



2025-26 ANNUAL REVIEW

INVENT LEARNING HUB

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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
	2025-26	2026-27	2027-28	2028-29	2029-30
	Approaching Standard*				

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

What does the Overall Rating for Academic Performance mean?	
Year 1	<p>The school received an overall weighted Academic Performance score of 2.2, resulting in a rating of Approaching Standard.* This rating indicates that, based on the measures formally evaluated during the 2025–26 school year, the school demonstrated some evidence of positive academic growth, implementation of instructional systems, and student support structures; however, overall student outcomes remained inconsistent and below the level necessary to demonstrate sustained academic success across multiple indicators. Evidence collected throughout the year suggests that students often demonstrated measurable growth relative to benchmark expectations, particularly in early literacy and select subgroup populations, and that the school maintained several organizational and instructional structures aligned to its educational model.</p> <p>At the same time, the data reflects continued concerns regarding grade-level proficiency, subgroup performance, mathematics achievement, and the extent to which academic growth is translating into standards-aligned proficiency outcomes. While students frequently demonstrated incremental progress from significantly below-grade-level starting points, overall proficiency rates on state-aligned assessments and checkpoint measures remained substantially below state and comparison school expectations. The data also indicates that several student groups, including students receiving Special Education services, English Learners, students eligible for Free and Reduced Lunch, and middle school students, continue to experience persistent academic achievement gaps.</p> <p>Additionally, although several state and federal accountability measures were formally designated as “Not Applicable” due to the school’s recent transition into Education One’s portfolio, the school did possess existing historical performance data from prior years under another authorizer. If those measures had been formally incorporated into the overall accountability determination, the school’s overall academic rating would likely have reflected more significant academic concerns. Therefore, the asterisk accompanying the overall rating is intended to acknowledge that the overall weighted score may present a more favorable representation of academic performance than would have been reflected had all available historical state and federal accountability data been included within the formal evaluation process.</p>

	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				
	Progress Towards Proficiency on State Summative Assessment: ELA	N/A				
	Progress Towards Proficiency on State Summative Assessment: Math	N/A				
	Growth on State Summative Assessment: ELA	N/A				
	Growth on State Summative Assessment: Math	N/A				
	Pass or Pass+ Status Growth: ELA	N/A				
	Pass or Pass+ Status Growth: Math	N/A				
	Did Not Pass Status Growth: ELA	N/A				
	Did Not Pass Status Growth: Math	N/A				
	Comparison to Local Schools	N/A				
	3rd Grade Literacy	N/A				
	6th Grade Math	N/A				
	Average Student Attendance	AS				
	Addressing Chronic Absenteeism	N/A				
	English Learners: Compliance	MS				
	English Learners: Performance	N/A				
Special Education: Compliance	MS					
Special Education: Performance	N/A					

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5
Local Academic Performance	Instruction	MS				
	Progress Towards Proficiency on Benchmark Assessment: Reading	MS				
	Progress Towards Proficiency on Benchmark Assessment: Math	AS				
	Subgroup PTP on Benchmark Assessment: Reading	MS				
	Subgroup PTP on Benchmark Assessment: Math	AS				
	Historical Proficiency: ELA	MS				
	Historical Proficiency: Math	DNMS				
	Pathways	MS				
	Design Thinking	MS				

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.

Invent Learning Hub (ILH) joined Education One’s portfolio in December of 2025. Therefore, the school will start receiving state and federal accountability ratings starting with 2025-26 data. Because state and federal ratings come from previous school year data, ILH will receive ratings of **Not Applicable** for all measures. Measures and their rubrics can be found below.

Progress Towards Proficiency on State Summative Assessment: 3-8

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

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

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

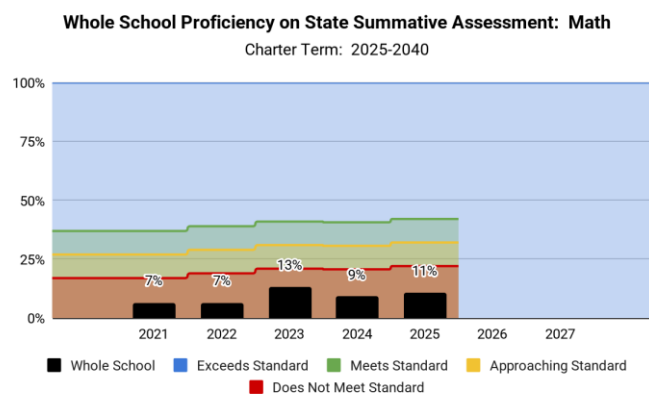
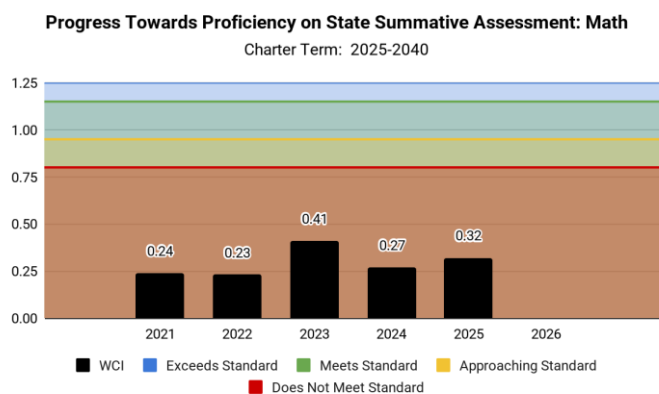
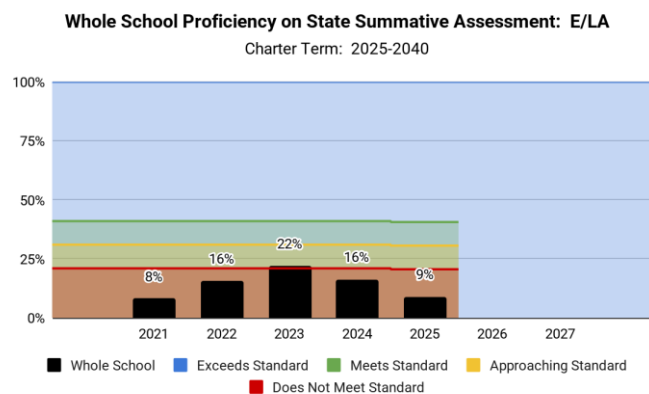
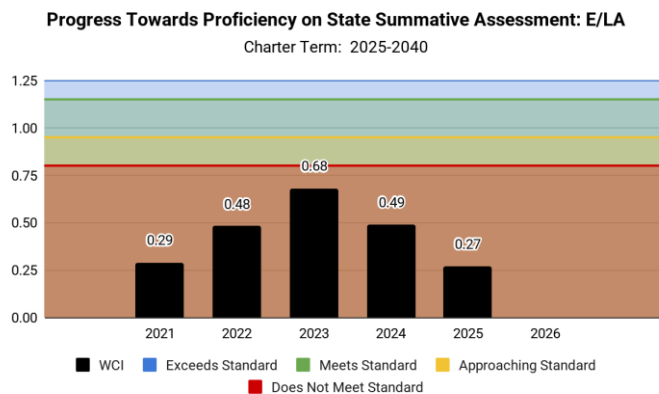
Students included in the percentage used for comparison are legacy students. A legacy student is defined as having attended the school for a minimum of three years. Data is collected from the previous school year. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school is performing significantly better than the state when controlling for subgroup demographics with a WCI of 1.05 or above.	The school is at or near parity with the state-adjusted expectation with a WCI of 0.95-1.049.	The school is slightly below expectations and has some performance concerns with a WCI of 0.85-0.949.	The school is underperforming compared to state norms for similar students with a WCI less than 0.85.

Students in grades three through eight at ILH participated in Indiana’s state summative assessment, the Indiana Learning Evaluation Assessment Readiness Network (ILEARN) test. ILEARN is administered each spring to measure grade-level

standard proficiency and annual growth for students in grades three through eight. All data utilized in this measure's review is from the 2024-25 school year.

The following graphs illustrate the historical trends of the school and state passing rates throughout the school's current charter term defined within this review.



English/Language Arts: In Indiana, 41% of students in grades three through eight met or exceeded standards on the 2024-25 English/Language Arts assessment. At ILH, 9% of students met or exceeded standards on the same assessment. The school's WCI was 0.27, which was a decrease from the previous year's WCI. These results indicate that ILH continues to face significant challenges in achieving grade-level proficiency in English/Language Arts and demonstrates declining performance relative to comparable subgroups across the state.

Math: In Indiana, 42% of students in grades three through eight met or exceeded standards on the 2024-25 math assessment. At ILH, 11% of students met or exceeded standards on the same assessment. The school's WCI was 0.32, which was an increase from the previous year's WCI. These results indicate that ILH continues to perform significantly below state proficiency levels in mathematics; however, the increase in the school's WCI suggests some evidence of improvement relative to comparable subgroups from the previous year.

Overall, subgroup performance data indicates that several student groups, including Hispanic students and students eligible for Free/Reduced Lunch, performed substantially below state proficiency levels in both English/Language Arts and Math. However, because this data reflects 2024-25 school year data, As this data is 2024-25 school year data, ILH receives a rating of **Not Applicable** for this measure.

Growth on State Summative Assessment: 3-8

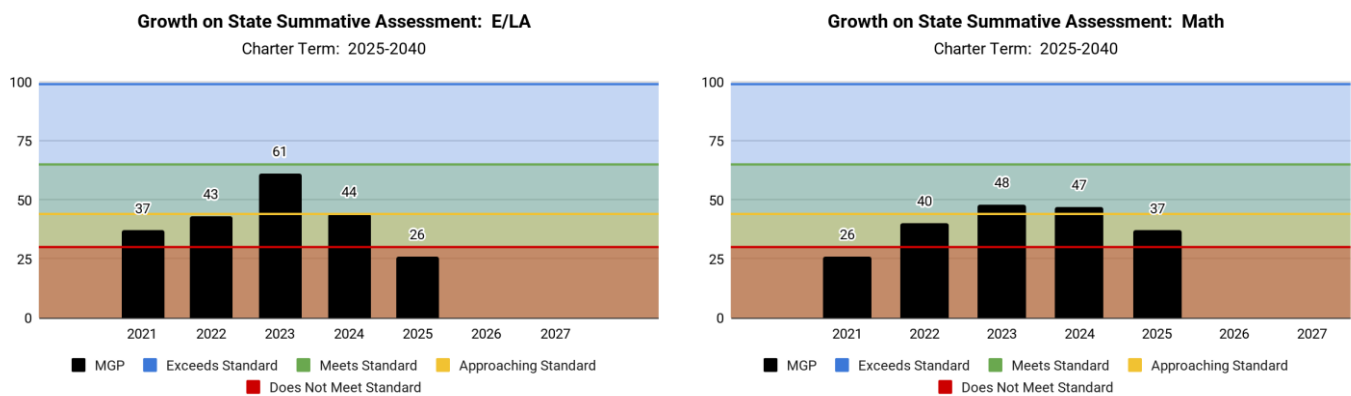
Education One measures the success of the school's implementation of its educational model by analyzing the amount of academic progress students make in a given year compared to other students with similar histories of academic proficiency. For more information on how the state of Indiana calculates growth, click [here](#). The school receives annual

ratings for growth in English/Language Arts and Math, utilizing data from the state summative assessment. The rubric for this measure is as follows:

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

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

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



English/Language Arts: ILH had a MGP of 26 based on 2024–25 ILEARN assessment results, representing a significant decline from prior years and indicating that students demonstrated substantially lower academic growth in English/Language Arts relative to their academic peers statewide.

Math: ILH had a MGP of 37 based on 2024–25 ILEARN assessment results, reflecting continued below-average student growth in mathematics and a decline from the school's recent upward trend in growth performance.

Recent growth data in both English/Language Arts and Math indicates declining student growth outcomes relative to academic peers statewide, suggesting increasing concerns regarding the consistency and effectiveness of instructional impact across multiple grade levels and content areas. As this reflects 2024–25 school year data, ILH receives a rating of **Not Applicable** for this measure.

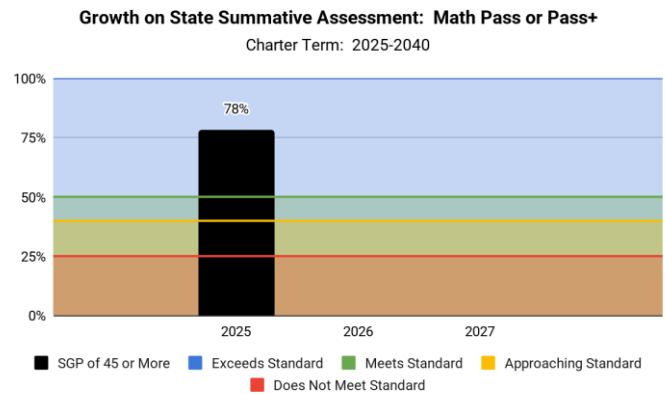
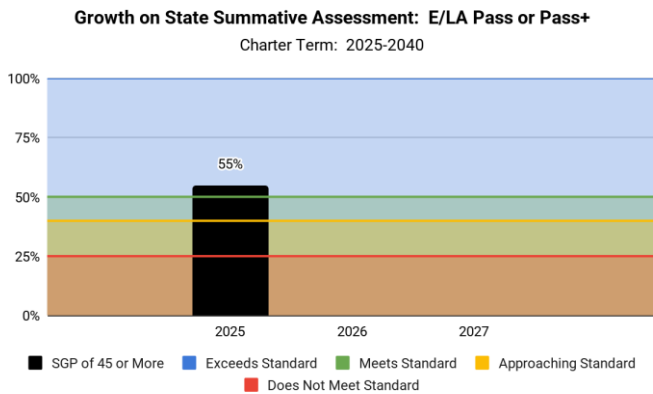
Passing Status Growth on State Summative Assessment

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: A result showing that 55% of previously proficient students earning a SGP of 45 or higher exceeds the established standard of 40% and indicates that a majority of students already performing on grade level demonstrated growth at or near the expected rate relative to their academic peers statewide. This suggests the school showed some capacity to support continued academic progress among students already meeting standards, despite broader concerns related to overall proficiency and growth outcomes.

