EDUCATION ONE
at Trine University

2022-23 ANNUAL REVIEW

LAWRENCE COUNTY INDEPENDENT SCHOOLS

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Education One, L.L.C.

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REPORT OVERVIEW

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

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

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

Part I: Academic Performance

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

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

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

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

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

LOCAL ACADEMIC PERFORMANCE

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

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

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

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

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

2022-23 Site Visit Percentage of Classrooms Showing a Concern							
	Rigorous and Relevant Delivery	Differentiated Strategies	Checks for Understanding	Timely, Growth Feedback	Classroom Management	Active Engagement	Learning Objectives and Standards	Curriculum Implementation
Sept.	46%	18%	27%	9%	18%	46%	0%	18%
Oct.	46%	27%	27%	27%	27%	46%	18%	9%
Dec.	33%	25%	25%	17%	0%	25%	0%	2%
Feb.	36%	29%	21%	7%	7%	21%	7%	0%

The following graph illustrates the progress of each best practice throughout the year based on the percentage of classrooms that showed a concern. Consistent with the Instruction rubric, an area receiving a minimum of a '3' would be meeting standard.
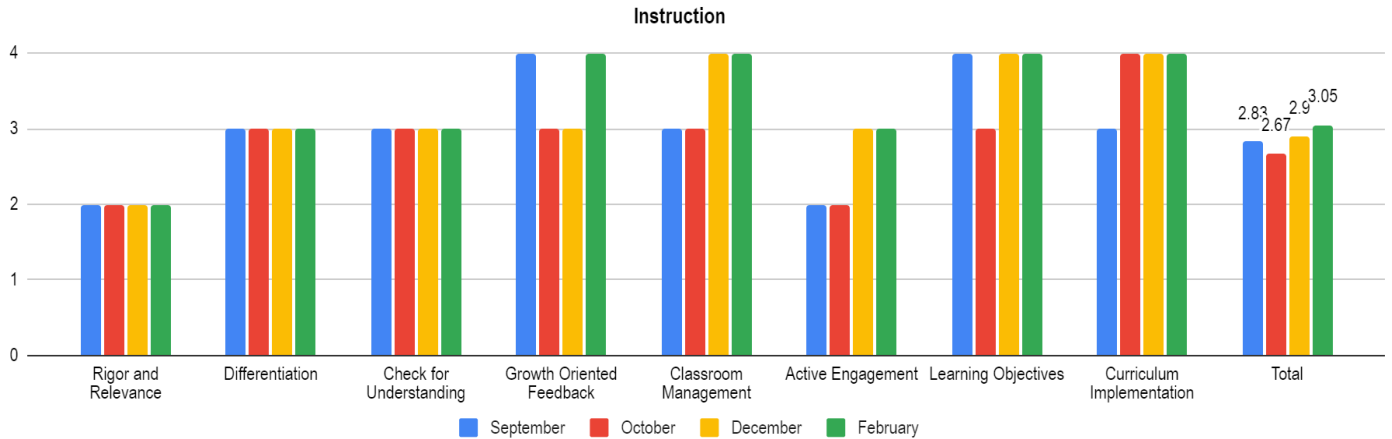
Based on the qualitative and quantitative evidence collected throughout the 2022-23 school year, Lawrence County Independent Schools (LCIS) receives a rating of **Approaching Standard** according to the school's Accountability Plan Performance Framework, with an average instructional rating of 2.9 points.

Attendance: Starting at the age of seven, students in Indiana are required to attend school regularly. The Indiana Department of Education (IDOE) defines habitual truancy as ten or more days absent from school, meaning students are required to attend school for 95% of the 180 days in a school year. The rubric for Attendance is as follows:

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

The table below identifies the average attendance rate per grade level and the school's overall average attendance. LCIS had an average attendance rate of 91.2% and thus, is **Approaching Standard** according to the school's Accountability Plan Performance Framework.

Attendance Breakdown					
Kindergarten	92.3%	✗	Fifth Grade	93.3%	✗
First Grade	91.1%	✗	Sixth Grade	91.8%	✗
Second Grade	93.2%	✗	Seventh Grade	89.9%	✗
Third Grade	92.9%	✗	Eighth Grade	91.9%	✗
Fourth Grade	90.8%	✗	Whole School	91.2%	✗
Key: ✔ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard					

