



2021-22 ANNUAL REVIEW

LAWRENCE COUNTY INDEPENDENT SCHOOLS

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Education One, L.L.C.

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OVERVIEW

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

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

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

Part I: Academic Performance

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

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

Is the school's educational program successful?	
Performance Rubric	<p style="text-align: center; color: #003366;">Exceeds Standard</p> <p>The school consistently and effectively complies with and presents no concerns in the indicators below.</p>
	<p style="text-align: center; color: #006633;">Meets Standard</p> <p>The school complies with and presents no concerns in the indicators below.</p>
	<p style="text-align: center; color: #cc9900;">Approaching Standard</p> <p>The school presents concerns in some of the indicators and may or may not have a credible plan to address the issues.</p>
	<p style="text-align: center; color: #cc0000;">Does Not Meet Standard</p> <p>The school presents concerns in a majority of the indicators and may or may not have a credible plan to address the issues; or the school requires an Improvement Plan.</p>

Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5
Local Academic Performance	Instruction	MS				
	Attendance	AS				
	Legacy Student Achievement on Benchmark Assessment (Reading and Math)	N/A				
	Subgroup Student Achievement on Benchmark Assessment (Reading and Math)	N/A				
	Growth on Benchmark Assessment (Reading)	AS				
	Growth on Benchmark Assessment (Math)	DNMS				
	Subgroup Growth on Benchmark Assessment (Reading)	DNMS				
State Academic Performance	State Accountability Grade	N/A				
	State Assessment Participation Rate	N/A				
	Legacy Student Achievement on Summative Assessment (Reading and Math)	N/A				
	Subgroup Student Achievement on Summative Assessment (Reading and Math)	N/A				
	Growth on Summative Assessment (Reading and Math)	N/A				
	Subgroup Student Growth on Summative Assessment (Reading and Math)	N/A				
	Comparison to Local Schools	N/A				
Federal Academic Performance	Reading Proficiency- Grade 3	N/A				
	Federal Accountability Rating	N/A				
	Model Attendee	N/A				
	Closing Achievement Gaps	N/A				
	Language Proficiency for English Learners	N/A				

LOCAL ACADEMIC PERFORMANCE

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

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

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

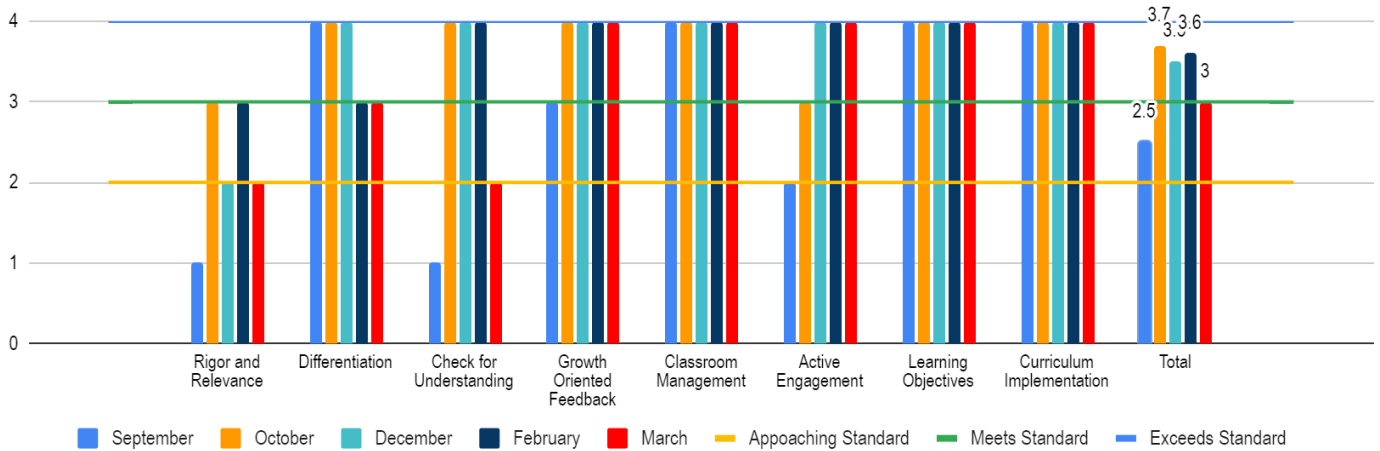
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school receives a score of 4.	The school receives a score within the range of 3.0-3.9.	The school receives a score within the range of 2.0-2.9.	The school receives a score within the range of 1.0-1.9.