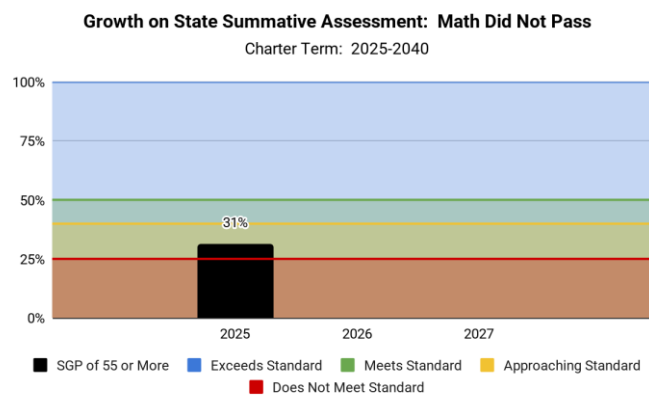
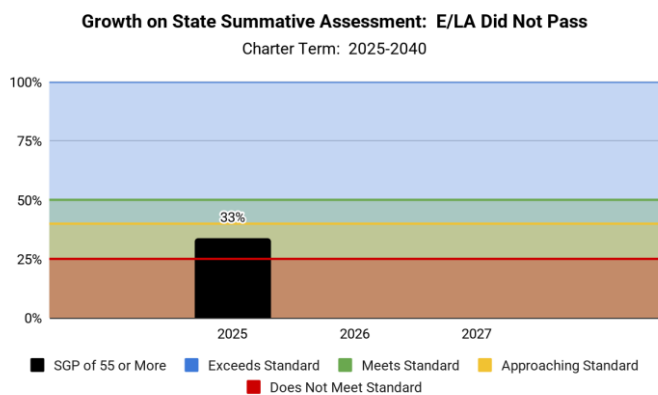
Math: A result showing that 78% of previously proficient students earned a SGP of 45 or higher in Math substantially exceeds the established standard of 40% and suggests strong relative growth among students already performing at grade level. However, the overall student group included fewer than 10 previously proficient students, and therefore the results should be interpreted cautiously due to the small sample size and limited stability of the data.

As this data is 2024-25 school year data, ILH receives a rating of **Not Applicable**.

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: 33% of students who were previously below grade level earned a SGP of 55 or higher, falling below the established standard of 40%. This indicates that a smaller proportion of previously non-proficient students demonstrated accelerated growth sufficient to close academic gaps relative to their statewide academic peers.

Math: 31% of students who were previously below grade level earned a SGP of 55 or higher, also falling below the established standard of 40%. These results suggest the school continues to face challenges in accelerating growth for students performing below grade level and supporting sufficient academic catch-up in mathematics.

As this data is 2024-25 school year data, ILH receives a rating of **Not Applicable**.

Comparison to Local Schools

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

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school is outperforming comparison schools with a WCI of 1.05 and above.	The school is performing on par with comparison schools with a WCI of 0.95-1.049.	The school is performing slightly below comparison schools with a WCI of 0.85 and 0.949.	The school is performing noticeably below comparison schools with a WCI of less than 0.85.

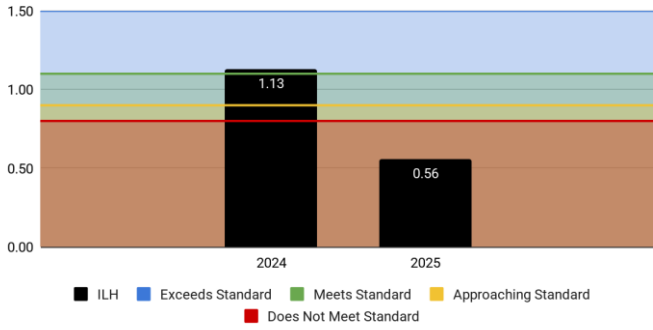
The following table indicates the comparison schools for ILH based on the location and subgroups served.

School Name	English/Learner Population	F/R Lunch Population	SPED Population	Distance from School
Invent Learning Hub	21%	89%	20%	
SE Neighborhood School of Excellence	21%	85%	19%	1 mile
Bethel Park Elementary	12%	73%	15%	0.8 miles
McKinley School #39	24%	68%	25%	0.9 miles
Daniel Webster School #46	38%	73%	22%	3.8 miles

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

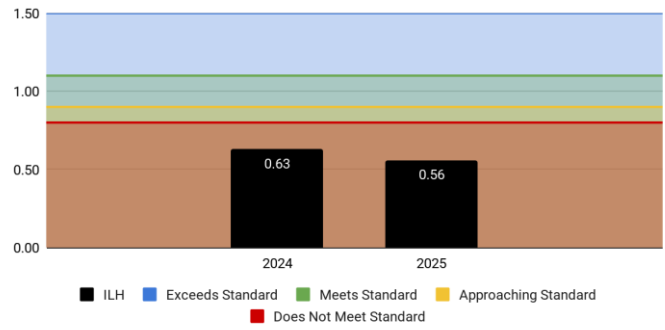
Comparison to Local Schools: E/LA

Charter Term: 2025-2040



Comparison to Local Schools: Math

Charter Term: 2025-2040



School Name	E/LA WCI	Math WCI
Average	0.56	0.56
SE Neighborhood School of Excellence	0.51	0.61
Bethel Park Elementary	0.81	0.59
McKinley School #39	0.36	0.28
Daniel Webster School #46	0.57	0.77

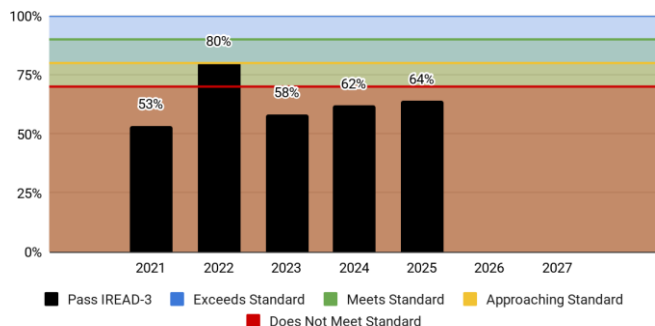
ILH's Weighted Comparison Index results indicate that the school is performing noticeably below nearby comparison schools serving similar student populations in both English/Language Arts and Math, with an overall average WCI of 0.56 in both English/Language Arts and Math. While several surrounding schools also demonstrate academic challenges, the data suggests ILH is not currently providing academic outcomes comparable to other local schools serving students with similar demographic characteristics and needs. As this data is 2024-25 school year data, ILH receives a rating of **Not Applicable**.

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. Results are reported for the third-grade cohort of students who were enrolled at the school on the first official count day and do not qualify for a Good Cause Exemption. Education One compares the school's passing percentage to the passing percentage of the state. The rubric for this measure is as follows:

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

3rd Grade Literacy
Charter Term: 2025-2040



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 2024–25, ILH had a passing rate of 64% on the IREAD-3 assessment, compared to the State of Indiana’s passing percentage of 83%, representing a gap of 19 percentage points. Given the state’s established goal of achieving a 95% IREAD-3 passing rate by 2027, the school’s current performance reflects continued concerns regarding foundational literacy achievement; however, the school has demonstrated gradual improvement over time, increasing from a 58% passing rate in 2023 to 64% in 2025, indicating some positive movement in early literacy outcomes. As this

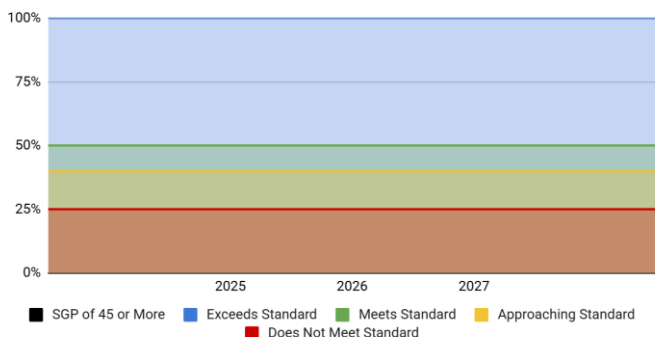
data is 2024-25 school year data, ILH receives a rating of **Not Applicable**.

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.

6th Grade Math Growth
Charter Term: 2025-2040



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.

0% of students in grade 6 had a SGP of 45 or more. As this data is 2024-25 school year data, ILH will receive a rating of **Not Applicable**.

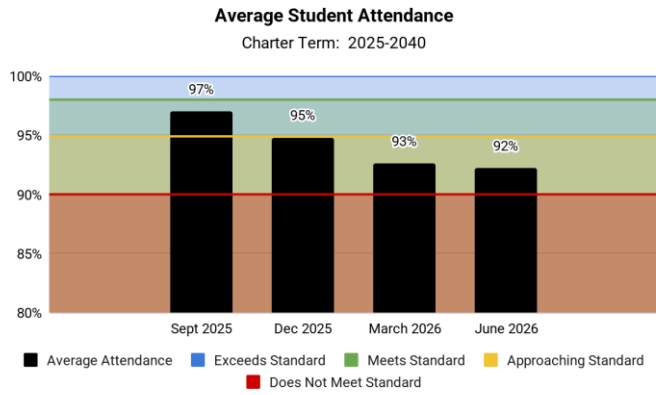
Average Student Attendance

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

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

ILH demonstrated a declining attendance trend throughout the 2025–26 school year, decreasing from 97% in September 2025 to 92% by the end of the school year. This downward trend may indicate increasing concerns related to student engagement, consistency of attendance practices, and chronic absenteeism, all of which can significantly impact

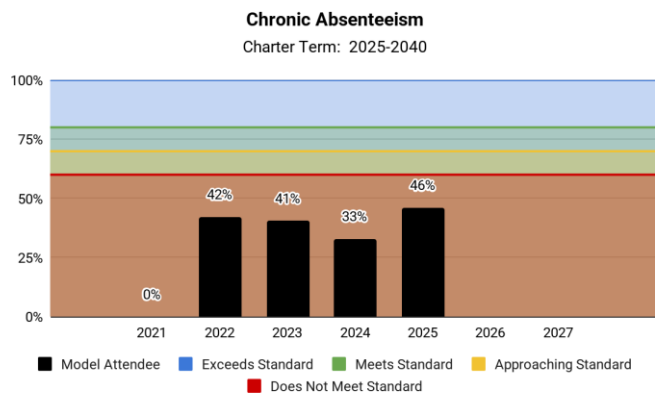
academic performance and overall student outcomes if not addressed proactively. Based on this percentage, the school receives a rating of **Approaching Standard**.



Addressing Chronic Absenteeism

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

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



In 2024–25, ILH had a Model Attendee rate of 46%, reflecting an increase from 33% in the previous year and indicating some improvement in consistent student attendance habits. However, the school remained below the established benchmark, suggesting that a significant portion of students continue to experience attendance patterns that may negatively impact academic engagement and achievement. As this data is 2024-25 school year data, ILH receives a rating of **Not Applicable**.

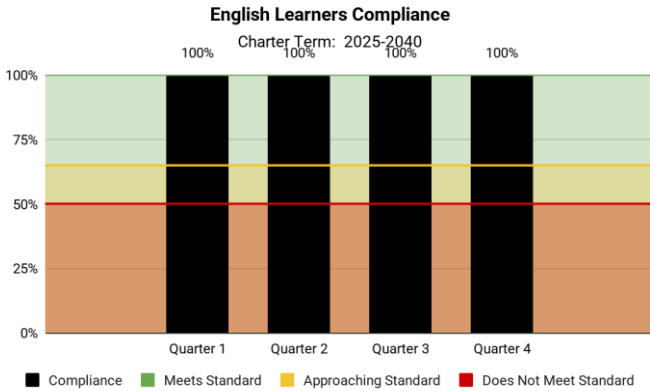
English Learners

English Learner Compliance: To ensure that laws and requirements are being upheld and students who are English Learners (EL) are being serviced appropriately, Education One conducts an EL compliance check quarterly, looking for the following components:

- Evidence that ILP 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 interventions and ILPs are appropriately communicated with the classroom teacher;
- Evidence of high-quality interventions and ILPs are implemented in push-in and/or pull-out settings;
- Staff-to-student ratios are adequate for providing services, per state and federal guidelines; and
- Staff receive ongoing professional development to understand legal obligations, current legislation, research, and effective practices relating to services being provided.

The rubric for this measure is as follows:

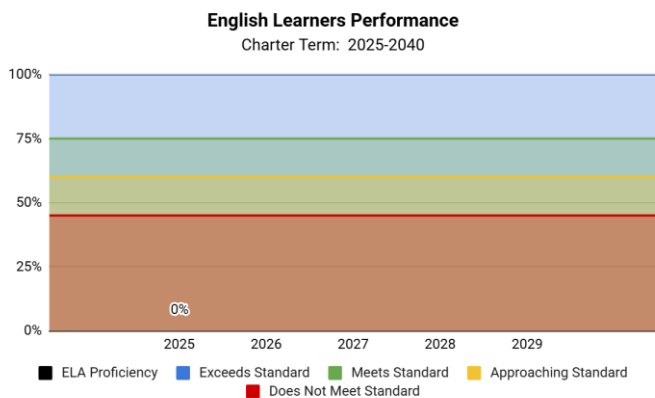
Meets Standard	Approaching Standard	Does Not Meet Standard
65.0% or more of compliance characteristics are rated as Meets Standard, with no measures rated as Does Not Meet Standard.	50.0-64.9% of compliance characteristics are rated as Meets Standard, with no measures rated as Does Not Meet Standard.	Less than 50.0% of characteristics are rated as Meets Standard OR Two or more measures are rated as Does Not Meet Standard.