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

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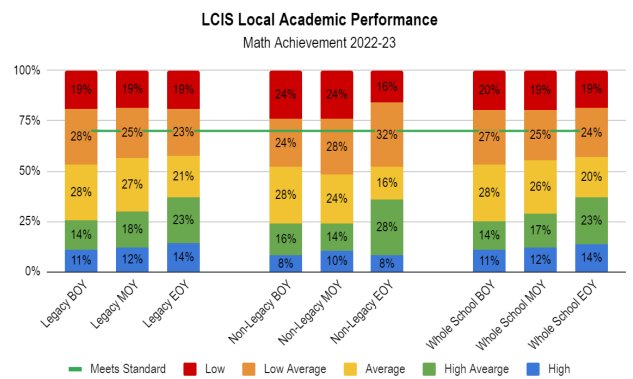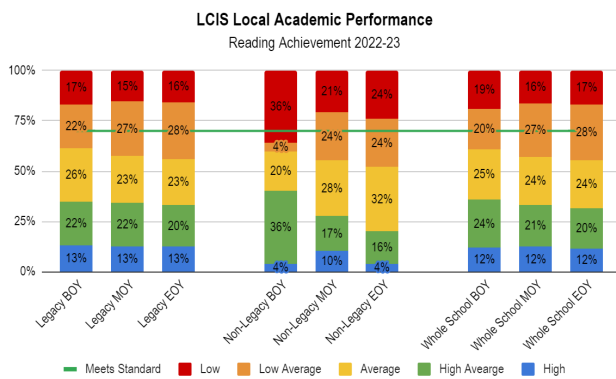
The rubric for this sub-indicator is as follows:

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

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

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

At the beginning of the year, 61.3% of LCIS legacy students were performing on grade level in reading and 53.4% in math. The percentage of legacy students performing on grade level decreased by 5.2 points in reading but increased by 4.2 points in math. The following table and graphs illustrate the achievement of legacy students in reading and math for the 2022-23 school year, compared to their non-legacy peers and the school's overall achievement percentage.

	Population %	Reading			Math		
		BOY Achievement	EOY Achievement	Change	BOY Achievement	EOY Achievement	Change
Legacy Students	88%	61.3%	56.0%	**-5.2**	53.4%	57.7%	**+4.2**
Non-Legacy Students	12%	60.0%	52.0%	**-8.0**	52.0%	52.0%	**+0**
Whole School	100%	61.1%	55.6%	**-5.6**	53.3%	57.0%	**+3.7**

LCIS Local Academic Performance
Reading Achievement 2022-23

LCIS Local Academic Performance
Math Achievement 2022-23

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

Reading				
Grade Level	Number of Students	Number of Students with Average+ Achievement Status	Percentage of Grade Level Achievement	Achievement Target Rating
Kindergarten	34	18	52.9%	✘
First Grade	30	11	36.7%	✘
Second Grade	19	9	47.4%	✘
Third Grade	23	12	50.0%	✘
Fourth Grade	23	16	69.6%	✘
Fifth Grade	22	10	45.5%	✘
Sixth Grade	21	14	66.7%	✘
Seventh Grade	21	15	71.4%	✔
Eighth Grade	22	14	68.2%	✘
Whole School	216	120	55.6%	✘
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard				

Grade Level	Number of Students	Number of Students with Average+ Achievement Status	Percentage of Grade Level Achievement	Achievement Target Rating
Kindergarten	33	22	66.7%	✘
First Grade	31	19	61.3%	✘
Second Grade	21	15	71.4%	✔
Third Grade	24	16	66.7%	✘
Fourth Grade	19	7	36.8%	✘
Fifth Grade	22	7	31.8%	✘
Sixth Grade	22	10	45.5%	✘
Seventh Grade	20	12	60.0%	✘
Eighth Grade	22	14	63.6%	✘
Whole School	214	122	57.0%	✘
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard				

Reading: 55.6% of legacy students were considered proficient on the NWEA reading assessment. At this time last year, 43.3% of students were considered proficient, an increase of 12.3 points.   Education One commends the school for seeing a positive increase of more than 10 points from the previous school year. At this rate, the school is on track to meeting standard by the end of its charter term. However, the school receives a rating of **Does Not Meet Standard** according to the school's Accountability Plan Performance Framework.

Math: 57.0% of legacy students were considered proficient on the NWEA math assessment. At this time last year, 40.0% of students were considered proficient, an increase of 17.0 points.   Education One commends the school for seeing a positive increase of more than 10 points from the previous school year. At this rate, the school is on track to meeting standard by the end of its charter term. However, the school receives a rating of **Does Not Meet Standard** according to the school's Accountability Plan Performance Framework.

