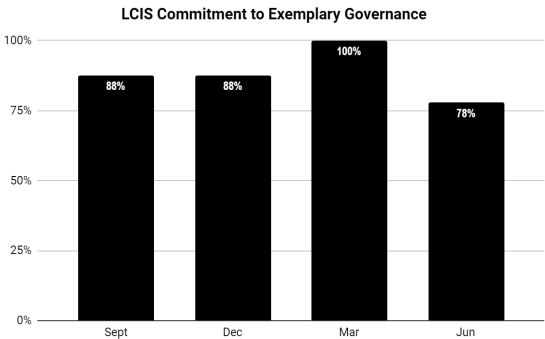
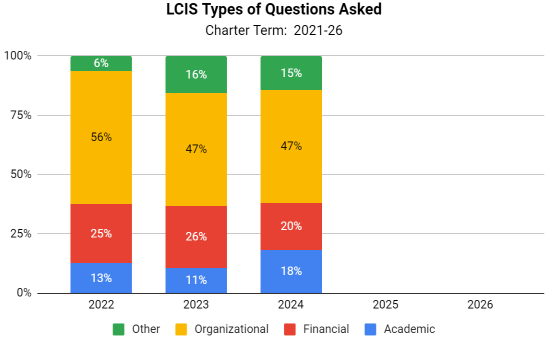
Erik Mosier served as the Board Chair and successfully led the board and engaged all members. The board itself had clearly defined roles and responsibilities of its members and was engaged in the work. The board experienced an average attendance rate of 86% for the 2023-24 school year, illustrated in the corresponding graph.

Attendance data only reflects the rates of the newly established board members during the current school year.

Throughout the school year, there was timely communication of any organizational, leadership, academic, fiscal, or facility deficiencies to the Executive Director of Education One. Moving forward the board needs to consistently provide

materials in a timely manner that include all academic, financial, and organizational updates that are being presented outside of the meeting’s agenda.

The board was engaged through questions and comments during each meeting. The graph illustrates the types of questions asked. While the board consistently engaged with what was being presented, more questions or discussions needed to be framed around student data to better inform board decisions. The graph indicates that the majority of questions or comments centered on organizational aspects of the school or items that did not fall into the three areas in which the school is held accountable to. The school has an overall trend of its board meeting discussions not focused equally on academic outcomes or programming.



The graph to the left indicates how the board has shown the measure characteristics throughout the school year, measured on a quarterly basis. Based on evidence collected throughout the school year, LCIS’ governing board receives a rating of **Approaching Standard**.

Fiduciary Responsibilities

Education One measures the quality of a governing board through their commitment to managing resources responsibly, expanding awareness of the program, and raising funds to support the program. More specifically, exemplary boards exhibit the following characteristics:

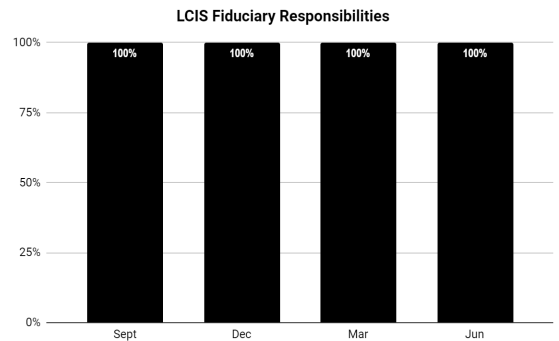
- Ensure that all members understand the school’s finances, and receive necessary training;
- Review financial data regularly and carefully, using it to make sound decisions that protect the school’s short- and long-term sustainability;
- Approve a budget each year that allocates resources strategically and aligns with the student performance goals of the school;
- Set and meet realistic fundraising goals through donor engagement to provide additional resources the school needs;
- Require that each board member make the school a top personal priority each year through the investment of time, energy, and/or resources (monetary or otherwise); and
- Understand the political context of public charter schools and advocate for policies that promote and support the charter sector.

Characteristics of quality board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees.

The rubric for this sub-indicator is as follows:

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

The LCIS governing board met its fiduciary requirements consistently throughout the year. Members of the board had a general understanding of the school’s finances and resources to be able to support them with any training or questions. The school’s overall improvement from Approaching Standard to Meets Standard in Financial Performance is an overall indicator that financial data was regularly reviewed in order to make sound fiscal decisions and protect the school’s short- and long-term sustainability. The LCIS board was also generous with the investment of their time and resources outside of regularly scheduled board meetings to make the school a top priority.