The following table provides data collected throughout the 2021-22 school year and indicates the percentage of classrooms that showed a concern in each observable best practice. Boxes highlighted in yellow indicate an area that was a concern in at least a half of the classrooms observed and were recommended as areas of possible focus and/or improvement with the school's leadership team and Board of Directors during regularly scheduled site visits and board meetings.

2021-22 Site Visit Percentage of Classrooms Showing a Concern								
	Rigorous and Relevant Delivery	Differentiated Strategies	Checks for Understanding	Timely, Growth Feedback	Classroom Management	Active Engagement	Learning Objectives and Standards	Curriculum Implementation
Sept.	50.0%	0.0%	50.0%	24.0%	0.0%	33.3%	0.0%	0.0%
Oct.	30.8%	0.0%	7.7%	7.7%	0.0%	23.1%	0.0%	0.0%
Dec.	36.4%	0.0%	9.1%	0.0%	0.0%	9.1%	0.0%	0.0%
Jan.	Site Visit Canceled Due to COVID-19							
Feb.	30.8%	15.4%	7.7%	7.7%	0.0%	0.0%	0.0%	0.0%
Mar.	38.5%	15.4%	38.5%	7.7%	7.7%	7.7%	7.7%	0.0%

The following graph illustrates the progress of each best practice throughout the year based on the percentage of classrooms that showed a concern. Consistent with the Instruction rubric, an area receiving a minimum of a '3' would be meeting standard.

LCIS Instruction Rating



Based on the qualitative and quantitative evidence collected throughout the 2021-22 school year, Lawrence County Independent Schools (LCIS) receives a rating of **Meets Standard** according to the school's Accountability Plan Performance Framework

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

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

The table below identifies the average attendance rate per grade level and the school's overall average attendance. LCIS had an average attendance rate of 92.1% and thus, is **Approaching Standard**, according to the school's Accountability Plan Performance Framework.

Attendance Breakdown					
Kindergarten	91.0%	✘	Fifth Grade	92.8%	✘
First Grade	93.3%	✘	Sixth Grade	89.0%	✘
Second Grade	93.6%	✘	Seventh Grade	92.4%	✘
Third Grade	92.2%	✘	Eighth Grade	88.1%	✘
Fourth Grade	93.8%	✘	Whole School	92.1%	✘
Key: ✓ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard					

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

Education One requires all schools in its portfolio to measure student progress multiple times throughout the academic year using an assessment tool selected by the school. LCIS utilized the Northwest Evaluation Association (NWEA) tool Measures of Academic Progress (MAP) during the 2020-21 school year. This computer adaptive assessment evaluates students in reading and math and is aligned to grade level standards.

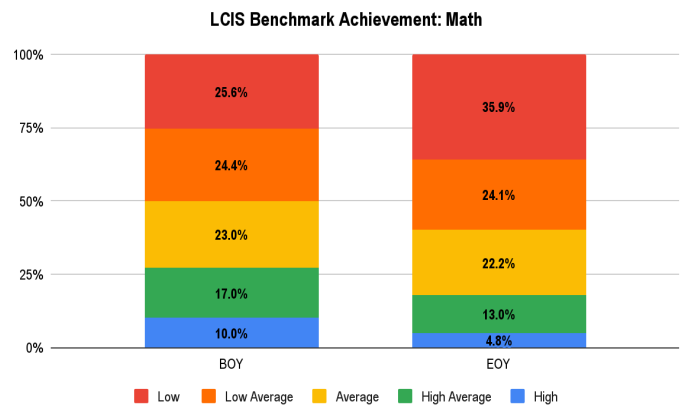
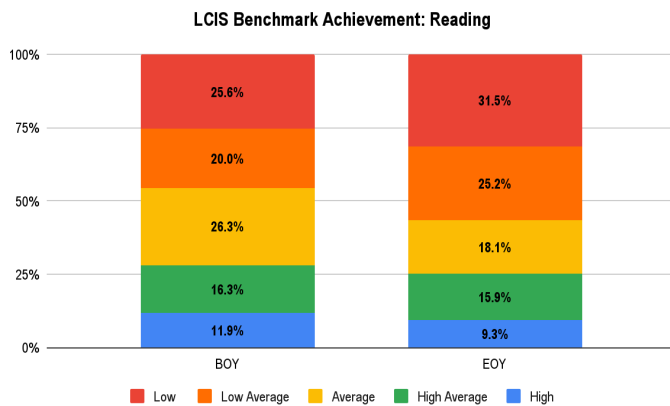
Individual ratings for both reading and math achievement of legacy students are reported on an annual basis, utilizing end of year assessment results. The rubric for this sub-indicator is as follows:

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

During the 2021-22 school year, LCIS gave its benchmark assessment in the fall, winter, and spring. These results were consistently collected, analyzed, and discussed to identify areas of immediate improvement and/or celebration. The ‘Average,’ ‘High Average,’ and ‘High’ categories signify students who demonstrated grade level proficiency. However, these categories represent percentile rankings. An increase in the percentage of students in these categories indicates that students outgrew their academic peers enough to obtain higher achievement scores. A decrease in the percentage of these categories would then signify that students did not grow enough to maintain similar achievement levels as their academic peers. It does not mean that students went backwards in their achievement.

The following table and graphs illustrate the achievement of students in reading and math for the 2021-22 school year

Reading Whole School			Math Whole School		
BOY Achievement	EOY Achievement	Change	BOY Achievement	EOY Achievement	Change
54.4%	43.3%	-11.1%	50.0%	40.0%	-10.0%



The following tables indicate the percentage of students enrolled at LCIS with assessment results at the beginning and end of the year, by grade level and whole school, that met achievement targets on the end of the year benchmark assessment in reading and math.

Reading				
Grade Level	Number of Students	Number of Students with Grade Level Achievement	Percentage of Grade Level Achievement Students	Achievement Target Rating
Kindergarten	38	11	28.9%	N/A
First Grade	27	15	55.6%	N/A
Second Grade	32	15	46.9%	N/A
Third Grade	30	20	66.7%	N/A
Fourth Grade	32	20	62.5%	N/A
Fifth Grade	30	15	50.0%	N/A
Sixth Grade	36	12	33.3%	N/A
Seventh Grade	29	8	27.6%	N/A
Eighth Grade	16	1	6.3%	N/A
Whole School	270	117	43.3%	N/A
Key: ✓ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✖ = Does Not Meet Standard				

Math				
Grade Level	Number of Students	Number of Students with Grade Level Achievement	Percentage of Grade Level Achievement Students	Achievement Target Rating
Kindergarten	38	14	36.8%	N/A
First Grade	27	16	59.3%	N/A
Second Grade	32	12	37.5%	N/A
Third Grade	30	14	46.7%	N/A
Fourth Grade	32	17	53.1%	N/A
Fifth Grade	30	12	40.0%	N/A
Sixth Grade	36	15	41.7%	N/A
Seventh Grade	29	6	20.7%	N/A
Eighth Grade	16	2	12.5%	N/A
Whole School	270	108	40.0%	N/A
Key: ✓ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✖ = Does Not Meet Standard				

This sub-indicator utilizes legacy student data to measure whether or not the school meets standard according to the Accountability Plan Performance Framework. LCIS has no legacy students because it opened in Fall of 2021. Therefore, the school receives a rating of **Not Applicable** for Student Achievement on Benchmark Assessment.

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

- Economically Disadvantaged;
- English Learner;
- Gender;
- Race; and
- Special Education

The rubric for this sub-indicator is as follows:

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

The following table illustrates the achievement of each subgroup of students in reading and math for the 2021-22 school year based on beginning and end of year assessment results. Data for subgroups with less than 20 students is suppressed for confidentiality purposes.