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

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

The rubric for this sub-indicator is as follows:

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

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

Subgroup Breakdown										
Subgroup	Pop. %	Reading				Math				
		% of BOY Grade Level Achievement Legacy Students	% of EOY Grade Level Achievement Legacy Students	Change	Achievement Target Rating	% of BOY Grade Level Achievement Legacy Students	% of EOY Grade Level Achievement Legacy Students	Change	Achievement Target Rating	
Whole School	100%	61%	56%	**-5**	✘	53%	58%	**+5**	✘	
Female	43%	64%	64%	**-0**	✘	59%	61%	**+2**	✘	
Male	57%	59%	50%	**-9**	✘	50%	55%	**+5**	✘	
White	95%	61%	55%	**-5**	✘	53%	57%	**+4**	✘	
F/R Lunch	56%	57%	59%	**+2**	✘	51%	53%	**+3**	✘	
SPED	19%	43%	51%	**+8**	✘	36%	44%	**+8**	✘	
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard										

Reading: Overall, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework. Most subgroups had a rating of Does Not Meet Standard with only Female and Special Education students receiving a rating of Approaching Standard.

<u>Math:</u> Overall, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework.   Most subgroups had a rating of Does Not Meet Standard with only Female and Special Education students receiving a rating of Approaching Standard..

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

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

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

Reading				
Grade Level	Number of Students	Number of Students Meeting Growth Target	Percentage of Students Meeting Growth Target	Growth Target Rating
Kindergarten	34	16	47.1%	✘
First Grade	30	11	36.7%	✘
Second Grade	19	12	63.2%	✔
Third Grade	24	12	50.0%	✔
Fourth Grade	23	3	13.0%	✘
Fifth Grade	22	8	36.4%	✘
Sixth Grade	21	10	47.6%	✘
Seventh Grade	21	16	76.2%	✔
Eighth Grade	22	16	72.7%	✔
Whole School	216	104	48.1%	✘
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard				

Math				
Grade Level	Number of Students	Number of Students Meeting Growth Target	Percentage of Students Meeting Growth Target	Growth Target Rating
Kindergarten	33	18	54.5%	✔
First Grade	31	20	64.5%	✔
Second Grade	21	10	47.6%	✘
Third Grade	24	19	79.2%	✔
Fourth Grade	19	2	10.5%	✘
Fifth Grade	22	3	13.6%	✘
Sixth Grade	22	18	81.8%	✔
Seventh Grade	20	15	75.0%	✔
Eighth Grade	22	19	86.4%	✔
Whole School	214	124	57.9%	✔
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard				

Reading: 48.1% of students met growth targets on the reading NWEA assessment, an increase of 5.9 points from the 2021-22 school year. LCIS receives a rating of **Approaching Standard**, according to the school's Accountability Plan Performance Framework.

Math: 57.9% of students met growth targets on the math NWEA assessment, an increase of 26 points from the previous school year. Education One commends the school for this incredible increase in percentage of students meeting their math growth targets. The school receives a rating of **Meets Standard**, according to the school's Accountability Plan Performance Framework.

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

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

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
80.0% or more of students in the identified subgroups met or exceeded typical growth expectations.	70.0-79.9% of students in the identified subgroups met or exceeded typical growth expectations.	60.0-69.9% of students in the identified subgroups met or exceeded typical growth expectations.	Less than 60.0% of students in the identified subgroups met or exceeded typical growth expectations.

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

Subgroup Breakdown					
Subgroup	Pop. %	Reading		Math	
		Percentage of Students Meeting Growth Target	Growth Target Rating	Percentage of Students Meeting Growth Target	Growth Target Rating
Whole School	100%	48.1%	✗	58.9%	✔
Female	43%	49.5%	✗	59.8%	✔
Male	57%	47.2%	✗	58.2%	✔
White	95%	48.1%	✗	57.6%	✔
F/R Lunch	56%	50.0%	✔	60.5%	✔
SPED	19%	65.9%	✔	57.5%	✔
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard					

Reading: Overall, the school receives a rating of **Approaching Standard** according to the school's Accountability Plan Performance Framework. The majority of subgroups were approaching standard, with the exception of Free/Reduced Lunch students, who were meeting standard, and Special Education students who were exceeding standard for this measure.

<u>Math:</u> The school receives a rating of **Meeting Standard**. The majority of subgroups were meeting standard. Free/Reduced Lunch students were exceeding standard.