The school demonstrated exemplary adherence to the required measures for English Learner (EL) compliance. The school consistently maintains up-to-date and accurate Individualized Learning Plans (ILPs) in Indiana’s online system, ensuring that all goals are current and reflective of students' needs. High-quality interventions are implemented effectively in pull-out settings, tailored to meet individual student needs. The corresponding graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, ILH receives a rating of **Meets Standard**.

English Language Performance: Education One measures the effectiveness of a school’s English Learner (EL) program by analyzing the percentage of English Language Learners who are approaching, meeting, or exceeding proficiency on the English Language Arts portion of the state summative assessment. This measure leverages readily available state assessment data to evaluate whether EL students are demonstrating sufficient academic language proficiency to access grade-level content. The goal is to ensure that EL services are not only compliant, but also effective in supporting students’ academic achievement in English language arts. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
45.0% or more of English Language Learners in grades 3-8 were approaching, meeting, or exceeding proficiency on the ELA portion of the state summative assessment.	30.0-44.9% or more of English Language Learners in grades 3-8 were approaching, meeting, or exceeding proficiency on the ELA portion of the state summative assessment.	20.0-29.9% or more of English Language Learners in grades 3-8 were approaching, meeting, or exceeding proficiency on the ELA portion of the state summative assessment.	Less than 20.0% of English Language Learners in grades 3-8 were approaching, meeting, or exceeding proficiency on the ELA portion of the state summative assessment.



In 2024-25, the school served 52 EL students, which made up 26% of its overall population. The following graph illustrates the proficiency percentages over time in the school’s current charter term. A result of 0% on this measure indicates that none of the school’s English Learners in grades 3–8 performed at the approaching, meeting, or exceeding proficiency levels on the English/Language Arts state assessment.

While the school may have appropriate English Learner programming and compliance structures in place, the data suggests that the current supports and instructional strategies are not yet translating into measurable academic

language proficiency and grade-level ELA achievement outcomes for EL students. This may indicate a need for stronger alignment between EL services and core instruction, increased targeted interventions, enhanced language development support within content areas, and closer monitoring of instructional effectiveness and student progress over time. As this data is 2024-25 school year data, ILH receives a rating of **Not Applicable**.

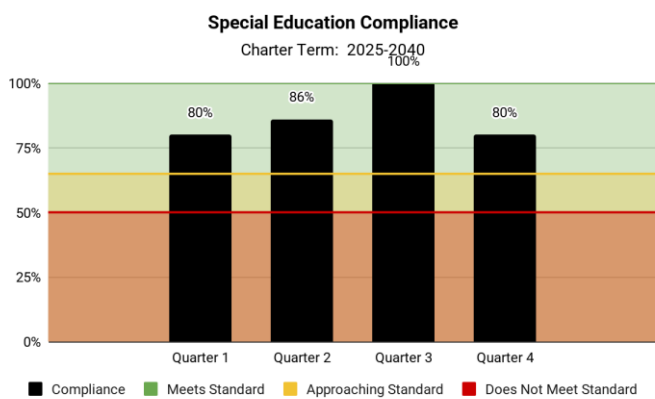
Special Education

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

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

The rubric for this sub-indicator is as follows:

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



The school ensures that every student with an Individualized Education Plan (IEP) receives tailored support and services. Indiana’s online system shows that IEP goals are meticulously established, current, and up-to-date, reflecting a commitment to individualized student success. Case conference meetings are conducted rigorously, adhering to state and federal laws, with high-quality interventions. These interventions are skillfully integrated into pull-out settings, facilitated by staff who maintain optimal ratios as per state and federal guidelines.

It will be important for the school to continue to monitor the percentage of disciplinary actions involving special education students and compare it to their percentage in the overall student population. The following graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, ILH receives a rating of **Meets Standard**.

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

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

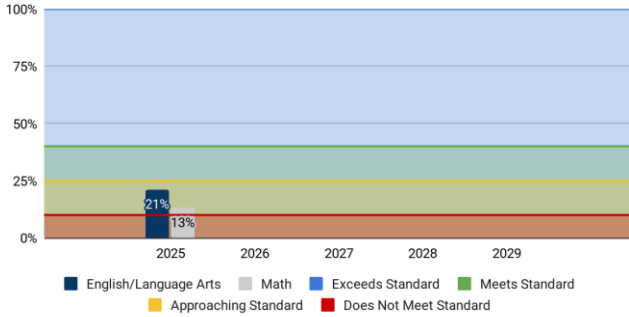
While the school demonstrated implementation of required Special Education program components and compliance structures, academic outcomes for students with disabilities varied across content areas. In English/Language Arts, 21%

of students with IEPs were approaching, meeting, or exceeding proficiency, placing the school near the “Meets Standard” threshold and suggesting some evidence of effective literacy supports and instructional progress for students with disabilities. In Math, however, only 13% of students with IEPs were approaching, meeting, or exceeding proficiency,

indicating continued challenges in accelerating mathematics achievement for this student group.

Special Education Performance

Charter Term: 2025-2040



Overall, the data suggests the need for continued strengthening of targeted interventions, specially designed instruction, and alignment between special education services and core academic programming to improve student outcomes. As this data is 2024-25 school year data, ILH will receive a rating of **Not Applicable**.

LOCAL ACADEMIC PERFORMANCE

Instruction

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

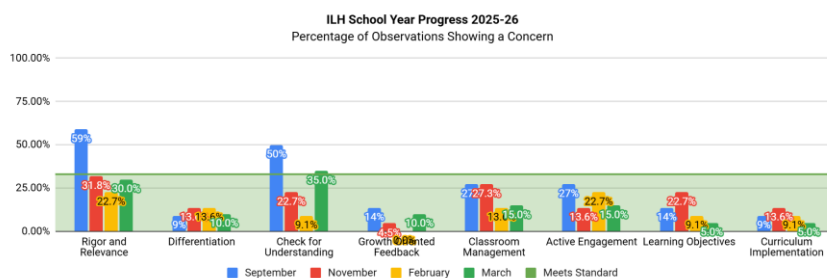
- **Rigor and Relevance:** Instructional delivery possesses the appropriate level of rigor and relevance, whereas rigor is defined as complexity and relevance is defined as culturally affirming.
- **Differentiated Instruction:** Differentiation in a classroom refers to the practice of tailoring instruction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

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

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

The rubric for this measure is as follows:

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



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

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

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

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

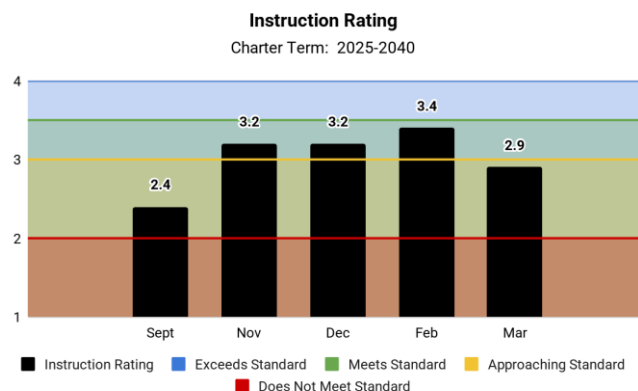
	September	November	February	March
Rigor + Relevance	59%	31.8%	22.7%	30.0%
Differentiation	9%	13.6%	13.6%	10.0%
Checks for Understanding	50%	22.7%	9.1%	35.0%
Growth Oriented Feedback	14%	4.5%	0.0%	10.0%
Classroom Management	27%	27.3%	13.6%	15.0%
Active Engagement	27%	13.6%	22.7%	15.0%
Learning Objectives	14%	22.7%	9.1%	5.0%
Curriculum Implementation	9%	13.6%	9.1%	5.0%

The school demonstrated a strong and consistent foundation of effective instructional practices across classrooms, with clear evidence of structured, well-managed learning environments. Teachers established and communicated clear expectations, resulting in students who were attentive, engaged, and focused on learning tasks. Teachers utilized a variety of instructional methods to meet diverse student needs and provided specific, targeted feedback that supported student understanding and growth. Positive relationships and a strong teacher presence further contributed to a productive and supportive classroom culture.

The school is well-positioned to build on its strengths by continuing to leverage its differentiated coaching model and use of instructional data. Aligning professional learning and coaching cycles to the most common instructional trends will help support consistency and deepen impact across classrooms. By focusing on increasing rigor through questioning, scaffolding, and discourse while maintaining strong instructional systems, the school will continue to work toward meaningful improvements in student learning.

All new schools joining the Education One portfolio begin their first three years of authorization receiving Tier III level support. The school received site visits on a monthly basis during the 2025-26 school year. The corresponding graph illustrates the school’s instructional trend data throughout the current charter term (by year) and then the current school year (by month).

Based on the qualitative and quantitative evidence collected throughout the 2025-26 school year, ILH receives a rating of **Meets Standard** with an average instruction rating of 3.0 points.



Progress Towards Proficiency on Benchmark Assessment

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

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

During the 2025-26 school year, ILH utilized Acadience, Indiana Checkpoints, and i-Ready for K-8 reading assessments and i-Ready and Indiana Checkpoints for 1-8 math assessments. Results were consistently collected, analyzed, and discussed with the school leadership team 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: Acadience Reading K-2							
	Baseline Proficiency Fall of 2025	Mid-Year Proficiency Winter of 2025	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2026	End of Year Progress Towards Proficiency	Rating
Kindergarten	23%	46%	71%	✓	79%	100%	✓
First	40%	44%	76%	✓	36%	96%	✓
Second	42%	41%	53%	✗	47%	100%	✓
School	34%	44%	69%	✗	59%	99%	✓
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard							

Progress Towards Proficiency: i-Ready Reading 3-8							
	Baseline Proficiency Fall of 2025	Mid-Year Proficiency Winter of 2025	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2026	End of Year Progress Towards Proficiency	Rating
Third	12%	33%	73%	✓	55%	79%	✓
Fourth	16%	28%	69%	✗	39%	71%	✓
Fifth	7%	0%	65%	✗	16%	89%	✓
Sixth	8%	5%	60%	✗	5%	65%	✗
Seventh	4%	5%	58%	✗	22%	67%	✗
Eighth	12%	23%	77%	✓	33%	100%	✓
School	10%	18%	67%	✗	31%	76%	✓
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard							

Progress Towards Proficiency: Checkpoints Reading 3-8						
	ILH			Indiana		
	Checkpoint One	Checkpoint Two	Checkpoint Three	Checkpoint One	Checkpoint Two	Checkpoint Three
Third	3%	9%	6%	25%	34%	38%
Fourth	13%	17%	20%	34%	37%	43%
Fifth	4%	9%	5%	34%	39%	37%
Sixth	15%	12%	12%	37%	37%	42%
Seventh	4%	13%	5%	32%	38%	40%
Eighth	27%	21%	23%	38%	40%	44%
School	9%	13%	11%	N/A	N/A	N/A

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

Reading: Invent Learning Hub’s K-2 reading performance reflects strong school-wide growth, with the school moving from 34% proficient in the fall to 59% of students reaching proficiency in the spring, achieving 99% progress towards proficiency and resulting in an overall rating of Exceeds Standard. Kindergarten and Second Grade demonstrated particularly strong end-of-year growth outcomes, with 100% of students meeting proficiency or growth expectations. Although First Grade experienced a decline in overall proficiency by spring, students continued to demonstrate strong growth relative to targets, suggesting that instructional support contributed positively to student progress. Overall, the data indicates that the school’s early literacy programming and intervention structures effectively supported substantial reading growth for most K–2 students.

For grades 3–8, i-Ready data tells an encouraging story. Overall proficiency increased from 10% in the fall to 31% by spring, while 76% of students demonstrated grade-level proficiency or met growth targets by the end of the year, resulting in an overall rating of Meets Standard. The data suggests the school was able to support positive reading growth for a majority of students in grades 3–8, though continued focus on accelerating achievement in upper middle school grades remains necessary.

While the i-Ready data for grades 3–8 demonstrated that students met growth targets or proficiency growth by spring 2026, the ILEARN Checkpoint proficiency data reflected continued challenges in achieving grade-level proficiency outcomes. Across all three checkpoint windows, overall reading proficiency rates remained low. Additionally, ILH consistently performed substantially below statewide proficiency rates across all grade levels and checkpoint administrations.

When viewed together, the data suggests that although many students demonstrated measurable academic growth relative to individual benchmark targets, that growth has not yet translated into substantial increases in grade-level proficiency on standards-aligned assessments. This may indicate that students are making incremental progress from significantly below-grade-level starting points, but the rate of acceleration remains insufficient to close broader achievement gaps relative to state expectations. The data also highlights continued concerns within middle school grades, where proficiency rates remained persistently low throughout the year despite some evidence of benchmark growth. Overall, the school receives a rating of **Meets Standard**, according to the school’s Accountability Plan Performance Framework.