Subgroup Breakdown									
Subgroup	Pop. %	Reading				Math			
		Percentage of Grade Level Students BOY	Percentage of Grade Level Students EOY	Change	Rating	Percentage of Grade Level Students BOY	Percentage of Grade Level Students EOY	Change	Rating
Whole School	100%	54.4%	43.3%	-11.1%	N/A	50.0%	40.0%	-10.0%	N/A
Economically Disadvantaged	53.3%	53.1%	35.4%	-17.7%	N/A	47.6%	32.0%	-15.6%	N/A
Female	48.1%	55.1%	44.9%	-10.2%	N/A	49.6%	36.2%	-13.4%	N/A
Male	51.9%	53.8%	42.0%	-11.9%	N/A	50.3%	43.4%	-7.0%	N/A
White	92.1%	54.6%	44.2%	-10.4%	N/A	49.0%	39.0%	-10.0%	N/A
Special Education	19.2%	22.6%	24.5%	+1.9%	N/A	20.8%	13.2%	-7.5%	N/A

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

Similar to Legacy Student Achievement on Benchmark Assessment, subgroup achievement is also looked at through the lens of legacy students within each subgroup. Therefore the school receives a rating of **Not Applicable** for this sub-indicator.

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

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

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

Reading				
Grade Level	Number of Students	Number of Students Meeting Growth Target	Percentage of Students Meeting Growth Target	Growth Target Rating
Whole School	270	114	42.2%	X
Kindergarten	38	9	13.2%	X
First Grade	27	11	40.7%	X
Second Grade	32	19	59.4%	✓
Third Grade	30	15	50.0%	✓
Fourth Grade	32	19	59.4%	✓
Fifth Grade	30	15	50.0%	✓
Sixth Grade	36	11	30.6%	X
Seventh Grade	29	13	44.8%	X
Eighth Grade	16	5	31.3%	X

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

Math				
Grade Level	Number of Students	Number of Students Meeting Growth Target	Percentage of Students Meeting Growth Target	Growth Target Rating
Whole School	270	86	31.9%	X
Kindergarten	38	7	18.4%	X
First Grade	27	15	55.6%	✓
Second Grade	32	7	21.9%	X
Third Grade	30	15	50.0%	✓
Fourth Grade	32	10	31.3%	X
Fifth Grade	30	11	36.7%	X
Sixth Grade	36	11	30.6%	X
Seventh Grade	29	7	24.1%	X
Eighth Grade	16	3	18.8%	X

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

Reading: 42.2% students met their individual growth targets on the reading NWEA assessment. Therefore, the school receives a rating of **Approaching Standard**, according to the school's Accountability Plan Performance Framework.

Math: 31.9% students met their individual growth targets on the reading NWEA assessment. Therefore, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework.

Subgroup Student Growth on Benchmark Assessment: Growth is also measured through the lens of subgroups served at the school. The school receives separate annual ratings in reading and math for each of the following subgroups with 20 or more students, based on benchmark assessment results:

- Economically Disadvantaged;
- English Learner;
- Gender;
- Race; and
- Special Education

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

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

The following table illustrates the growth made by each subgroup of students in reading and math for the 2020-21 school year based on end of year assessment data and how those percentages rate against the indicator's rubric. Data for subgroups with less than 20 students is suppressed for confidentiality purposes.

Subgroup Breakdown					
Subgroup	Population %	Reading		Math	
		Percentage of Students Meeting Growth Target	Growth Target Rating	Percentage of Students Meeting Growth Target	Growth Target Rating
Whole School	100%	42.2%	✘	31.9%	✘
Economically Disadvantaged	53.3%	36.1%	✘	24.6%	✘
Female	48.1%	47.2%	✘	33.1%	✘
Male	51.9%	37.8%	✘	30.8%	✘
White	92.1%	41.4%	✘	30.9%	✘
Special Education	19.2%	35.8%	✘	32.1%	✘
Key: ✓ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard					

Reading: Overall, the school receives a rating of **Does Not Meet Standard** according to the school's Accountability Plan Performance Framework. Majority of subgroups were not close to the meets standard target, with the exception of female and white students.

Math: The school receives a rating of **Does Not Meet Standard** as all subgroups were not close to the meets standard target for growth.

STATE ACADEMIC PERFORMANCE

State Accountability Grade: Indiana has established a student-centered accountability system to calculate a letter grade given to each school. The grade encompasses the results from three domains: achievement, growth, and multiple measures. Each domain has its own indicators that make up a final score. The letter grade given to the school is a sum of those final scores weighted, based on the grade levels served within the school. For more information, including the history of Indiana’s Student-Centered Accountability from the Indiana Department of Education, click [here](#) Education One’s rubric for the State Accountability Grade is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school received an ‘A’ or ‘B’ for the most recent school year.	The school received a ‘C’ for the most recent school year.	The school received a ‘D’ for the most recent school year.	The school received an ‘F’ for the most recent school year OR received a ‘D’ for at least two or more consecutive years.