STATE ACADEMIC PERFORMANCE

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

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

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

LCIS State Summative Achievement — Reading

LCIS State Summative Achievement — Math
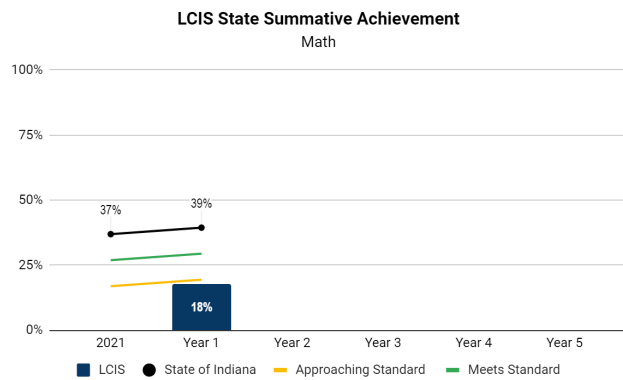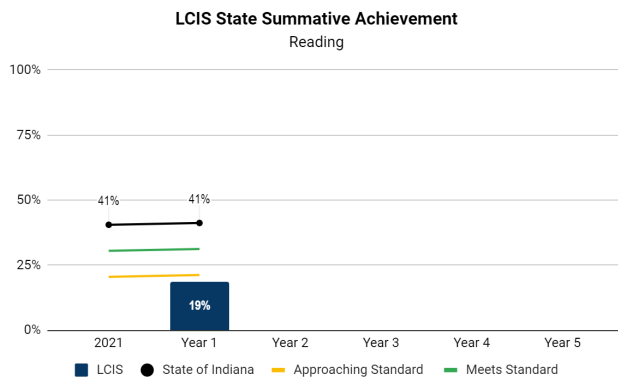
English/Language Arts: In Indiana, 41% students in grades 3-8 met or exceeded grade-level standards on the 2021-22 English/Language Arts ILEARN assessment. At LCIS, 19% of students in grades 3-8 met or exceeded grade-level standards on the 2021-22 English/Language Arts ILEARN assessment. The school will receive a rating of **Not Applicable** due to not having legacy students.

Math: In Indiana, 39% students in grades 3-8 met or exceeded grade-level standards on the 2021-22 English/Language Arts ILEARN assessment. At LCIS, 18% of students in grades 3-8 met or exceeded grade-level standards on the 2021-22 English/Language Arts ILEARN assessment. The school will receive a rating of **Not Applicable** due to not having legacy students.

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

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

The following tables illustrate the percentage of students that met or exceeded grade-level standards on the state summative assessment by subgroup for the 2021-22 school year. Data for subgroups with less than 20 students is suppressed for confidentiality purposes.

Subgroup Breakdown: English/Language Arts ILEARN 3-8						
Subgroup	School Population %	School % of Students Meeting or Exceeding Standards	State Population %	State % of Students Meeting or Exceeding Standards	Difference	Rating
Whole School	100%	19%	100%	41%	**-22**	✘
Free/Reduced Lunch	56%	14%	44%	27%	**-13**	✘
Female	47%	19%	49%	45%	**-26**	✘
Male	53%	19%	51%	37%	**-18**	✘
White	94%	18%	65%	48%	**-30**	✘
Special Education	21%	13%	16%	13%*	**-0**	✔
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard						

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

Subgroup Breakdown: Math ILEARN 3-8						
Subgroup	School Population %	School % of Students Meeting or Exceeding Standards	State Population %	State % of Students Meeting or Exceeding Standards	Difference	Rating
Whole School	100%	18%	100%	39%	**-21**	✘
Free/Reduced Lunch	56%	13%	44%	25%	**-12**	✘
Female	47%	12%	49%	37%	**-25**	✘
Male	53%	22%	51%	42%	**-20**	✘
White	94%	29%	65%	47%	**-18**	✘
Special Education	21%	8%	16%	16%*	**-8**	✘
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard						

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

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

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

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

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

Reading: LCIS had an MGP of 29 on the English/Language Arts Assessment. Due to harmless legislation, the school receives a rating of **Not Applicable.**

Math: LCIS had an MGP of 23 on the Math Assessment. Due to harmless legislation, the school receives a rating of **Not Applicable**

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

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

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

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

The rubric for Comparison to Local Schools is as follows:

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

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

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

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

In 2021-22, LCIS had a total passing rate of 88% on IREAD-3. The state of Indiana's passing percentage was 82%. By outperforming the state by 6%, the school receives a rating of **Exceeds Standard** according to the school's Accountability Plan Performance Framework.

FEDERAL ACADEMIC PERFORMANCE

Federal Accountability Rating: In accordance with Every Student Succeeds Act (ESSA), Indiana developed a federal accountability system to drive student success where each school's performance is measured in relation to the respective statewide performance goals, and reflected by the following designations:

- Exceeds Expectations
- Meets Expectations
- Approaches Expectations
- Does Not Meet Expectations

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

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

The table below represents the school's designations for each of the statewide goals as well as the overall designation. Data utilized for these designations was from the 2021-22 school year. The school received a designation of Does Not Meet Expectations and receives a rating of **Does Not Meet Standard.**

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

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

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

Data utilized for this sub-indicator is from the previous school year. In 2021-22, LCIS had a model attendee rate of 50.2% while the state's rate was 60.1%. Therefore, the school receives a rating of **Meets Standard**.