Progress Towards Proficiency: i-Ready Math 1-8							
	Baseline Proficiency Fall of 2025	Mid-Year Proficiency Winter of 2025	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2026	End of Year Progress Towards Proficiency	Rating
First	0%	8%	38%	X	32%	76%	✓
Second	0%	24%	69%	X	24%	71%	✓
Third	0%	7%	47%	X	21%	59%	X
Fourth	8%	17%	45%	X	41%	72%	✓
Fifth	4%	6%	33%	X	5%	58%	X
Sixth	0%	14%	59%	X	23%	77%	✓
Seventh	0%	28%	72%	✓	30%	58%	X
Eighth	0%	0%	54%	X	15%	77%	✓
School	1.7%	11%	51%	X	25%	68%	X

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

Progress Towards Proficiency: Checkpoints Math 3-8						
	ILH			Indiana		
	Checkpoint One	Checkpoint Two	Checkpoint Three	Checkpoint One	Checkpoint Two	Checkpoint Three
Third	18%	15%	18%	45%	43%	48%
Fourth	16%	14%	33%	48%	41%	50%
Fifth	8%	9%	0%	42%	41%	44%
Sixth	12%	12%	21%	31%	37%	44%
Seventh	8%	5%	5%	37%	39%	37%
Eighth	0%	8%	15%	32%	38%	38%
School	12%	11%	17%	N/A	N/A	N/A

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

Math: Grades 1–2 math data demonstrated meaningful academic growth throughout the 2025–26 school year despite students beginning the year with very low baseline proficiency levels. Overall proficiency increased from 0% in the fall to stronger spring outcomes across both grade levels, while 76% of First Grade students and 71% of Second Grade students either demonstrated grade-level proficiency or met growth targets by the end of the year, resulting in overall ratings of Meets Standard. The data suggests that early elementary math instruction and intervention efforts supported substantial student growth over the course of the year, particularly given the significant percentage of students who entered below grade level at baseline.

Grades 3–8 math data reflected a mixed picture of student growth and proficiency throughout the 2025–26 school year. On the i-Ready benchmark assessment, overall proficiency increased from 2% in the fall to 25% by spring, while 68% of students demonstrated grade-level proficiency or met growth targets by the end of the year, resulting in an overall rating of Approaching Standard. Several grade levels, including Fourth, Sixth, and Eighth Grades, demonstrated strong end-of-year growth outcomes, while Third, Fifth, and Seventh Grades remained below the Meets Standard threshold.

The ILEARN Checkpoint proficiency data further reinforced ongoing concerns regarding grade-level mathematics achievement. Across Checkpoints One through Three, overall proficiency rates remained low, increasing modestly from

12% to 17% by the final checkpoint administration. Additionally, ILH consistently performed substantially below statewide proficiency percentages across all grade levels and checkpoint windows. While some grade levels demonstrated incremental improvement over time, the data overall suggests that although many students demonstrated measurable academic growth on benchmark assessments, that growth has not yet translated into significant increases in grade-level proficiency on standards-aligned assessments. This may indicate that students are progressing from substantially below-grade-level starting points, but the rate of acceleration remains insufficient to close broader mathematics achievement gaps relative to state expectations. The school receives a rating of **Approaching Standard**, according to the school's Accountability Plan Performance Framework.

Subgroup Progress Towards Proficiency

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

- Bottom 25%;
- Enrollment Pathway (9-12 only);
- 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: Acadience Reading K-2								
	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
Black	35%	48%	42%	67%	X	72%	100%	✓
Hispanic	33%	19%	46%	63%	X	70%	100%	✓
White	31%	32%	42%	79%	✓	53%	100%	✓
EL	29%	17%	28%	59%	X	62%	100%	✓
F/R Lunch	84%	36%	42%	66%	X	63%	100%	✓
SPED	8%	17%	0%	67%	X	17%	100%	✓
School	100%	34%	44%	69%	X	66%	99%	✓

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

Progress Towards Proficiency: i-Ready Reading 3-8								
	Population %	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating

Black	36%	11%	13%	70%	✓	27%	81%	✓
Hispanic	32%	7%	11%	56%	✗	28%	74%	✓
White	27%	16%	30%	77%	✓	50%	70%	✓
EL	23%	8%	13%	51%	✗	24%	79%	✓
F/R Lunch	84%	8%	16%	64%	✗	28%	74%	✓
SPED	16%	0%	0%	75%	✓	21%	75%	✓
Bottom 25%	25%	0%	4%	70%	✓	8%	83%	✓
School	100%	10%	18%	67%	✗	31%	76%	✓

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

Progress Towards Proficiency: Checkpoints Reading 3-8						
	Population %	Checkpoint One	Checkpoint Two	Checkpoint Three	End of Year Progress Towards Proficiency	Rating
Black	32%	12%	14%	5%	N/A	N/A
Hispanic	38%	2%	8%	6%	N/A	N/A
White	21%	23%	18%	22%	N/A	N/A
EL	25%	0%	5%	8%	N/A	N/A
F/R Lunch	81%	8%	12%	10%	N/A	N/A
SPED	13%	0%	6%	13%	N/A	N/A
School	100%	9%	13%	11%	N/A	N/A

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

Reading: Overall, subgroup reading data demonstrated that many student groups showed meaningful academic growth throughout the school year, particularly on benchmark assessments designed to measure progress toward proficiency. Several subgroups, including Black students, White students, students receiving Special Education services, and students identified in the Bottom 25%, demonstrated strong evidence of growth relative to expected targets. English Learners, Hispanic students, and students eligible for Free and Reduced Lunch also demonstrated positive progress over time, suggesting that instructional supports and intervention systems were contributing to measurable student growth across diverse student populations.

At the same time, standards-aligned proficiency outcomes remained substantially below grade-level expectations across many student groups on Checkpoint assessments, indicating that benchmark growth has not yet consistently translated into proficiency. English Learners, Hispanic students, students eligible for Free and Reduced Lunch, and students receiving Special Education services continued to demonstrate significant achievement gaps. Additionally, Black students, who make up 32% of the school's enrollment in grades 3-8, experienced a decline in proficiency declining from 12% to 5%.

Overall, the data suggests the school has been more successful in supporting incremental growth from below-grade-level starting points than in accelerating students to grade-level proficiency. Continued focus on instructional rigor, targeted interventions, and effective instructional practices will be necessary to translate growth into sustained achievement gains across all student groups. The school receives a rating of **Meets Standard**, according to the school's Accountability Plan Performance Framework.

Progress Towards Proficiency: iReady Math 1-8								
	Population %	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Black	36%	1%	3%	48%	X	8%	64%	X
Hispanic	32%	1%	12%	63%	X	25%	68%	X
White	27%	4%	21%	71%	✓	35%	75%	✓
EL	23%	0%	11%	62%	X	22%	70%	✓
F/R Lunch	84%	1%	11%	59%	X	24%	67%	X
SPED	16%	0%	8%	58%	X	4%	50%	X
Bottom 25%	25%	0%	3%	67%	X	3%	70%	✓
School	100%	3%	10%	51%	X	24%	68%	X

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

Progress Towards Proficiency: Checkpoints Math 3-8						
	Population %	Checkpoint One	Checkpoint Two	Checkpoint Three	End of Year Progress Towards Proficiency	Rating
Black	32%	10%	8%	3%	N/A	N/A
Hispanic	38%	13%	14%	19%	N/A	N/A
White	21%	16%	26%	33%	N/A	N/A
EL	25%	10%	14%	15%	N/A	N/A
F/R Lunch	81%	11%	11%	18%	N/A	N/A
SPED	13%	32%	13%	28%	N/A	N/A
School	100%	12%	11%	17%	N/A	N/A

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

Math: While several subgroup populations demonstrated measurable progress toward proficiency in mathematics throughout the school year, overall proficiency levels remained limited across many student groups, particularly on standards-aligned checkpoint assessments. White students, English Learners, and students identified in the Bottom 25% demonstrated stronger evidence of growth relative to benchmark expectations, while Black students, students eligible for Free and Reduced Lunch, and students receiving Special Education services continued to demonstrate more limited progress toward grade-level mathematics proficiency. Similar to Reading, Black students experience a decline in proficiency from 10% to 3%.

Overall, the data suggests the school's math program supported incremental academic growth for many students; however, the rate of acceleration was not yet sufficient to consistently translate into strong grade-level proficiency outcomes across subgroup populations. Therefore, the school receives a rating of **Approaching Standard**, according to the school's Accountability Plan Performance Framework.

The data suggests several areas warrant continued attention across both reading and mathematics, particularly among students receiving Special Education services, students eligible for Free and Reduced Lunch, English Learners, and certain middle school grade levels. While many of these student groups demonstrated measurable benchmark growth throughout the school year, proficiency outcomes on standards-aligned assessments remained consistently low, indicating that academic growth may not yet be occurring at a sufficient rate to close persistent achievement gaps. Additionally, middle school students, particularly in grades six and seven, demonstrated ongoing challenges across both content areas,

suggesting a need for deeper analysis of instructional rigor, intervention effectiveness, curriculum alignment, and subgroup-specific supports to improve grade-level proficiency outcomes over time.

Historical Proficiency

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

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

The following table and graphs illustrate historical proficiency of legacy, non-legacy, and the whole school throughout the schools current charter term.

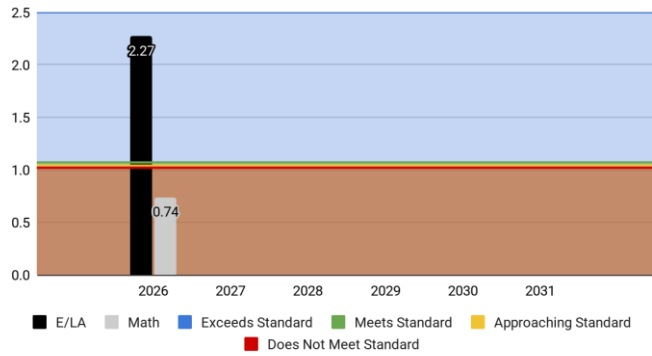
Historical Proficiency: Checkpoints									
		Reading				Math			
	Population %	Checkpoint 1	Checkpoint 2	Checkpoint 3	Rating	Checkpoint 1	Checkpoint 2	Checkpoint 3	Rating
Legacy	20%	12%	23%	21%	X	15%	13%	24%	X
Non-Legacy	80%	8%	10%	9%	X	11%	11%	15%	X
Whole School	100%	9%	13%	11%	X	12%	11%	17%	X

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

Historical Proficiency: i-Ready									
		Reading				Math			
	Population %	Baseline Proficiency	Mid-Year Proficiency	End of Year Proficiency	Rating	Baseline Proficiency	Mid-Year Proficiency	End of Year Proficiency	Rating
Legacy	20%	21%	34%	57%	X	7%	7%	22%	X
Non-Legacy	80%	8%	13%	24%	X	1%	11%	23%	X
Whole School	100%	10%	18%	31%	X	2%	10%	24%	X

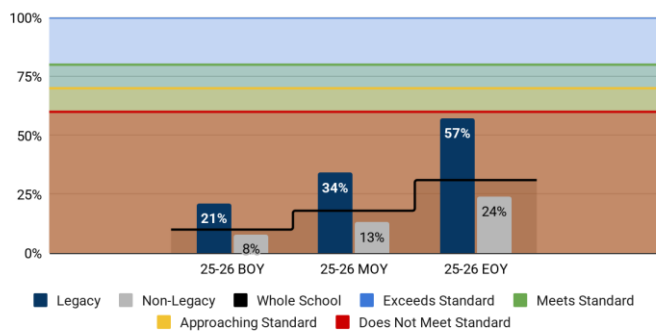
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, X = Approaching Standard, X = Does Not Meet Standard

ILH Historical Local Performance Index



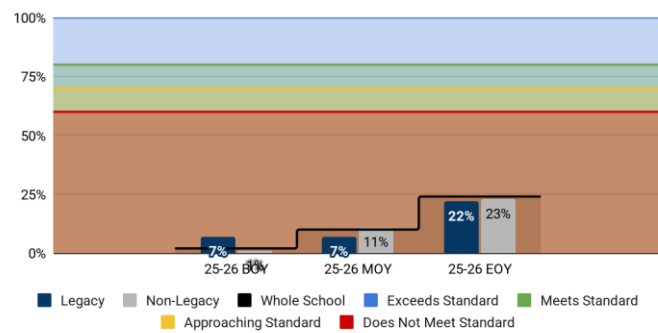
Legacy Student Proficiency: Reading

Charter Term: 2025-2040



Legacy Student Proficiency: Math

Charter Term: 2025-2040



Reading: At the end of the 2025-26 school year, 57% of legacy students were considered on grade level, compared to 24% of non-legacy students. This difference is further supported by the Checkpoints data, where legacy students also outperformed non-legacy peers across all three checkpoints. Additionally, legacy students demonstrated meaningful growth throughout the year, rising from a baseline proficiency of 21% to 57% by the end of the year, nearly tripling their starting proficiency rate.

These trends may indicate that sustained exposure to the school’s instructional model, intervention systems, and literacy programming positively impacts student reading growth and achievement over time, making it a compelling choice for families seeking a different educational experience. However, despite stronger relative performance among legacy students, overall proficiency outcomes remained below the framework’s established performance thresholds, suggesting that while long-term enrollment may support improved outcomes, additional acceleration is still needed to move a larger percentage of students to grade-level proficiency. With an LPI of 2.27 points, the school receives a rating of **Exceeds Standard**, according to the school’s Accountability Plan Performance Framework.

Math: The data presents a more mixed picture regarding the impact of long-term enrollment at ILH. At the end of the 2025-26 school year, 22% of legacy students were considered on grade level, compared to 23% of non-legacy students. While legacy students showed notable growth throughout the year, rising from 7% to 22% by the end of the year, non-legacy students demonstrated comparable end-of-year proficiency despite starting from a similarly low baseline of 1%.

Although the year-long growth trajectory for legacy students is encouraging, the difference in end-of-year academic performance between legacy and non-legacy students raises the question of whether or not extended enrollment results in stronger mathematics proficiency overall. The data suggests that while students attending ILH for longer periods may demonstrate modestly improved math performance, the school’s mathematics model may not yet be producing the level of accelerated achievement necessary to create significant long-term proficiency gains for students over time. With an LPI of 0.74 points, the school receives a rating of **Does Not Meet Standard**, according to the school’s Accountability Plan Performance Framework.