Indiana’s General Assembly passed legislation during the 2019 session to hold schools harmless for accountability grades for the 2018-19 and 2019-20 school years due to the newly implemented ILEARN assessment, the results of which drive many of the indicators found in the accountability system’s performance and growth domains. Schools, therefore, cannot get a lower grade in 2018-19 or 2019-20 than they had in the 2017-18 school year. Similar legislation was also passed for the 2020-21 and 2021-22 school years due to the COVID-19 pandemic.

LCIS opened in the 2021-22 school year. State Accountability Grades are awarded in the fall of the next academic year, based on the previous year’s data and results. With no assessment results from the 2020-21 school year, the school receives a rating of **Not Applicable**.

State Assessment Participation Rate: The participation rate describes the percentage of students who completed the state mandated summative assessment. It is used for state and federal reporting and accountability determinations. The rubric for State Assessment Participation Rate is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
95.0-100% of students enrolled in testing grades participated in the most current state summative assessment.	85.0-94.9% of students enrolled in testing grades participated in the most current state summative assessment.	Less than 85.0% of students enrolled in testing grades participated in the most current state summative assessment.

The school did not participate in the 2021 ILEARN assessment, data from which would have been used to measure this sub-indicator, as its first year of operation was the 2021-22 school year. Therefore the school receives a rating of **Not Applicable**.

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

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

The school receives a rating of **Not Applicable** with no previous status summative assessment results available to measure this sub-indicator due to it being in its first year of operation.

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

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

The school receives a rating of **Not Applicable**, for reasons stated previously.

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

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

Similar to achievement, the school receives a rating of **Not Applicable** for Growth on Summative Assessment as the 2021-22 school year was its first year of operation.

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

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

The school receives a rating of **Not Applicable** for Subgroup Student Growth on Summative Assessment as the 2021-22 school year was its first year of operation.

Comparison to Local Schools: Education One compares its portfolio schools to surrounding community schools that serve students with similar demographics and are within 10 miles of the school’s location to ensure the charter school is providing a quality choice to the community. Achievement and growth results from the state summative assessment are utilized to identify how Education One schools are performing against their comparative local schools.

To meet standard, a school’s overall performance in both achievement and growth outpaces the comparison schools at least 75% of the time. The rubric for Comparison to Local Schools is as follows:

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

LCIS receives a rating of **Not Applicable** according to the school’s Accountability Plan Performance Framework.

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

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

With no data from the previous school year, the school receives a rating of **Not Applicable**.

FEDERAL ACADEMIC PERFORMANCE

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

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

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

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

The school receives a rating of **Not Applicable** due to being a new school in 2021-22 with no previous data to receive a federal rating.

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

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

Data utilized for this sub-indicator is from the previous school year. Therefore, the school receives a rating of **Not Applicable**.

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

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

Similar to other Federal Academic Performance sub-indicators, data utilized for this sub-indicator is from the previous school year. Therefore, the school receives a rating of **Not Applicable**.

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

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

Data utilized for this sub-indicator is from the previous school year and the school receives a rating of **Not Applicable**.

Part II: Financial Performance

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

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

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

Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5
Financial Performance	Financial Management	MS				
	Enrollment Variance	ES				
	Current Ratio	MS				
	Days Cash	DNMS				
	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 deficiency or weaknesses with the school's financial controls; and
- Submission of quarterly financial statements that are timely, complete, and able to be utilized to assess financial indicators.

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

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

With 2021-22 being LCIS's first year in operation, the school does not have an annual audit for this review. However, the school consistently submitted their quarterly financial statements in a timely and complete fashion in order to assess indicators found in the school's Accountability Plan Performance Framework. For these reasons, the school receives a rating of **Meets Standard** for the 2021-22 school year.

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

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

According to the Indiana Department of Education, LCIS had an enrollment count of 301 students as of October 1, 2021. The school's enrollment variance was 112.7%, based on a budgeted enrollment of 267. Therefore, LCIS receives a rating of **Exceeds Standard**.