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

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

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

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

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

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

Part II: Financial Performance

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

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

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

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

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

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

These characteristics are observed on a quarterly basis as well as annually when new financial information is provided by the school and the State Board of Accounts (SBOA). Updated information is shared out at regularly scheduled school board meetings each quarter. The rubric for Financial Management is as follows:

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

The State Board of Accounts received the financial audit for LCIS in May of 2023 for the period July 1, 2021 to June 30, 2022. The audit was prepared in accordance with established guidelines. The school regularly submitted complete quarterly financial statements that were utilized to assess financial indicators throughout the school year. With no significant deficiencies, the school receives a rating of **Meets Standard** for the 2022-23 school year.

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

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

According to the Indiana Department of Education, LCIS submitted an enrollment report of 243 students as of October 1, 2022. By February 2023, the school's enrollment decreased to 236, also based on the submitted report. With a budgeted enrollment 301, the enrollment variance in September was 80.7% and 78.4% in February. With an average enrollment variance of 79.6%, LCIS receives a rating of **Does Not Meet Standard**.

Current Ratio: With regard to its current ratio, the school's current assets (cash or other assets that can be accessed in the next 12 months) exceed its current liabilities (debt obligations due in the next 12 months) with a ratio of 3.42 and therefore, the school receives a rating of **Meets Standard** on their Accountability Plan Performance Framework for Current Ratio. The rubric is as follows:

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

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

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

At the time of this report and based off of the most current quarterly financials, LCIS has 26.0 days cash. The school falls far below the desired metric for days cash and, for this reason, receives a rating of **Approaching Standard**.
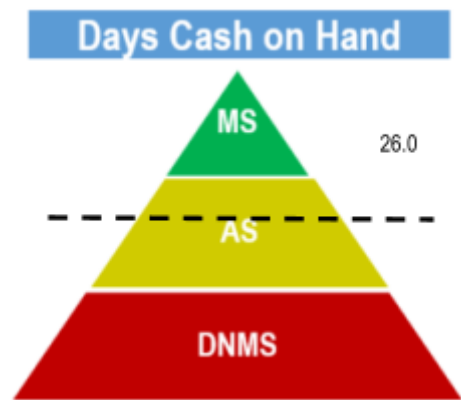
Debt/Default Delinquency: This metric is determined by both the auditor's comments in the audited financial statements and contact with the school's creditors. The rubric for Debt/Default Delinquency is as follows:

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

In the case of LCIS, neither its auditors nor its creditors provided any indication that the school had defaulted on its debt obligations. Based on that summary, the school receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

Debt to Asset Ratio: Education One monitors the school's debt to asset ratio on a quarterly basis, reporting out at the school's regularly scheduled board meetings. This ratio indicates the percentage of assets that are being financed with debt. The school receives a rating of **Meets Standard**, according to the debt to asset ratio indicator, with a ratio of 0.45. The rubric for Debt to Asset Ratio is as follows:

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

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

Part III: Organizational Performance

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

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

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

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

GOVERNING BOARD

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

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

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

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

The LCIS governing board showed consistent evidence that board members not only believe in the mission and vision of the school, but assume ultimate responsibility for the success of the students and the school.

While the board is aligned in their definition of high academic achievement and maintains a focus on continuous improvement, it is evident that they rely heavily on school leadership to understand how student achievement is being measured. Currently, student data is not being consistently utilized to inform board decisions.   For these reasons, the school receives a rating of **Approaching Standard** according to its Accountability Plan Performance Framework.

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

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

- Timely distribution of board meeting materials to Education One prior to any publicly held meeting, that includes academic, financial, and organizational updates.

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

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

LCIS experienced more change in their governing board membership throughout the 2022-23 school year. With amended bylaws, the board did maintain a full slate of board members. At the time of this report, five new members were recently vetted and recruited, bringing the total number of members to seven, representing skill sets in business, community engagement, education, and finance. However, the board needs further development in the area of legal.