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

Strategic Planning and Oversight

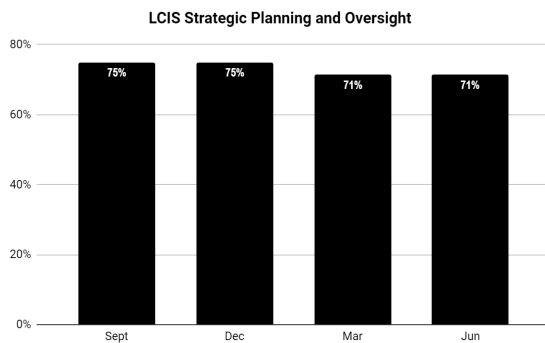
Education One believes that an effective governing board determines the strategic direction of a school, understands and respects the balance between oversight and management, and evaluates and holds school leaders and management partners accountable. More specifically, strong boards exhibit the following characteristics:

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

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

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

As part of oversight, the governing board ensured that the school leader has the autonomy and authority to manage the school while maintaining strong and close oversight of outcomes. The board also collaborated with the school leadership team in a way that was conducive to the success of the school, including requesting and disseminating information in a timely manner. Similarly, the school leadership team was formally evaluated twice a year by the board.



At the time of this report, the LCIS board had not submitted their annual self-assessment to Education One, that was due to the authorizer in April of 2024. The board was not been able to evidence that it had collaborated with the school leadership team or as a board to set annual goals for the school, board, and each board committee or oversee the development of a clear strategic plan that reflects the board’s vision and priorities for the school’s future.

The following graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, the governing board receives a rating of **Does Not Meet Standard**. Without a self-assessment, the board cannot evidence a credible plan for moving forward to address the noted issues.

Legal and Regulatory Compliance

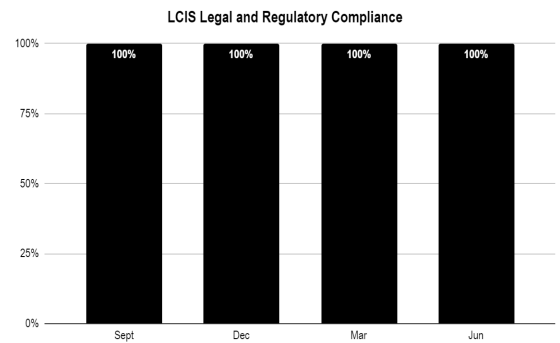
Education One monitors whether or not a governing board adheres to the legal and ethical duties of care, as well as meets all expectations set forth in the charter agreements and bylaws . More specifically, legally compliant boards exhibit the following characteristics:

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

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

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

As a newly established board, the members at LCIS worked diligently to maintain the highest standards of public transparency. The board continued to build upon the foundation of board procedures and policies that had started at the end of the 2022-23 school year with the support of their legal counsel, ensuring the compliance with established board policies and procedures, including those established in the by-laws. The school adhered to its charter and all state and federal laws, including requirements set forth by the SBOA and/or IRS. The following graph illustrates the measure characteristics met throughout this current school year.



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

SCHOOL LEADER

Leadership

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

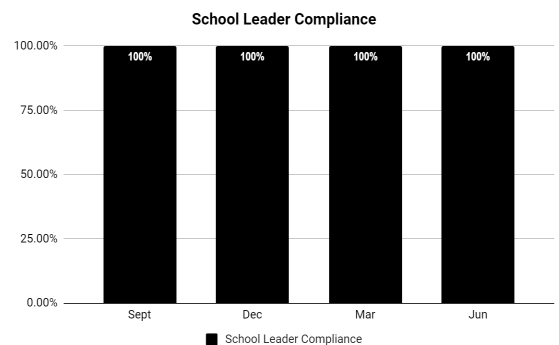
- Demonstration of sufficient academic and leadership experience;
- Leadership stability in key administrative positions;
- Communication with internal and external stakeholders;
- Clarity of roles and responsibilities among school staff;
- Engagement in a continuous process of improvement and establishment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

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

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

LCIS was led by Principal Sarah Daughtrey during the 2023-24 school year. Ms. Daughtrey has previous experience as a classroom teacher, instructional coach, and assistant school leader. While this is her first year as school leader of LCIS, there was stability in key administrative positions as she served in an academic role during the previous school years.

Principal Daughtrey communicated well with internal and external stakeholders, as evidenced by a strong stakeholder satisfaction rate of 90.5%, an increase from the previous school year. Ms. Daughtrey participated in all site visits and support checks with Education One, engaging in a continuous process of improvement and establishing systems for addressing areas of deficiency. Similarly, Ms. Daughtrey consistently provided information to and consulted with the schools' board of directors.