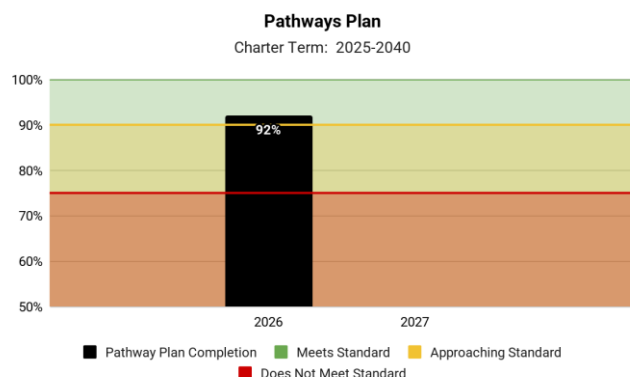
Pathways

Invent Learning Hub's Pathways initiative is designed to help students discover their personal strengths, values, and future career interests through structured reflection, goal-setting, and exploration. The school's goal is to ensure that by the end of 8th grade, each student will have developed a comprehensive Pathways Plan outlining multiple postsecondary options and actionable steps toward achieving them.

This measure tracks the percentage of students who complete this plan as a demonstration of their readiness for high school selection and long-term future planning. Achieving completion reflects the school's success in equipping students with the tools to navigate real-world opportunities and plan for their futures with purpose and clarity.

The rubric for this measure is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
90.0-100% of students complete their Pathways Plan.	75.0-89.9% of students complete their Pathways Plan.	Less than 75.0% of students complete their Pathways Plan.



In the 2025–26 school year, ILH served 14 eighth grade students, of which 13 successfully completed individualized Pathways Plans, resulting in a 92% completion rate. Evidence collected throughout the school year indicates that the school implemented consistent structures and supports to guide students through the reflection, goal-setting, and future planning process aligned to the Pathways initiative.

The completion rate demonstrates that the majority of students were engaged in identifying their personal strengths, interests, and potential postsecondary opportunities while developing actionable plans for their transition into high school and beyond. Based on the school’s demonstrated implementation and

student participation outcomes, ILH receives a rating of **Meets Standard**.

Design Thinking

Invent Learning Hub’s Design Thinking program is a core component of its instructional model. Students follow the full Design Thinking cycle (Empathize, Define, Ideate, Prototype, Test, and Launch) to solve authentic problems that matter to them and their communities. This measure will track the percentage of students who meet grade-level specific requirements and indicate that students are consistently applying the mindsets and skills of innovation, creativity, and empathy. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
90.0% or more of students in grades 3-8 meet grade level expectations.	80.0-89.9% of students in grades 3-8 meet grade level expectations.	70.0-79.9% of students in grades 3-8 meet grade level expectations.	Less than 70.0% of students in grades 3-8 meet grade level expectations.

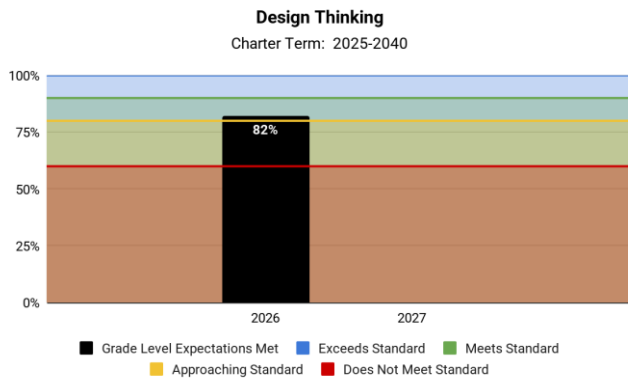
Design Thinking		
Grade Level	Meeting Requirements	Rating
First	70%	X
Second	74%	X
Third	78%	X
Fourth	87%	✓
Fifth	100%	✓
Sixth	74%	X
Seventh	100%	✓
Eighth	100%	✓
School	82%	✓

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

During the 2025–26 school year, ILH collected evidence of student performance on Design Thinking challenges aligned to the school’s instructional model and grade-level expectations. Students engaged in authentic problem-solving

experiences utilizing the Design Thinking cycle, including opportunities to empathize, define problems, ideate solutions, prototype, test, and launch projects connected to real-world issues and student interests. For evaluation purposes, ILH selected the first Design Thinking challenge for students in grades 5–8 and the second challenge for students in grades 1–4 as evidence toward this measure. Teachers utilized established rubrics to assess student performance, with evidence maintained within the school’s Student Information System gradebooks.

Under the school’s scoring methodology, students earning a rubric score of 2 or 3 were considered fully meeting expectations and received a score of 100%, while students earning a score of 1 received a 75%. Students who did not complete the project or did not demonstrate sufficient evidence to be scored received a 50%. Based on the evidence collected, 82.3% of students met grade-level Design Thinking requirements during the 2025–26 school year, resulting in an overall rating of **Meets Standard**.



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
	2025-26	2026-27	2027-28	2028-29	2029-30
	Meets Standard				

Is the school in good financial standing?							
Performance Rubric	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #e0f2f1; text-align: center;">Meets Standard</td> <td>The school receives a weighted score of 2.7-3.2, complying with and presenting minimal to no concerns in the indicator measures.</td> </tr> <tr> <td style="background-color: #fff9c4; text-align: center;">Approaching Standard</td> <td>The school receives a weighted score of 2.0-2.6, presenting some concerns in the indicator measures. There is a credible plan to address the issues.</td> </tr> <tr> <td style="background-color: #ffe0b2; text-align: center;">Does Not Meet Standard</td> <td>The school receives a weighted score of 1.0-1.9, presenting concerns in some of the indicator measures with or without a credible plan to address the issues OR the school receives a weighted score of 2.0-2.6, with no credible plan to address the issues.</td> </tr> </table>	Meets Standard	The school receives a weighted score of 2.7-3.2, complying with and presenting minimal to no concerns in the indicator measures.	Approaching Standard	The school receives a weighted score of 2.0-2.6, presenting some concerns in the indicator measures. There is a credible plan to address the issues.	Does Not Meet Standard	The school receives a weighted score of 1.0-1.9, presenting concerns in some of the indicator measures with or without a credible plan to address the issues OR the school receives a weighted score of 2.0-2.6, with no credible plan to address the issues.
Meets Standard	The school receives a weighted score of 2.7-3.2, complying with and presenting minimal to no concerns in the indicator measures.						
Approaching Standard	The school receives a weighted score of 2.0-2.6, presenting some concerns in the indicator measures. There is a credible plan to address the issues.						
Does Not Meet Standard	The school receives a weighted score of 1.0-1.9, presenting concerns in some of the indicator measures with or without a credible plan to address the issues OR the school receives a weighted score of 2.0-2.6, with no credible plan to address the issues.						

What does the Overall Rating for Financial Performance mean?	
Year 1	The school received a weighted score of 3.2 and reflects that Invent Learning Hub maintained stable and effective financial operations throughout the 2025–26 school year. Across all quarterly reviews, the school consistently demonstrated strong liquidity, healthy cash reserves, reasonable debt levels, and compliance with required financial metrics and reporting expectations. Although cash reserves declined moderately over the course of the year and a deficit is projected, the school remained in a stable financial position overall with no immediate concerns regarding operational solvency.

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

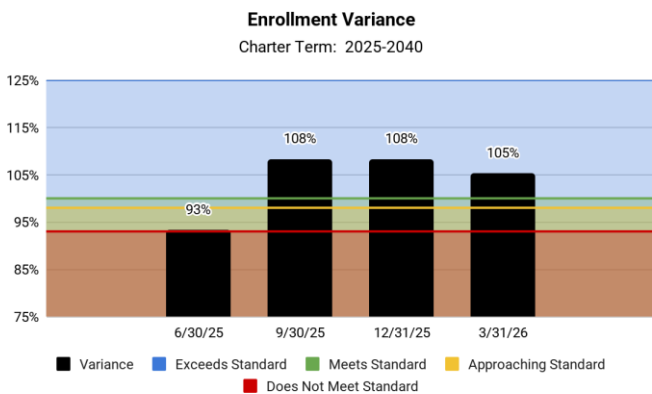
At the time of this report, the school had completed the annual audit for the period July 1, 2024 to June 30, 2025. There were no findings.

Throughout the 2025-26 school year, Invent Learning Hub (ILH) 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.

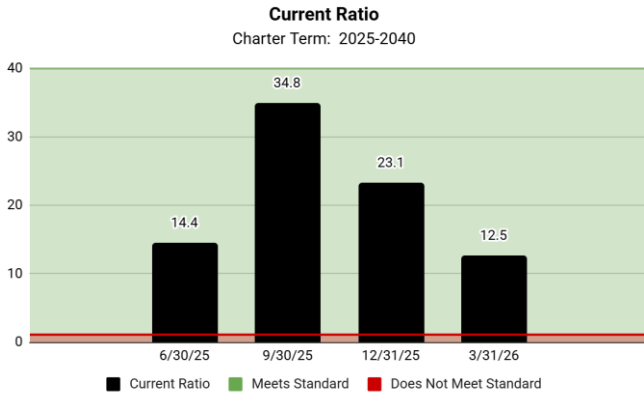


According to the Indiana Department of Education, ILH had an enrollment of 254 students as of October 2025. Similarly in February of 2026, the school observed an enrollment of 241 students. In August of 2025, ILH submitted its annual budget based on an enrollment of 235 students. With a combined average enrollment variance of 105.3%, the school receives a rating of **Meets 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.



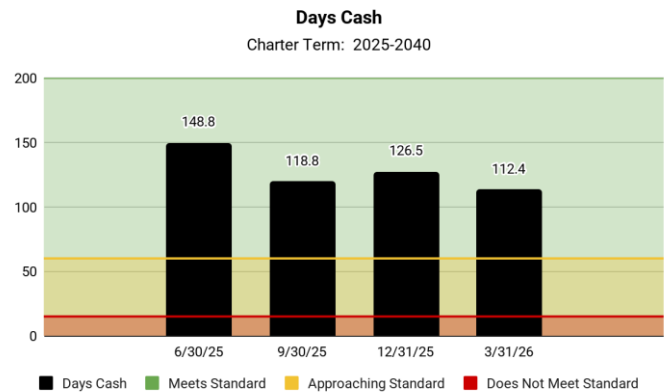
At the time of this report, the school’s assets exceed its current liabilities with a ratio of 12.5 and, therefore, receives a rating of **Meets Standard**. Although the school experienced some reduction in liquidity over the course of the year, the organization maintained an exceptionally strong current ratio throughout all reporting periods, indicating a very strong ability to meet short-term financial obligations and no immediate concerns regarding operational liquidity. 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, ILH had 112.4 days cash. The school maintained a healthy Days Cash position throughout the year, demonstrating stable liquidity and sufficient cash reserves to support ongoing operations. While cash reserves declined moderately over the course of the year due to projected deficit spending, the school continued to meet financial metrics and remained in a stable financial position overall. For this reason, ILH receives a rating of **Meets Standard**. The corresponding graph illustrates trends in days cash throughout the school’s current charter term.



Debt/Default Delinquency

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

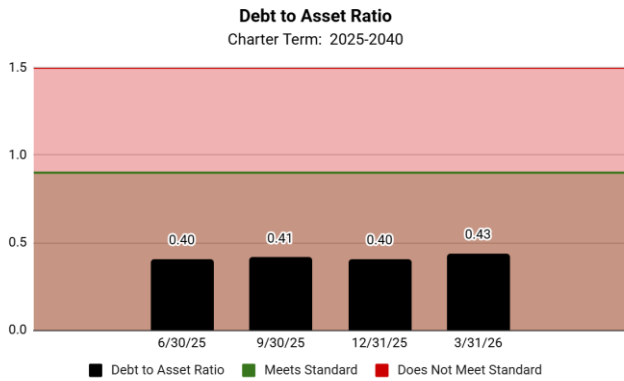
Meets Standard	Does Not Meet Standard
The school is not delinquent or in default on any outstanding loan.	The school is delinquent and/or in default on any outstanding loan.

At the time of this report, neither the school’s auditors nor its creditors provided any indication that the school had defaulted on its debt obligation(s). Therefore, the school receives a rating of **Meets Standard**.

Debt to Asset Ratio

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

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



The school receives a rating of **Meets Standard** with a ratio of 0.43. The corresponding graph illustrates trends in debt to asset ratio throughout the school's current charter term.

Debt Service Coverage

Education One monitors the school's debt service coverage ratio, which is a measurement of the cash flow available to pay current debt obligations. This measure was not available for the school during this school year.

Part III: Organizational Performance

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

Overall Rating for Organizational Performance	Year 1	Year 2	Year 3	Year 4	Year 5
	2025-26	2026-27	2027-28	2028-29	2029-30
	Meets Standard				

Is the school’s organizational structure successful?							
Performance Rubric	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e6f2ff; text-align: center; padding: 5px;">Meets Standard</td> <td style="padding: 5px;">The school receives a weighted score of 3.0-4.0, complying with and presenting minimal to no concerns in the indicator measures.</td> </tr> <tr> <td style="background-color: #fff9c4; text-align: center; padding: 5px;">Approaching Standard</td> <td style="padding: 5px;">The school receives a weighted score of 2.0-2.9, presenting some concerns in the indicator measures. There is a credible plan to address the issues.</td> </tr> <tr> <td style="background-color: #ffe0b2; text-align: center; padding: 5px;">Does Not Meet Standard</td> <td style="padding: 5px;">The school receives a weighted score of 1.0-1.9, presenting concerns in some of the indicator measures with or without a credible plan to address the issues OR the school receives a weighted score of 2.0-2.9, with no credible plan to address the issues.</td> </tr> </table>	Meets Standard	The school receives a weighted score of 3.0-4.0, complying with and presenting minimal to no concerns in the indicator measures.	Approaching Standard	The school receives a weighted score of 2.0-2.9, presenting some concerns in the indicator measures. There is a credible plan to address the issues.	Does Not Meet Standard	The school receives a weighted score of 1.0-1.9, presenting concerns in some of the indicator measures with or without a credible plan to address the issues OR the school receives a weighted score of 2.0-2.9, with no credible plan to address the issues.
Meets Standard	The school receives a weighted score of 3.0-4.0, complying with and presenting minimal to no concerns in the indicator measures.						
Approaching Standard	The school receives a weighted score of 2.0-2.9, presenting some concerns in the indicator measures. There is a credible plan to address the issues.						
Does Not Meet Standard	The school receives a weighted score of 1.0-1.9, presenting concerns in some of the indicator measures with or without a credible plan to address the issues OR the school receives a weighted score of 2.0-2.9, with no credible plan to address the issues.						