The governing board at LCIS had a total of four board chairs throughout the 2022-23 school year. Past chairs have had a difficult time in successfully leading the board and engaging all members appropriately in executive functions and tasks. The board has followed appropriate measures to remove disengaged members in a timely fashion and in accordance with their bylaws. With a new board in place, Erik Mosier was elected board chair during the school's June 2023 meeting.
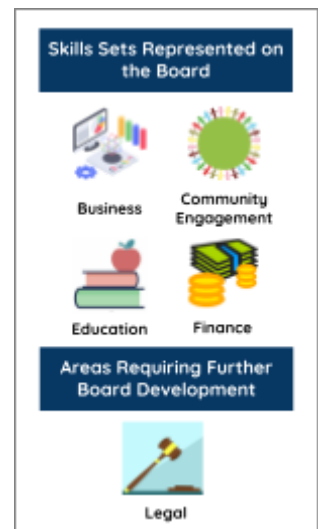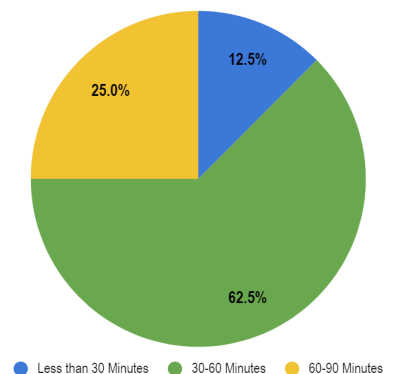

LCIS Board Question Type: 2022-23
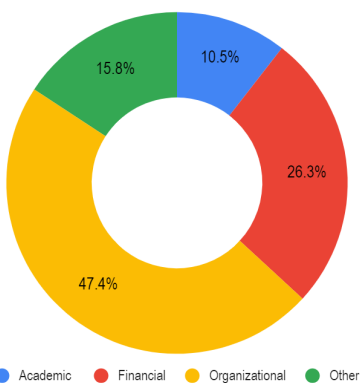
Members throughout the 2022-23 school year had an average attendance rate of almost 100%. While member attendance was consistently high, there was very little active engagement during public board meetings through questions and comments based on what was being presented. Members averaged less than one question or comment during public meetings throughout the year. Most questions or comments made, however, were focused on the three main performance areas Education One holds the school accountable to.

LCIS Board Meeting Length: 2022-23

The board continues to work on effectively defining roles and responsibilities of officers, committees, and new board members through the employment of a robust committee structure. However, there had been almost no investment in the board's development, through orientation of new members or ongoing training of existing members during the school year. This caused poor communication of major deficiencies with Education One throughout the first three quarters of the school year.

Based on this summary, the board receives a rating of **Approaching Standard** for the 2022-23 school year. The board has plans for orientation and development and has sought legal counsel to support them in appropriate board structures, policies, and procedures.

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

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

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

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

The board was consistently presented with financials during each board meeting. However, with a new board, many members did not have the capacity or understanding of the school's budget to be able to review the financial statements appropriately to make sound decisions that protect the school's short- and long-term sustainability. Overall the board did not have the appropriate training or understanding of school finance or the political context of public charter school funding.

Throughout the 2022-23 school year, however, the school did set and meet realistic fundraising goals through multiple avenues, including donor engagement and personal philanthropic efforts. Currently, however, the board requires a lot of guidance on creating and approving an appropriate budget allocating resources strategically and that aligns with student performance goals. The school has partnered with Indiana Charters to support them in these endeavors. Legal counsel is also supporting the board in obtaining appropriate training. The board does receive a rating of **Does Not Meet Standard** according to its Accountability Plan Performance Framework, with concerns in a majority of characteristics despite having a plan to address them.

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

- Oversee the development of a clear strategic plan that reflects the board's vision and priorities for the

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

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

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

In spring of 2023, the LCIS board completed and submitted a self-assessment, evaluating their strengths and areas for improvement, in relation to the school's Accountability Plan Performance Framework, in order to drive next steps for board development and planning.

In terms of oversight, the members of the LCIS board have ensured that the school leader, Ms. Joanne Symcox, has the autonomy and authority to manage the school. The board and school leader have worked to create a collaborative relationship that engages the school leader in improvement plans and setting goals for the future. The school leader is appropriately and regularly evaluated.

The board continues to need support in the development of a clear strategic plan that reflects the board's vision and priorities for the school's future. Definitive goals have not been established for the school, board, or committees. Throughout the 2022-23 school year the board has not been organized in a way to be able effectively work towards meeting goals. Legal counsel is supporting the board in obtaining appropriate training.

The board does receive a rating of **Does Not Meet Standard** according to its Accountability Plan Performance Framework, with concerns in a majority of characteristics despite having a plan to address them.

Legal and Regulatory Compliance: Education One monitors whether or not a governing board adheres to the legal and ethical duties of care, as well as meets all expectations set forth in the charter agreements and bylaws . More specifically, legally compliant boards exhibit the following characteristics:
- Hold all meetings in compliance with Indiana's Open Door Law;
- Maintain the highest standards of public transparency by accurately documenting meeting proceedings and board decisions;

- Adherence to all terms set forth in the charter agreement;
- Comply with established board policies and procedures, including those established in the by-laws;
- Conduct routine revisions of policies and procedures, as necessary;
- Adherence to all state and federal laws, including requirements set forth by the SBOA and/or IRS; and
- Apply sound business judgment by avoiding conflicts of interest, maintaining liability insurance, observing tax requirements, etc.