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

COMPLIANCE

Charter Compliance

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

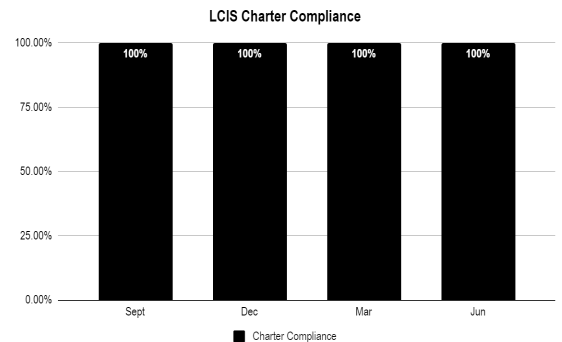
- Submission of all required compliance documentation in a timely manner as set forth by Education One, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation;
- Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws;
- Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations; and
- Participation in scheduled meetings with Education One.

The rubric for this sub-indicator is as follows:

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

The corresponding graph illustrates the measure characteristics met throughout this current school year. At the time of this report, LCIS was responsible for timely submissions of items July 2023 through May 2024. 73% of items were submitted in compliance with reporting requirements processes and procedures. 24% of items were submitted late, most of which occurred in July of 2023 and were remedied throughout the remainder of the school year. The school has the following outstanding items:

- Board Governance Self-Assessment Tool



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

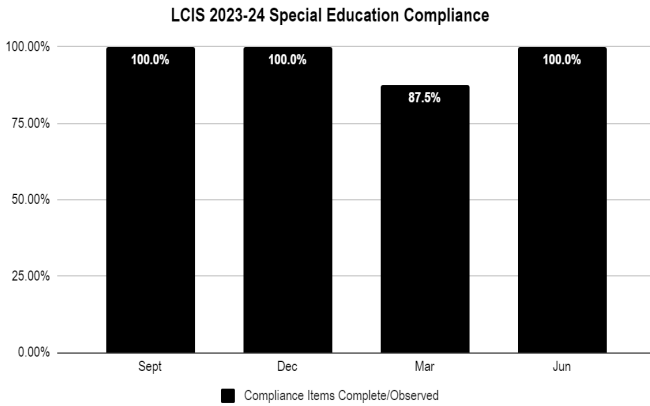
Special Education Compliance

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

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

The rubric for this sub-indicator is as follows:

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



The corresponding graph illustrates the measure characteristics met throughout the current school year. The school exhibited no concerns in evidencing IEP goals were established, current, and up to date in Indiana’s online system and that case conference meetings occurred in compliance with all state and federal laws.

The IEPs contained high quality interventions and were appropriately communicated with classroom teachers. Staff to student ratios are adequate for providing services, with a ratio of 1:20, when state and federal guidelines suggest 1:30. The school also evidenced professional development opportunities provided to staff to understand effective practices. Discipline of Special Education students was appropriate and legal.

However, the percentage of disciplinary actions of Special Education students did exceed the percentage of students identified as Special Education during the third quarter, which was reported in March of 2024. Evidence of high quality interventions and IEPs were not always implemented consistently in push in and/or pull out settings during site visit observations. Based on evidence collected throughout the school year, LCIS receives a rating of **Meets Standard**.

Part IV: School Wide Climate

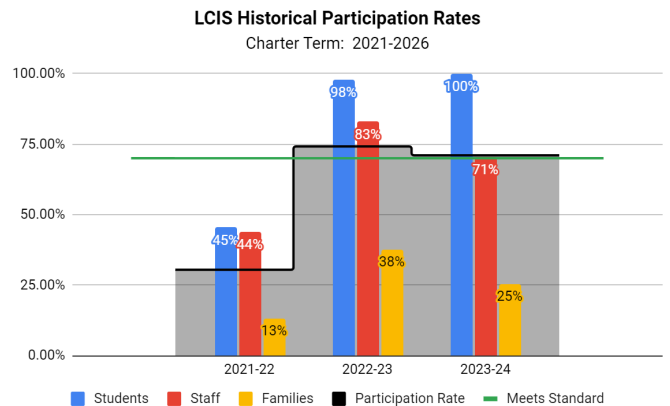
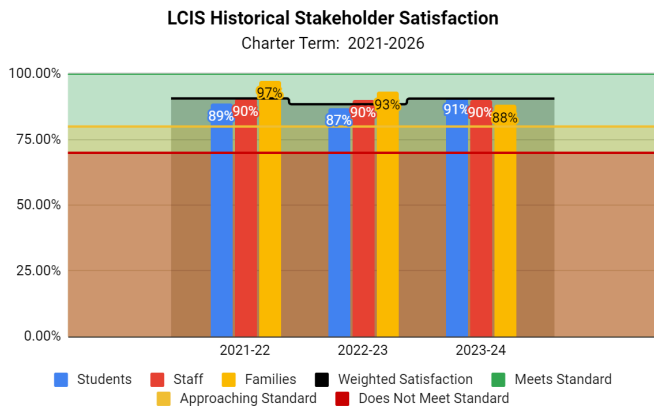
Education One requires its schools to conduct an annual third-party survey of all stakeholders, staff, students, and families, to gauge the school’s effectiveness in carrying out its mission and vision. Results should be used to drive programming, policies, and procedure changes, if necessary.