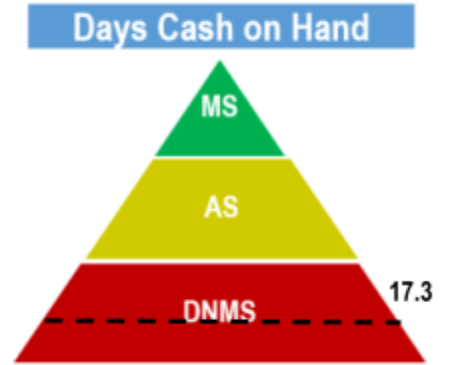
Current Ratio: With regard to its current ratio, the school's current assets (cash or other assets that can be accessed in the next 12 months) exceed its current liabilities (debt obligations due in the next 12 months) with a ratio of 5.7. Therefore, the school receives a rating of **Meets Standard** on their Accountability Plan Performance Framework for Current Ratio. The rubric is as follows:

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

Days Cash: Additionally, Education One also calculates days cash on hand as an important measure of a charter school's fiscal health. This indicator shows how many more days after June 30, 2022 the school would be able to operate. The rubric for Days Cash is:

Meets Standard	Approaching Standard	Does Not Meet Standard
Days cash on hand is at least 90.0.	Days cash on hand is between 45.0 and 89.9.	Days cash on hand is less than 45.0.

At the time of this report, LCIS has 17.3 days cash and had yet to receive their Charter School Program Grant reimbursement, affecting this metric. The school does, however, fall far below the desired metric for days cash and, for this reason, receives a rating of **Does Not Meet Standard**.



Debt/Default Delinquency: This metric is determined by both the auditor's comments in the audited financial statements and contact with the school's creditors. The rubric for Debt/Default Delinquency is as follows:

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

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

Debt to Asset Ratio: Education One monitors the school's debt to asset ratio on a quarterly basis, reporting out at the school's regularly scheduled board meetings. This ratio indicates the percentage of assets that are being financed with debt. The school receives a rating of **Meets Standard**, according to the debt to asset ratio indicator, with a ratio of 0.51. The rubric for Debt to Asset Ratio is as follows:

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

Debt Service Coverage: Education One tracks the school's debt service coverage on a quarterly basis, similar to the other financial indicators. This indicator was not available for the school during the 2021-22 school year. The school receives a rating of **Not Applicable**.

Part III: Organizational Performance

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

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

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

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

GOVERNING BOARD

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

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

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

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

In their first year of operation, the LCIS governing board showed consistent evidence that board members not only believe in the mission and vision of the school, but assume ultimate responsibility for the success of the students and the school. This board was able to effectively transition from a start-up board, overseeing day to day operations in order to get the school up and running, into a high functioning governing board, monitoring key stakeholders as they worked to live out the mission captured in the school’s application.

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

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

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

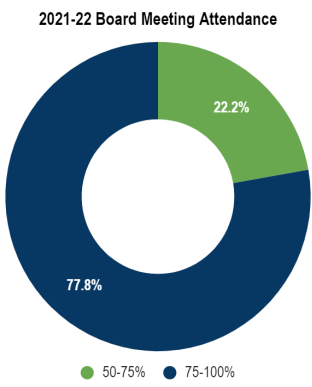
Characteristics of the commitment to exemplary board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

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

During the transition from a start-up board to a governing board, LCIS experienced change in members throughout the 2021-22 school year. New members were brought onto the board each time, maintaining a full slate throughout the school year. Education One values a board that represents diverse skill sets. The corresponding illustration indicates the skill sets represented on the LCIS board at the time of this report. Current board members represent varied skill sets within business and community engagement endeavors. However, the board needs further development in the areas of education, finance, and legal.

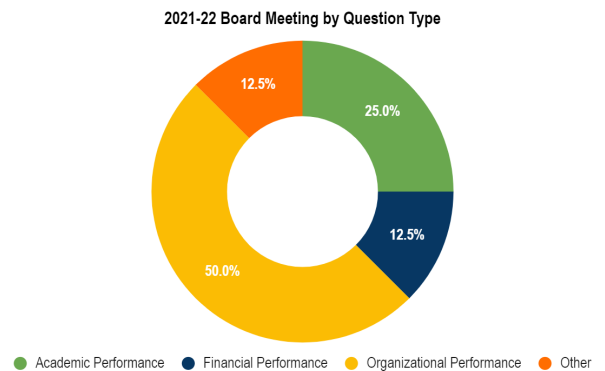


The board is currently led by interim Board President Chad Shrock, who replaced Trisha Turner in February of 2022, after she moved to the position of Director of Finance and Operations at LCIS after her successful tenure leading the board through the transition of a start-up to governing board. He has proven to be able to effectively lead the board and engage members in various aspects of governance and commitments to the school. The board does not currently employ a committee structure, however this does not hinder board responsibilities to the school.