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

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

All meetings during the 2022-23 school year were held in compliance with Indiana's Open Door Law and met all state and federal laws. However, Education One had concerns regarding public transparency around documentation and board decisions, adhering to terms set forth in the school's charter agreement, and applying sound judgment to conflicts of interest. The board has worked with legal counsel to revise and create appropriate policies and procedures to address these areas of concern. Therefore, the school receives a rating of **Approaching Standard** according to its Accountability Plan Performance Framework.

SCHOOL LEADER

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

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

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

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

Joanne Symcox served as Director of Schools for LCIS during the 2022-23 school year. She has been the school's leader since it opened in 2021-22. Throughout the school year, Ms. Symcox has demonstrated sufficient academic experience. She was able to implement instructional processes and procedures into areas of the school requiring the most support to improve student outcomes, the success of which was evidenced by local benchmark growth scores. Her academic leadership team remained consistent throughout the school year, with the addition of an assistant principal, who served in an intern capacity during the 2021-22 school year, to support teachers and academic programming. Members of this leadership team engaged in the continuous process of improvement and worked to establish systems to address areas of deficiency in a timely manner.

Ms. Symcox was consistent throughout the year in providing information to the board during public meetings. Most of the reports, however, were centered on past and/or upcoming events and not on information that would support the board in its true oversight capacities of fulfilling the school's mission and vision. Ms. Symcox was also challenged this year in her leadership role to communicate effectively and timely with appropriate stakeholders and ensure that school staff had clarity around the roles and responsibilities of those in leadership positions. Necessary changes were made by and for school leader Symcox in order to remedy those challenges. With concern in a minimal number of characteristics and a credible plan to continue to address them, the school receives a rating of **Approaching Standard** according to its Accountability Plan Performance Framework.

COMPLIANCE

Reporting Requirements: Education One requires its schools to submit monthly reports consistent with state reporting and what is required of the authorizer to maintain according to legislation. Education One reports the following characteristics to the governing board on a monthly basis:

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

The rubric for this sub-indicator is as follows:

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

Throughout the 2022-23 school year, LCIS submitted reporting compliance documentation in a timely manner inconsistently at the beginning of the school year and towards the end, illustrated in the corresponding graph.

While the school was in compliance with the terms of its charter and participated in scheduled meetings with Education One, the school was not always proactive in collaborating with Education One in meeting governance obligations. The school receives a rating of **Approaching Standard** with concerns in measure characteristics but with a plan to address them having been implemented early in the 2022-23 school year.
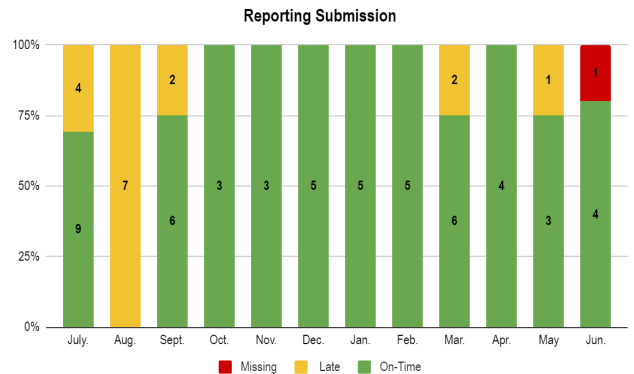
Special Education Compliance: To ensure that laws and requirements are being upheld and students with special needs are being serviced appropriately, Education One conducts a Special Education compliance check on a quarterly basis and looks for the following components:

- Evidence that IEP goals are established, current, and up to date;
- Case conference meetings occur in compliance with all state and federal laws;
- Evidence of high quality interventions and IEPs are appropriately communicated with the classroom teacher and implemented;
- Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to services
- Evidence that disciplinary actions are appropriate, legal, equitable, and fair;
- Staff to student ratios are adequate for providing services, in accordance with state and federal guidelines; and

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

The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school complies with all state and federal laws and provides appropriate documentation to evidence meeting each component.	The school presents concerns with documentation and/or compliance in a minimal number of the sub-indicator components but has a credible plan to address the issues.	The school presents concerns with documentation and/or compliance in a minimal or majority of the sub-indicator components and/or provides no evidence of a credible plan to address the issues. **OR** The school presents concerns with documentation and/or compliance in a minimal number of the sub-indicator components but provides no evidence of a credible plan to address the issues.