What does the Overall Rating for Organizational Performance mean?	
Year 1	With an overall weighted score of 3.3 and rating of Meets Standard, ILH demonstrated strong and generally effective organizational systems across governance, leadership, strategic planning, compliance, and operational oversight, with several areas performing at an Exceeds Standard level. The rating reflects a school with clear leadership structures, strong financial and compliance practices, intentional strategic planning, and increasingly coherent instructional systems that supported measurable growth throughout the year. At the same time, the score also recognizes that some areas, particularly board governance consistency and long-term academic outcomes, still present opportunities for continued strengthening to ensure greater sustainability and accelerated student achievement over time.

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

	Charter Compliance	ES				
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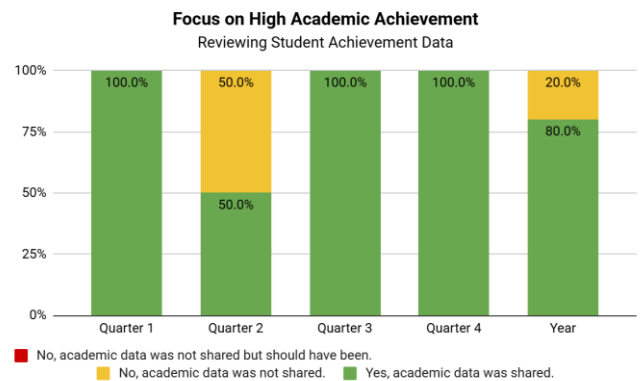
GOVERNING BOARD

Focus on High Academic Achievement

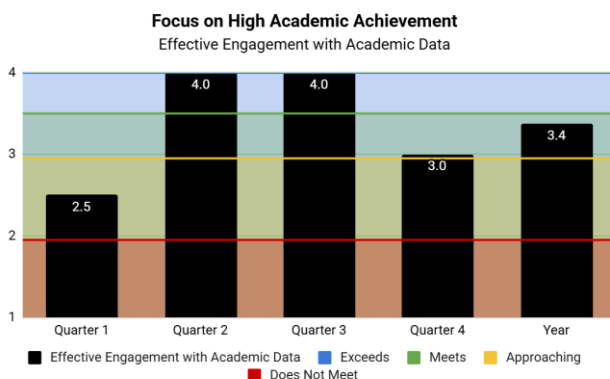
Education One expects governing boards to actively support the school’s mission and charter, ensuring students are on track for high-level academic achievement. This includes having a shared belief in the mission, a clear definition of academic excellence, understanding how achievement is measured, and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

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
<p>The board</p> <ul style="list-style-type: none"> reviews student achievement data at least quarterly engages in strategic discussions tied to school goals consistently uses data to inform key decisions. <p>The leadership team leaves meetings with a clear understanding of next steps.</p>	<p>The board</p> <ul style="list-style-type: none"> reviews student achievement data at least once per semester uses data to guide some decisions discusses progress toward school goals. <p>The leadership team has a clear understanding of next steps.</p>	<p>The board</p> <ul style="list-style-type: none"> inconsistently reviews student achievement data (less than once per semester) OR only sometimes uses it to guide decisions. <p>The leadership team’s understanding of next steps is unclear or inconsistent.</p>	<p>The board</p> <ul style="list-style-type: none"> rarely or never reviews student achievement data OR does not use it to guide decisions discussions about school goals are limited or absent. <p>The leadership team lacks clarity on next steps for improvement.</p>

The board demonstrated a consistent focus on high academic achievement throughout the school year through regular review of student performance data, curriculum discussions, and instructional updates. Academic data was presented at the majority of board meetings, and leadership consistently provided thorough, organized, and transparent presentations that supported meaningful board engagement and understanding of student performance trends. Discussions frequently included analysis of ILEARN Checkpoint data, curriculum implementation considerations, and instructional planning efforts connected to improving student outcomes.



The quality and depth of leadership presentations contributed positively to the board’s ability to engage with academic information in a productive manner. Board members demonstrated understanding of academic priorities and participated in discussions related to curriculum selection, instructional support, and future planning considerations. In several meetings, leadership presentations were so comprehensive that fewer clarifying questions were necessary from the board, reflecting both strong preparation by school leadership and a clear communication structure surrounding academic performance and next steps.



At the same time, opportunities remain for the board to continue strengthening its governance-level analysis of academic data by engaging in deeper strategic questioning and more consistently connecting student performance trends to long-term planning, measurable goals, and resource allocation decisions. While the school demonstrated evidence of

proficiency, overall grade-level proficiency outcomes remained substantially below state expectations across multiple grade levels and student subgroups, especially in middle school mathematics and standards-aligned Checkpoint assessments. Additionally, although legacy students significantly outperformed non-legacy peers in reading, mathematics outcomes reflected continued concerns regarding long-term proficiency acceleration.

These trends reinforce the importance of the board continuing to maintain strong visibility into academic performance while deepening its oversight of instructional effectiveness, intervention impact, curriculum alignment, and strategic improvement efforts to ensure benchmark growth translates into sustained grade-level achievement outcomes over time. Based on evidence collected throughout the school year, ILH’s governing board receives a rating of **Meets Standard**

Commitment to Exemplary Governance

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

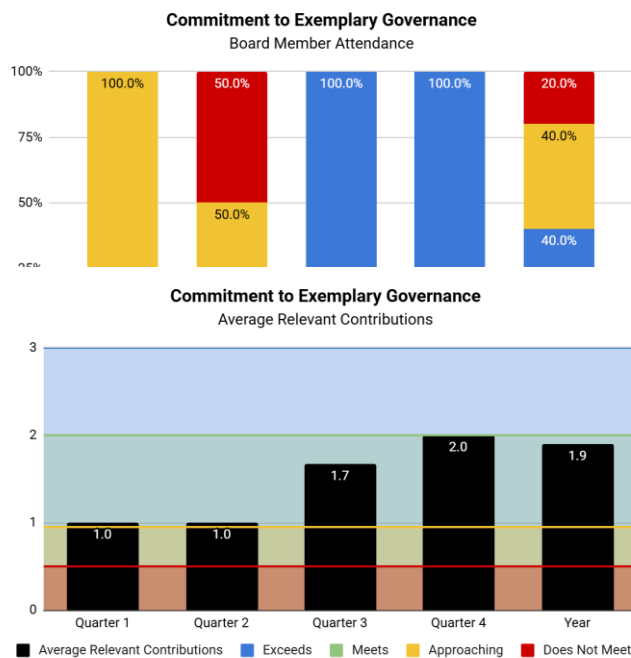
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The board completes a self-evaluation annually, with at least 90% participation. Results inform training needs.	The board completes a self-evaluation annually, with at least 80.0-89.9% participation. Results inform training needs.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

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

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

The board demonstrated several positive governance practices throughout the 2025–26 school year, including active efforts to strengthen board capacity through recruitment of new members and continued engagement in school oversight activities. The board actively worked to address multiple vacancies following the 2024–25 school year and discussed potential new candidates throughout the year, reflecting an understanding of the importance of maintaining a fully functioning governing board.

Board participation and engagement during meetings generally reflected members who were informed and appropriately involved in discussions, with average contributions consistently falling within the Meets Standard range throughout the



year. Contributions during meetings supported discussions related to academics, operations, facilities, and governance matters, and several board members demonstrated ongoing commitment to understanding school initiatives and progress. Leadership and board communication also appeared collaborative and transparent throughout the review period.

At the same time, the board demonstrated several governance challenges that limited overall effectiveness and consistency during the year. Attendance trends varied significantly across quarters, with some meetings impacted by low attendance, late arrivals, and limited member participation. Additionally, the board demonstrated minimal completion of its annual self-assessment process, with only one board member submitting a self-evaluation survey, limiting the board’s ability to formally reflect on governance effectiveness, identify training needs, and support continuous board development.

The combination of board vacancies, inconsistent attendance patterns, and limited participation in governance self-assessment processes suggests a need for the board to

continue strengthening member engagement, accountability structures, recruitment and retention practices, and long-term governance sustainability. Moving forward, continued attention should be given not only to recruiting new board members, but also to evaluating the factors contributing to board turnover and inconsistent participation in order to strengthen continuity, institutional knowledge, and overall governance effectiveness over time. Based on evidence collected throughout the school year, the governing board receives a rating of **Approaching Standard**.

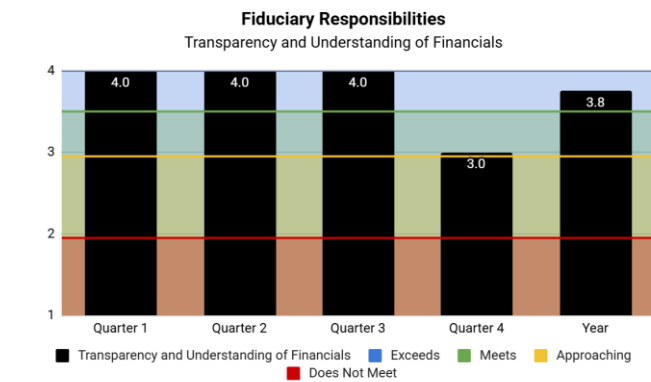
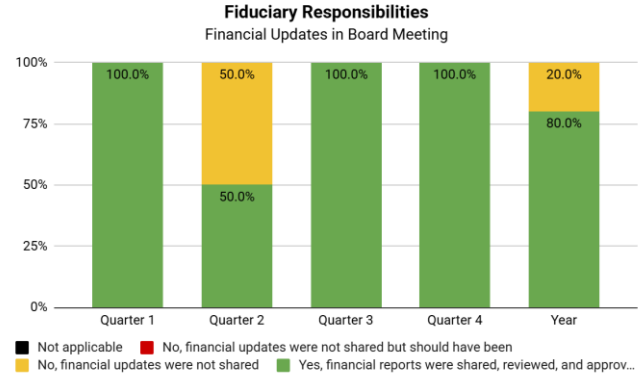
Fiduciary Responsibilities

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

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

The board demonstrated strong and consistent financial oversight throughout the 2025–26 school year through regular review of financial reports, active engagement in budget-related discussions, and ongoing monitoring of operational and strategic financial needs. Financial reports were consistently shared, reviewed, and approved during the majority of board

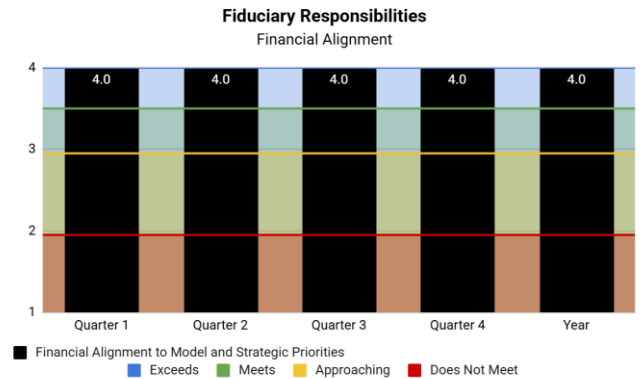
meetings, and discussions reflected a clear understanding of the school’s financial position, operational priorities, and long-term sustainability considerations. The board worked collaboratively with the school’s financial consultant and leadership team to monitor budgetary needs, address unexpected expenditures, and evaluate operational decisions tied to facilities, transportation, and school programming. Board discussions also demonstrated meaningful alignment between financial planning and the school’s model and strategic priorities. The board established both break-even enrollment targets and stretch enrollment goals that were intentionally connected to recruitment and marketing efforts, reflecting proactive financial planning and awareness of sustainability needs. Financial conversations were regularly embedded within broader strategic discussions, including



leadership goals, facilities planning, and operational decision-making. Additionally, the board demonstrated appropriate oversight regarding state compliance updates, audit findings, and funding-related decisions by seeking clarification, understanding governance limitations, and engaging in informed decision-making processes.

The board’s fiduciary oversight also aligned with the school’s overall financial performance during the year. ILH maintained stable and effective financial operations throughout the 2025–

26 school year, earning a weighted financial performance score of 3.2. Across quarterly reviews, the school consistently demonstrated strong liquidity, healthy cash reserves, reasonable debt levels, and compliance with required financial metrics and reporting expectations. Although cash reserves declined moderately over the course of the year and a deficit is projected, the school remained in a stable financial position overall with no immediate concerns regarding operational solvency. The quality and transparency of financial reporting throughout the year supported the board’s ability to engage thoughtfully in discussions regarding budget management, resource allocation, and organizational sustainability.



Overall, the board demonstrated sound fiduciary practices and a clear commitment to maintaining financial stability while supporting the operational and strategic needs of the school. Based on evidence collected throughout the school year, ILH’s governing board receives a rating of **Exceeds Standard**.