The LCIS governing board had an average attendance rate of 95% throughout the 2021-22 year. Majority of members averaged between 75 and 100% attendance, as noted in the corresponding graph. This indicates member investment in the school and its success. Engagement during public meetings through questioning, however, was low, with an average of just over one question being asked during the entirety of the meeting and mostly coming from the Board President. Based on the corresponding graph illustrating the types of questions being asked, the board is evidencing more comfortability

or has been provided with more opportunity to discuss organizational issues during public meetings. This is also consistent with the skill sets represented on the LCIS board and where further development is required.



Mr. Shrock maintained consistent and timely communication, including the discussion of any deficiencies, during regularly scheduled meetings with the Executive Director of Education One. The board's secretary provided complete and coherent meeting materials and notes in a timely fashion throughout the school year.

With concerns in a minimal number of characteristics, the school receives a rating of **Approaching Standard** according to its Accountability Plan Performance Framework.

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

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

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

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

Based on submitted board meeting minutes and attendance at regularly scheduled meetings, the board reviewed and approved financial data regularly. The board maintained a balanced budget during the 2021-22 school year. While the board lacks a deep knowledge of school finance, they have appropriately staffed the school with a Director of Finance and Operations who has a wealth of knowledge in this area and is able to forecast both short- and long-term sustainability of the program.

The LCIS board has excelled in setting and exceeding fundraising goals, both in the form of monetary donations and capital resources. The board prioritized the school through the investment of both time and money, without which the school could not have opened. The level of dedication and commitment the LCIS board has shown in launching and maintaining this school program is both uncommon and commendable. As such, the school receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

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

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

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

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

In April of 2022, the board completed and submitted a self-assessment, evaluating their strengths and areas for improvement, in relation to the school's Accountability Plan Performance Framework. This provided the board with an opportunity to evaluate their performance in order to set goals and plan strategically for the future. In its first year of operation the board fulfilled its vision and established LCIS as a prominent fixture within the community.

The LCIS board collaborated closely with the school's leader, Ms. Symcox. Board minutes and attendance at meetings evidenced the school leader having a regularly scheduled time during board meetings to report academic and operational updates. Overall, the board has worked throughout the 2021-22 school year to ensure that Ms. Symcox had the autonomy and authority to manage the school. The board completed a formal evaluation of the school leader, including both qualitative and quantitative evidence and feedback from various stakeholders within the organization, to highlight areas of commendation and growth.

While the LCIS board does not currently have a committee structure in place, this board has been highly effective, and continues to accomplish the goals they have set for themselves, ensuring a smooth first year of operation. The board does not have a clear succession plan in place for the school leader and/or new members, however, as board positions have opened up throughout the year, LCIS has been able to maintain a full board, through strong recruitment efforts. Based on these findings, the school receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

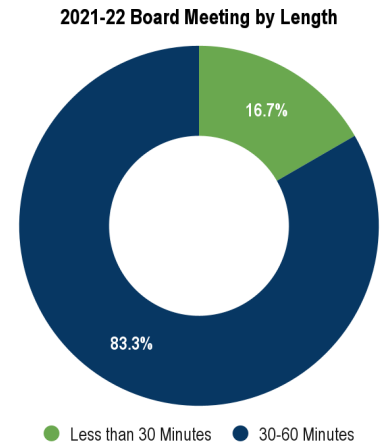
Legal and Regulatory Compliance: Education One monitors whether or not a governing board adheres to the legal and ethical duties of care, as well as meets all expectations set forth in the charter agreements and bylaws. More specifically, legally compliant boards exhibit the following characteristics:

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

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

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

All meetings during the 2021-22 school year were held in compliance with Indiana's Open Door Law and met all state and federal laws. The board maintained the highest standards of public transparency, accurately documenting meetings and board decisions, and adhering to all terms set for in the school's charter agreement. The corresponding graph illustrates the percentage of meetings based on length. Over 80% of meetings lasted between 30 and 60 minutes, indicating a high level of efficiency. Therefore, the school receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.