Special Education students at LCIS made up 23.5% of the overall student population during the 2022-23 school year. The school created processes and procedures quickly to ensure that student case conferences were held in compliance with all laws and IEP goals were established. In concurrence with this undertaking, the department's teachers and resource instructional assistants worked diligently to create the most inclusive environment in partnership with general education teachers through various organization structures. Evidence of these inclusive efforts and academic supports were witnessed consistently during site visits. Disciplinary referrals did, however, exceed the percentage of students identified as Special Education.

Based on the qualitative and quantitative evidence collected, the school receives a rating of **Approaching Standard** according to its Accountability Plan Performance Framework, with concerns in a minimal number of components and a plan to address the issues.

Part IV: School Climate

Education One requires its schools to conduct an annual third-party survey of all stakeholders, staff, students, and families, to gauge the school's effectiveness in carrying out its mission and vision. Results should be used to drive programming, policies, and procedure changes, if necessary. Survey data becomes more reliable based on the participation rate of each stakeholder. Education One's standard for survey reliability is a participation rate of at least 70.0%.
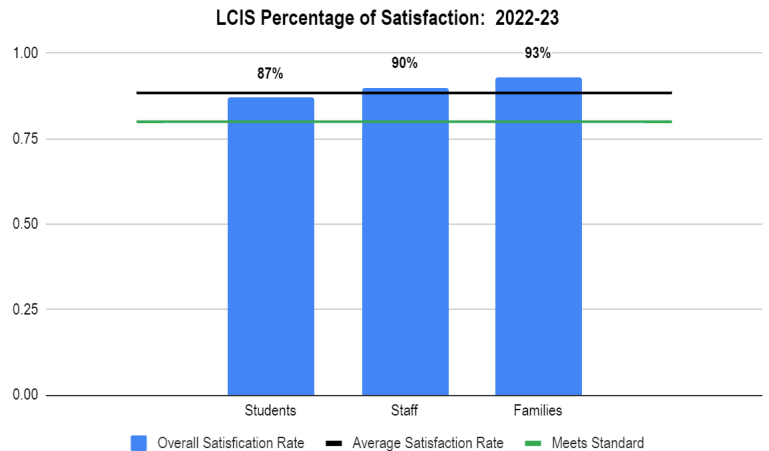
Overall Rating for School Climate	Year 1	Year 2	Year 3	Year 4	Year 5
	2021-22	2022-23	2023-24	2024-25	2025-24
	Meets Standard	**Meets Standard**			

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

The graph illustrates the satisfaction rate of each stakeholder as well as the overall weighted average. With a satisfaction rate of 88.4%, the school receives a rating of **Meets Standard**.

While survey participation is not a metric that is measured in the Accountability Plan Performance Framework, understanding the survey's population size as well as the sample size is valuable in determining the validity of the overall survey.

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

LCIS Percentage of Satisfaction: 2022-23
- Students: 87%
- Staff: 90%
- Families: 93%

Legend: Overall Satisfication Rate | Average Satisfaction Rate | Meets Standard

LCIS's Survey Participation			
Stakeholder Group	**Population Size** Total # of Possible Respondents	**Sample Size** Total # of Actual Respondents	**Survey Participation Rate**
Students	232	227	97.8%
Staff	35	29	82.9%
Families	159	60	37.7%

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

Part V: Next Steps

Does the school or organization require interventions moving forward?

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

Education One utilizes the school's performance against the Accountability Plan Performance Framework indicators to tier each school and monitors progress towards meeting standard of those indicators through the following supports:

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

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

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

Education One commends the school for the following:

Academic Performance
- Increasing end of year proficiency percentages by 12-17 points in both reading and math from school year 2021-22;
- Evidence of students (Title and Special Education) receiving intervention services are increasing in proficiency and meeting/exceeding growth standards;
- Effectiveness of the middle school intervention plan, as evidenced by both proficiency and growth metrics; and
- Improvement in students meeting growth targets on NWEA, specifically in math.

Financial Performance
- Increasing Days Cash over the span of one year.

Organizational Performance
- Increasing board size and capacity; and
- Collaborating with counsel to create and implement appropriate board policies and procedures.

2023-24 Next Steps:

Lawrence County Independent Schools received the following overall ratings in the three main performance areas of the Accountability Plan Performance Framework for the 2022-23 school year:

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

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

Academic Performance
- Create clear expectations for E/LA block in K-6 classrooms;
- Implement school-wide intervention plans to support differentiated instruction; and
- Identify ways to provide appropriate and differentiated professional development with a diverse staff.

Financial Performance
- Create a budget with an appropriate and obtainable enrollment target; and
- Continue to increase Days Cash reserve.

Organizational Performance
- 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);
- Increase engagement during meetings through questioning and commenting, based on a comprehensive review of all board materials prior to the meeting; and
- Provide leadership updates to the board that focus on performance goals in the APPF and goals established by the board.