Strategic Planning and Oversight

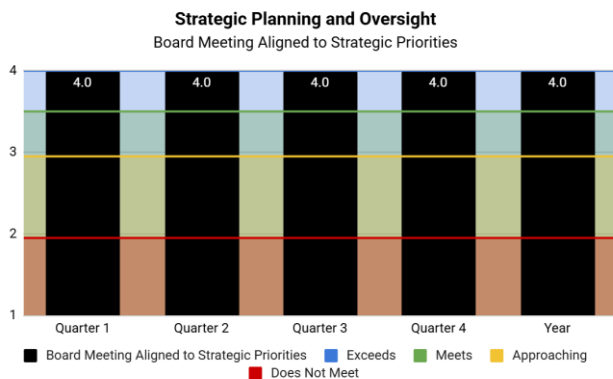
Education One believes that an effective governing board determines the strategic direction of a school, understands and respects the balance between oversight and management, and evaluates and holds school leaders and management partners accountable. The rubrics for this measure are as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
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The board develops a comprehensive, clear, and measurable strategic plan that is aligned with the school's vision and long-term goals. The plan is reviewed and adjusted regularly based on progress toward goals, and clear milestones are established and met.	The board oversees the development of a clear strategic plan aligned with the school's vision. The plan is reviewed periodically, and some adjustments are made to keep it aligned with changing priorities or needs, though milestones may be more general.	The board develops a strategic plan but may lack clear goals, timelines, or regular reviews. The plan is not always fully aligned with the vision, and progress toward goals is monitored inconsistently.	The board does not oversee the development of a clear or measurable strategic plan. The plan may be vague or outdated, and there is no regular review of progress or alignment with the school's vision.
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Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The board consistently provides autonomy to the school leader to manage the day-to-day operations of the school, while maintaining oversight of outcomes.	The board mostly provides autonomy to the school leader to manage the day-to-day operations of the school, while maintaining oversight of outcomes.	The board provides autonomy to the school leader but maintains a level of micromanagement that may limit the leader's effectiveness. Oversight of outcomes may or may not be inconsistent.	The board micromanages the school leader's role and undermines the leader's authority in managing the school. There is little to no oversight of outcomes.

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



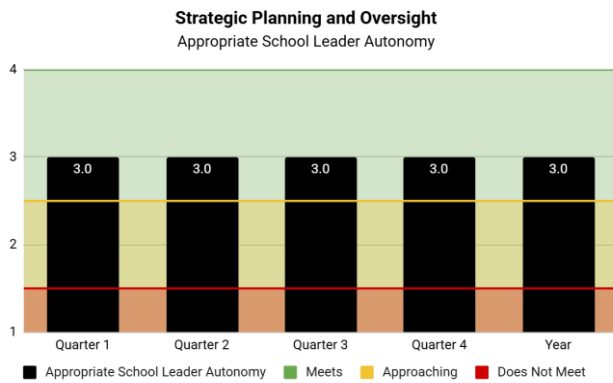
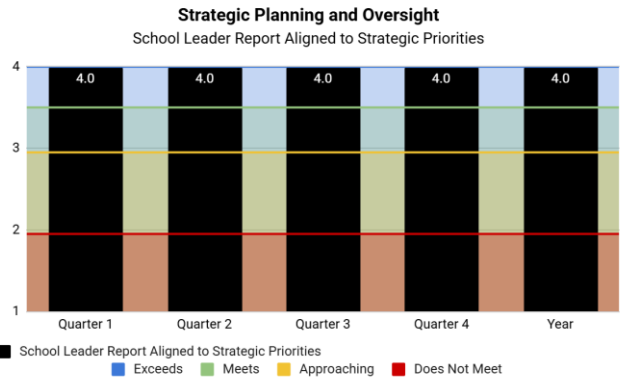
The board demonstrated strong alignment between governance practices, strategic priorities, and organizational planning throughout the 2025–26 school year. Board meeting agendas and leadership reports consistently reflected the school's strategic goals, with regular discussions centered on enrollment growth, facilities planning, academic programming, organizational sustainability, and board development. Strategic priorities remained visible throughout the year, and the board demonstrated intentional focus on both immediate operational needs and longer-term organizational planning efforts.

The board also demonstrated an evolving and proactive approach to strategic planning and oversight. Discussions throughout the year reflected continuous monitoring of enrollment targets, recruitment strategies, summer programming, facilities needs, and future board capacity. The board engaged in ongoing strategic planning conversations rather than limiting planning to isolated annual discussions, including the implementation of a continuous strategic development process intended to monitor progress throughout the year. Additionally, the board demonstrated commitment to

strengthening long-term governance capacity through strategic recruitment efforts, stakeholder feedback collection, and board retreat planning designed to establish and refine organizational priorities.

School leadership presentations consistently aligned with the school’s strategic priorities and provided the board with clear updates regarding progress toward organizational goals and initiatives. The Executive Director’s leadership reports regularly connected operational updates, enrollment efforts, programming decisions, and role specific goals back to broader strategic objectives, helping maintain coherence between day-to-day implementation and long-term planning efforts. The board also maintained an appropriate balance between oversight and school leader autonomy, allowing leadership to manage day-to-day operations while remaining actively informed regarding organizational outcomes, strategic initiatives, and school performance.

Additionally, the board maintained a clear process for evaluating the Executive Director that aligned with the school’s Accountability Plan Performance Framework and incorporated multiple



measures of leadership effectiveness, including school visits and stakeholder feedback from teachers and staff. This process demonstrated intentional oversight of leadership performance while supporting ongoing organizational improvement and accountability.

Overall, the board demonstrated strong strategic alignment, thoughtful organizational planning practices, and appropriate

governance oversight throughout the school year. Based on evidence collected throughout the school year, ILH’s governing board receives a rating of **Exceeds Standard**.

Legal and Regulatory Compliance

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

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

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

SCHOOL LEADER

Culture of High Expectations

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

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

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

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

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

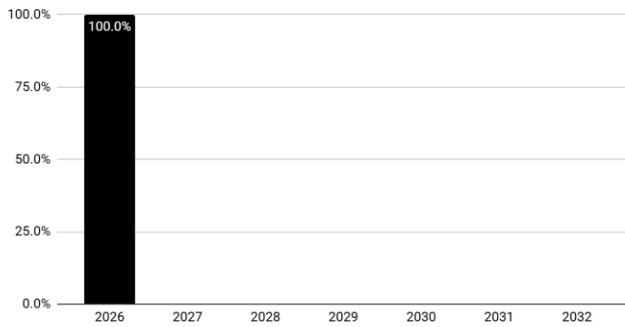
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
Provides comprehensive, data-driven updates aligned to school-specific goals/initiatives at every board meeting. Engages the board proactively to address challenges, shares trend data, and includes actionable recommendations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

The leadership team at ILH has clearly established and sustained a culture of high expectations, as evidenced by strong leadership coherence, strategic use of data, and highly effective governance practices. The absence of turnover in key administrative roles such as Executive Director, Principal, and Assistant Principal, has ensured continuity and clarity within the leadership team structure, with well-defined responsibilities and aligned goals contributing to consistent execution of

school priorities. Systems for continuous improvement are clearly embedded, with data-driven initiatives guiding both schoolwide priorities and individualized teacher support.

In governance and communication, the Executive Director and Principal exemplified best practice, providing comprehensive, transparent, and strategic updates that not only aligned to annual goals but also built board capacity. Leadership consistently contextualizes performance data, explains assessment structures, and connects outcomes to instructional decisions, enabling the board to engage meaningfully in

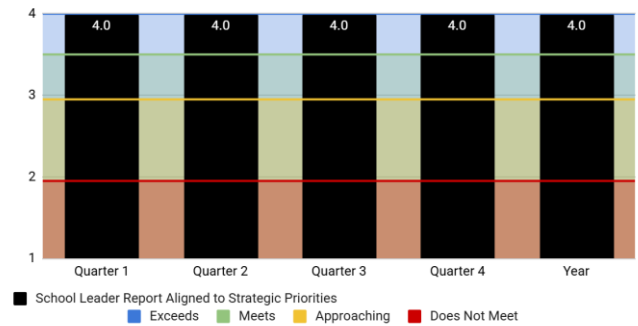
Culture of High Expectations
 Administrative Team Retention



oversight.

The articulation of goals is precise and grounded in prior performance data, including instructional focus areas, and school improvement priorities. Collectively, these practices reflect a highly effective leadership team that models a deeply embedded culture of high expectations, continuous improvement, and informed, strategic governance. Based on evidence collected throughout the school year, ILH’s school leadership team receives a rating of **Exceeds Standard**.

Strategic Planning and Oversight
 School Leader Report Aligned to Strategic Priorities



Staff Development

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

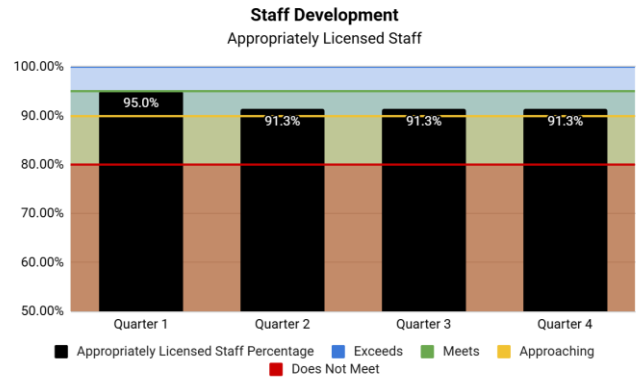
- At least 90.0% of full-time teachers hold or are actively pursuing appropriate Indiana licensure, and all individuals providing services requiring licensure under Indiana law possess the necessary credentials;
- Conduct regular, rigorous evaluations using clearing defined criteria that inform coaching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

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

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

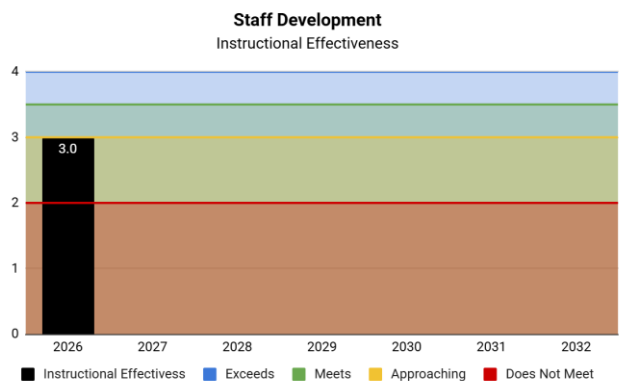
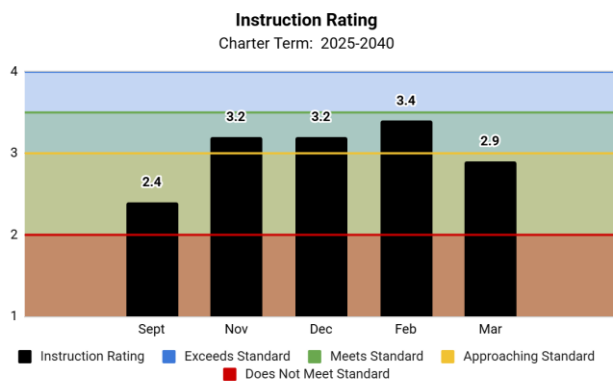
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school receives an average instructional rating of 3.5 to 4.0.	The school receives an average instructional rating within the range of 3.0-3.4.	The school receives an average instructional rating within the range of 2.0-2.9.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

The school’s leadership demonstrated strong effectiveness in staff development through well-established systems that intentionally build instructional capacity and support continuous improvement across classrooms. As illustrated by the corresponding graph, staffing levels consistently remained within the Meets Standard range across all four quarters of the school year with over 90% of teachers appropriately licensed and/or actively working toward licensure through a Transition to Teaching program, reflecting a strong commitment to maintaining qualified instructional staff while continuing to strengthen long-term instructional sustainability.



The leadership team maintained a clear and intentional coaching model that included frequent classroom observations, walkthroughs, and ongoing feedback cycles designed to provide teachers with specific, actionable next steps for instructional improvement. Professional development structures demonstrated strong alignment to observed instructional needs, with coaching conversations and staff training opportunities directly informed by trends identified during classroom visits and instructional monitoring. This coherence between observation, feedback, professional learning, and instructional expectations contributed positively to the school’s instructional culture and evidence of continuous growth across classrooms.

Instructional effectiveness data collected throughout the school year further reflected overall positive instructional growth trends. Classroom observation ratings improved from a 2.4 in September to a peak of 3.4 by February before ending the year at a 2.9 in March, demonstrating evidence of increased instructional consistency and teacher development over time. While some variability remained across observation windows, the overall trend suggests that leadership’s coaching systems and professional development efforts contributed to strengthening instructional practices throughout the year. Given the school’s ongoing academic performance challenges, particularly related to grade-level proficiency outcomes, continued focus on instructional rigor, intervention effectiveness, and consistent implementation of high-quality instructional practices will remain important moving forward.



Overall, the evidence suggests that ILH’s leadership team has established thoughtful and coherent systems for staff support and instructional development, with clear structures designed to build teacher capacity and improve classroom instruction. Based on evidence collected throughout the school year, ILH’s school leadership receives a rating of **Meets Standard**.

Instructional Leadership

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

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

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

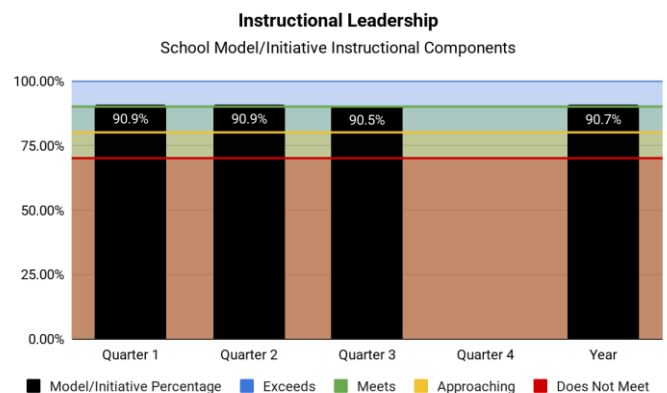
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school consistently and effectively implemented instructional strategies that reflect and reinforce the school’s model and/or key initiatives across classrooms and grade levels.	The school generally implemented instructional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

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
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.