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

The rubric for this indicator is as follows:

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

The graphs illustrate the historical weighted satisfaction rate and participation rates for the school. With an overall weighted satisfaction rate of 90.5%, the school receives a rating of **Meets Standard**.



While survey participation is not a measure found in the school’s Accountability Plan Performance Framework, it is an important metric to understand the viability of the rating provided above. The following table indicates the total number of possible participants for each stakeholder group, the number of stakeholders that took the survey, and the participation rate of each stakeholder. Education One’s standard for survey viability is a participation rate of at least 70.0%. The participation of students and staff in the survey is adequate, validating the survey results indicating a high rate of overall satisfaction. While 88% of families surveyed indicated overall satisfaction, it is important for the school to continue to increase participation to validate that outcome.

| LCIS Survey Participation | | | |
|---------------------------|--|--|---------------------------|
| Stakeholder Group | Population Size Total # of Possible Respondents | Sample Size Total # of Actual Respondents | Survey Participation Rate |
| Students | 206 | 206 | 100.0% |
| Staff | 44 | 31 | 70.5% |
| Families | 130 | 33 | 25.4% |

Part V: Next Steps

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

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

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

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

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

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

Next Steps Overview for 2024-25 School Year

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

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

Commendations:

- Increasing the Median Growth Percentile by 23 points and the percentage of students not on grade level demonstrating high growth on the 2023 ILEARN English/Language Arts assessment
- Performing consistent with the state of Indiana on the IREAD-3 assessment
- Increasing percentage of students progressing towards proficiency from mid-year to end-of-year NWEA assessment, meeting or exceeding standard in reading and math
- Decreasing achievement gap based on socioeconomic status in both reading and math
- Achieving higher levels of proficiency in legacy students throughout the school year, indicating a quality of academic programming

Recommendations:

- Increase the rigor and relevance of learning by ensuring students are engaging with the content in a way that allows for them to apply or connect content to learning targets
- Conduct a root cause analysis and identify attendance and chronic absenteeism trends

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

- Increase math performance outcomes for all subgroups and proficiency levels by using data and academic standards to scaffold instruction and group students with intention that support meaningful differentiation; and
- Increase growth outcomes for Special Education students and those students identified in the bottom 25% through the implementation of intentional intervention and support systems that use data to drive instructional strategies

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

Commendations:

- Creating a sustainable budget around an obtainable enrollment target
- Enrolling more than budgeted for students and maintaining that enrollment throughout the school year
- Increasing Days Cash overtime, more than doubling the amount from financials through March 30, 2023

Recommendations:

- Continue to budget responsibly and use trend data to identify targeted enrollments

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

GOVERNING BOARD

Commendations:

- Recruiting and maintaining a full slate of board members with diverse skills, experiences, and partnership opportunities with a strong belief in the mission of the school
- Electing a board chair who has successfully led the board and engaged all members
- Collaborating and communicating with the Executive Director of Education One regarding any organizational, leadership, academic, fiscal, or facility deficiencies
- Maintaining public transparency through the continued implementation of newly establish board policies and by-laws

Recommendations:

- Engage in asking more questions to inform board level decisions and actions
- Provide a complete board packet, outside of the agenda, to Education One prior to the board meeting

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

- Receive training on how to use student and school data to inform board decisions;
- Submit all required documentation to Education One;
- Participate in training on how to effectively strategic plan as a board and with the school leadership team; and
- Create annual goals for the school and board.

LEADERSHIP

Commendations:

- Establishing clear roles and responsibilities of the leadership team to provide a sense of stability
- Creating and maintaining a culture focused on student success
- Establishing a coaching cycle process

Recommendations:

- Build upon coaching cycle process through the creation of intentional practices and systems for the entire school that allows for differentiated supports to staff based on teacher capacity and student outcomes
- Monitor that systems are being implemented with fidelity, using multiple data points to triangulate results

COMPLIANCE

Commendations:

- Collaborating and communicating proactively with Education One
- Decreasing the rate of disciplinary referrals for Special Education students

Recommendations:

- Increase the instructional capacity of the Special Education program, using data to consistently differentiate supports in push in and/or pull out settings

| School Wide Climate |
|---------------------|
| Meets Standard |

Commendations:

- Maintaining or increasing high levels of satisfaction from all three stakeholders

Recommendations:

- Increase the overall participation of families members in satisfaction surveys