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

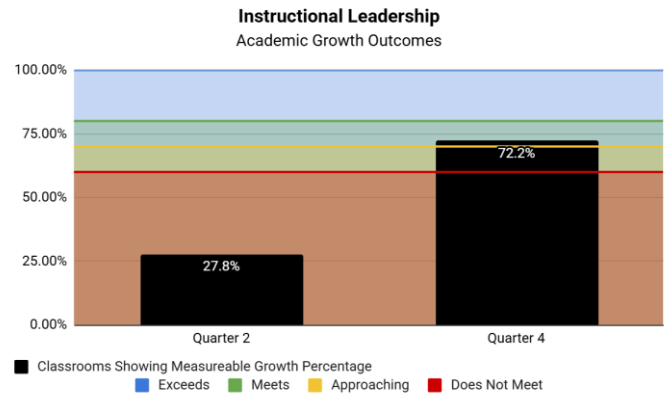
Instructional leadership was consistently evident through the school’s intentional use of data, coaching structures, classroom observations, and professional development to support instructional improvement and student outcomes. Leadership demonstrated a clear focus on reinforcing instructional practices aligned to the school’s model and key initiatives through frequent monitoring, actionable teacher feedback, and ongoing analysis of student performance data.

Throughout the year, the principal fostered a strong culture of data-informed decision-making by connecting ILEARN performance trends and schoolwide goals directly to instructional priorities and intervention strategies aligned to the Accountability Plan Performance Framework. Leadership supported this work through structured coaching cycles, regular classroom observations, targeted professional development, and ongoing communication regarding the purpose and use of assessment data to drive instructional improvement. This was further evidenced each quarter by approximately 90% of classrooms demonstrating implementation of the school’s identified instructional initiatives.

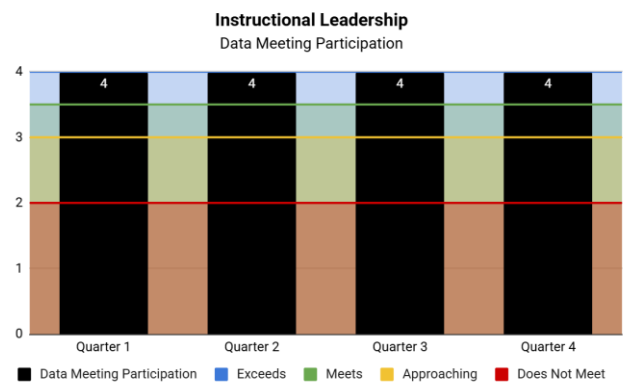


This instructional coherence was further reinforced through intentional efforts to triangulate multiple data sources and strengthen standards alignment. The school aligned i-Ready standards with Indiana Checkpoints to identify instructional disparities, locate missed students, and better target instructional support. In addition, internal standards tracking tools were developed to monitor trends in essential standards and inform instructional planning. These systems reflect a growing emphasis on precision in identifying learning gaps and translating data into actionable instructional responses, particularly in ensuring that students near proficiency thresholds are appropriately supported and those approaching grade level are systematically accelerated.

Student performance data reflects strengthening instructional impact across the school year, with 72.2% of students demonstrating grade-level proficiency or meeting growth targets. This improvement was also reflected in classroom-level outcomes, as the percentage of classrooms evidencing measurable student growth increased significantly from 27.8% in Quarter 2 to 72.7% by Quarter 4. These trends suggest that instructional adjustments, coaching structures, and system refinements increasingly translated into stronger and more consistent student growth outcomes over time.



During data meetings, the leadership team consistently articulated specific instructional shifts and student grouping strategies that were directly tied to data trends and demonstrated proactive planning and reflection. Leadership connected student performance patterns to targeted instructional responses, reinforcing a disciplined cycle of analysis, planning, and instructional adjustment. This included strategic use of assessment data to guide intervention planning, small-group instruction, and instructional prioritization, particularly for students near proficiency thresholds.



While leadership demonstrates strong capacity in data analysis, instructional planning, and systems alignment, sustained focus on ensuring consistent implementation of small-group instruction, standards-based planning, and targeted interventions will be necessary to translate improving instructional practices into more consistent and accelerated student achievement outcomes across all grade levels. Based on evidence collected throughout the school year, ILH’s school leadership receives a rating of **Meets Standard**.

COMPLIANCE

Charter Implementation

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

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

The school generally demonstrated alignment to its mission, educational model, and stated goals during the review period. Most key components outlined in the approved application and Charter Agreement were implemented effectively, with only minor inconsistencies observed across systems or practices. Evidence indicated that leadership maintained focus on the school's core design and priorities, though implementation depth or consistency varied slightly in some areas. Overall, the school's practices and programming reflected the foundational elements of its approved charter model. Based on evidence collected throughout the school year, ILH receives a rating of **Meets Standard**.

Charter Compliance

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

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

The rubric for this sub-indicator is as follows:

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

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

The school consistently demonstrated strong organizational and operational compliance throughout the review period. Required compliance documentation was submitted on time at a rate exceeding 90%, reflecting well-established systems and clear internal accountability structures. The school also maintained full adherence to the terms of its charter, including applicable amendments, policies, regulations, and federal and state requirements. Leadership proactively monitored

compliance obligations and addressed requirements in a timely and effective manner, contributing to a high level of confidence in the school's operational governance and oversight. Based on evidence collected throughout the school year, ILH receives a rating of **Exceeds Standard**.

Part IV: School Wide Climate

The School Climate indicator gauges how stakeholder satisfaction supports student re-enrollment and teacher retention. School Climate is broken down into the following measure:

- Stakeholder Satisfaction

Overall Rating for School Climate	Year 1	Year 2	Year 3	Year 4	Year 5
	2025-26	2026-27	2027-28	2028-29	2029-30
	Meets Standard				

Is the school’s organizational structure successful?	
Performance Rubric	<p>Meets Standard</p> <p>The weighted percentage of parents, students, and staff reporting overall satisfaction is at or above 80.0%</p>
	<p>Approaching Standard</p> <p>The weighted percentage of parents, students, and staff reporting overall satisfaction is between 70.0 and 79.9%.</p>
	<p>Does Not Meet Standard</p> <p>The weighted percentage of parents, students, and staff reporting overall satisfaction is less than 70.0%.</p>

What does the Overall Rating for School Wide Climate mean?	
Year 1	Overall, the school had an average satisfaction rate of 88.5%, so the school receives a rating of Meets Standard. With only 37.5% of students and 26.7% of families participating in the survey, it will be important to increase future participation to increase validity of student and family satisfaction rates.

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

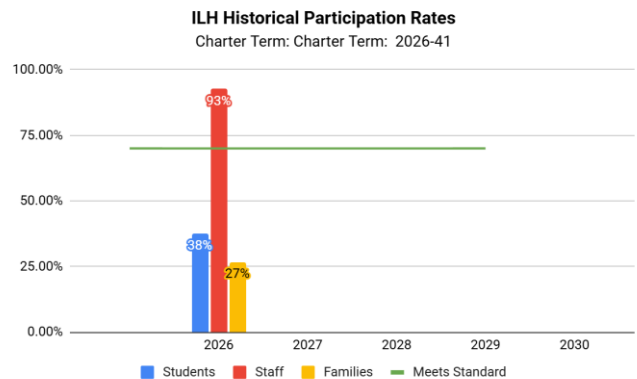
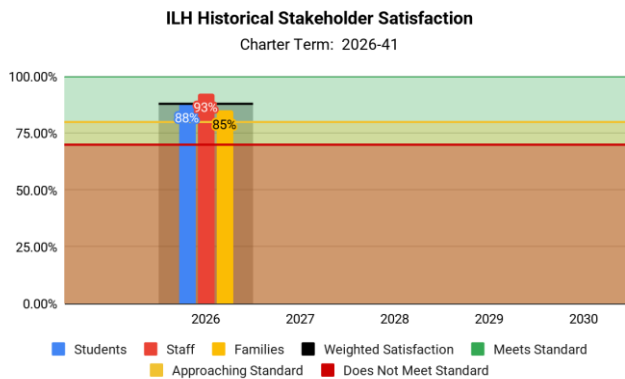
Stakeholder Satisfaction

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

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 87.9%, the school receives a rating of **Meets Standard**.



While survey participation is not a formal measure within the school’s Accountability Plan Performance Framework, it serves as an important indicator when evaluating the overall reliability and representativeness of stakeholder perception data. The following table identifies the total number of eligible participants within each stakeholder group, the number of completed survey responses, and the overall participation rate for each group. Education One considers a participation rate of at least 70.0% necessary to establish strong confidence in the validity and representativeness of survey results.

Overall survey results reflected generally positive perceptions of the school environment among respondents. Staff participation reached 92.6%, exceeding the established validity threshold and supporting a high level of confidence in the reliability of staff feedback. However, student participation (37.5%) and family participation (26.7%) fell substantially below the minimum participation threshold, limiting the extent to which those results can be considered representative of the broader student and family populations. As a result, while the available data suggests positive perceptions among participating stakeholders, particularly staff, caution should be exercised when drawing broad conclusions regarding overall school climate, culture, and stakeholder experience based on the limited student and family response rates.

ILH’s Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	240	90	38%
Staff	27	25	93%
Families	172	46	27%

Part V: Next Steps

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

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

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

Annual Intervention + Support

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

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

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

	Tier I	Tier II	Tier III
Academic Performance	<ul style="list-style-type: none"> ● 2 Site Visits (Sept-Mar.) ● Quarterly Support Checks 	<ul style="list-style-type: none"> ● 4 Site Visits (Sept-Mar.) ● Quarterly Support Checks 	<ul style="list-style-type: none"> ● 6 Site Visits (Sept.-Mar.) ● Targeted Support Checks based on SIP
Financial Performance	<ul style="list-style-type: none"> ● Quarterly Review 	<ul style="list-style-type: none"> ● Quarterly Review ● Targeted Support Checks based on Deficiencies 	<ul style="list-style-type: none"> ● Quarterly Review ● Ongoing Finance Meetings based on SIP
Organizational Performance	<ul style="list-style-type: none"> ● Quarterly Board Chair Check-ins ● Board Meeting Attendance 	<ul style="list-style-type: none"> ● Quarterly Board Chair Check-ins ● Board Professional Development ● Board Meeting Attendance 	<ul style="list-style-type: none"> ● Frequent Board Chair Check-ins ● Targeted Support Checks based on SIP ● Board Professional Development ● Board Meeting Attendance

Next Steps Overview
For 2026-27 School Year

Academic Performance		
Rating	Tier	Probationary Status?
Approaching Standard*	New School Support	No

Commendations:

- Demonstrating strong school-wide reading growth, with proficiency increasing from 34% to 59% and 99% of K–2 students progressing toward proficiency by spring 2026.
- Maintaining consistent instructional practices across classrooms through coaching, structured systems, and data-informed instructional support.
- Showing stronger reading outcomes among legacy students, suggesting that long-term enrollment in the school’s model positively impacts literacy growth over time.
- Supporting measurable reading growth across multiple student groups, including Black students, White students, students receiving Special Education services, and students in the Bottom 25%.

Recommendations:

- Increase instructional rigor and strengthen intervention systems in grades 3–8 to better translate benchmark growth into grade-level proficiency outcomes.
- Develop a targeted mathematics improvement plan focused on instructional consistency, middle school achievement, and accelerating students toward grade-level proficiency.
- Analyze declining attendance trends and implement a proactive attendance improvement plan focused on student engagement, family partnerships, and early intervention.
- Strengthen the alignment between specialized supports and core instruction to improve proficiency outcomes for English Learners, Hispanic students, students eligible for Free and Reduced Lunch, and students receiving Special Education services.

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

Commendations:

- Maintaining stable financial operations throughout the 2025–26 school year, including strong liquidity, healthy cash reserves, and compliance with required financial accountability measures.
- Exceeding budgeted enrollment projections during the 2025–26 school year, supporting greater financial stability and strengthening the school’s overall fiscal position.
- Demonstrating exceptionally strong short-term financial health through a current ratio of 12.5 and 112.4 days cash on hand, reflecting a strong capacity to meet operational obligations and sustain programming.
- Managing debt responsibly by maintaining reasonable debt levels, avoiding delinquency or default concerns, and sustaining a healthy debt-to-asset ratio throughout the review period.

Recommendations:

- Continue closely monitoring projected deficit spending and declining cash reserves to ensure the school maintains long-term financial sustainability and avoids erosion of current financial strengths over time.
- Continue evaluating staffing, programming, and operational expenditures to ensure resources remain strategically aligned to student enrollment trends, academic priorities, and organizational sustainability.

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

Governing Board

Commendations:

- Demonstrating consistent financial oversight through regular financial review, proactive budgeting, and alignment of financial decisions to strategic priorities.
- Maintaining strategic focus throughout the year by aligning board discussions to enrollment, facilities, sustainability, and long-term organizational planning.
- Demonstrating commitment to board development through recruitment efforts, stakeholder feedback collection, and intentional board retreat planning.

Recommendations:

- Strengthen board engagement by addressing inconsistent attendance, late arrivals, and limited participation while establishing clearer expectations for member involvement.
- Prioritize completion of the annual board self-assessment process to support governance development, identify training needs, and strengthen continuous improvement practices.

Leadership Team

Commendations:

- Establishing a strong coaching model built around classroom observations, actionable feedback, and aligned professional development that contributed to improved instructional quality throughout the year.
- Demonstrating strong governance communication practices by consistently providing the board with clear, transparent, and data-informed academic updates.
- Building a culture of data-informed decision-making through the use of multiple assessment sources to guide instruction, intervention planning, and student support.

Recommendations:

- Establish clear transition and instructional leadership structures for the incoming school leader to ensure continuity of the school’s coaching model, data-informed decision-making practices, intervention systems, and academic improvement priorities during the 2026–27 school year.
- Strengthen the consistency of small-group instruction, standards-based planning, and intervention systems across grade levels to accelerate grade-level proficiency outcomes.
- Develop a targeted middle school improvement strategy focused on grades 6 and 7, where reading and math proficiency outcomes remained persistently low.
- Establish clearer systems for monitoring the impact of coaching and professional development on student achievement outcomes over time.