SCHOOL LEADER

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

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

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

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

Joanne Symcox served as Principal at LCIS during the entirety of the 2021-22 school year. This was Ms. Symcox's first year as a building principal, however, she came to the school with varied educational qualities and experiences necessary for the role. Principal Symcox evidenced appropriate communication with the school's board, and external stakeholders, including Education One. She was consistently prepared during board meetings to report on academic and organizational updates and respond to board comments and/or questions. Throughout the year, Ms. Symcox strived to improve upon communication and collaboration with staff as they worked through the natural challenges of an inaugural year for a brand new school.

One of these challenges centered on clarity of roles and responsibilities among school staff. Principal Symcox worked throughout the year, with key stakeholders, to remedy these obstacles by identifying ways in which staff members could be a part of decisions being made around roles, responsibilities, processes, and procedures for this new school. This engagement in a continuous process of improvement was consistently observed by the Education One team. Ms. Symcox utilized data and debrief conversations after regular scheduled site visits and data meetings to address areas of deficiency in a timely manner. Improvement was often noticed in follow up visits and conversations.

Principal Symcox experienced obstacles all new school's face during the first year of operation. She proved to be able to overcome many of them through communication, collaboration, and seeking advice from key stakeholders. It is evident the role Ms. Symcox played at LCIS supported the school's success during the 2021-22 year. Therefore, the school receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

COMPLIANCE

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

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

The rubric for this sub-indicator is as follows:

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

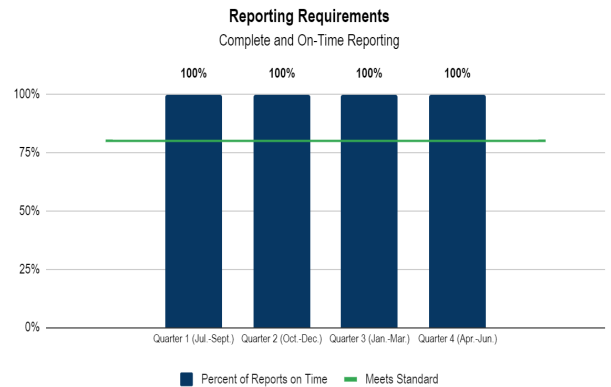
LCIS complied with all sub-indicator characteristics, including the submission of all required documentation in a timely manner, complying with the terms of its charter, collaborating with and participating in all scheduled meetings with the Education One team. Thus, LCIS receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

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 on a quarterly basis, looking for the following components:

- Evidence that ILP goals are established, current, and up to date;
- 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;
- Staff to student ratios are adequate for providing services, in accordance with state and federal guidelines; and
- Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the services

The rubric for this sub-indicator is as follows:

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



LCIS receives a rating of **Not Applicable** for this sub-indicator due to student population.

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

- Evidence that IEP goals are established, current, and up to date;
- Case conference meetings occur in compliance with all state and federal laws;
- Evidence of high quality interventions and IEPs are appropriately communicated with the classroom teacher and implemented;
- Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to services
- Evidence that disciplinary actions are appropriate, legal, equitable, and fair;
- Staff to student ratios are adequate for providing services, in accordance with state and federal guidelines; and
- The percentage of disciplinary actions of SPED students does not exceed the percentage of students identified as SPED.

The rubric for this sub-indicator is as follows:

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

The following table identifies the ratings LCIS received from the compliance checks conducted during the 2021-22 school year.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Meets Standard	Meets Standard	Meets Standard	Meets Standard

Special Education students at LCIS made up just under 20% of the overall student population during the 2021-22 school year, with almost 60% of those in grades 6 through 8. The school created processes and procedures quickly to ensure that student case conferences were held in compliance with all laws and IEP goals were established. In concurrence with this undertaking, the department's teachers and resource instructional assistants worked diligently to create the most inclusive environment in partnership with general education teachers through various organization structures, including Google Forms to document services provided. Evidence of these inclusive efforts and academic supports were witnessed consistently during site visits. Disciplinary actions were appropriate, legal, equitable, and fair, with a focus on restorative practices.

Based on the qualitative and quantitative evidence collected, the school receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

Part IV: School Climate

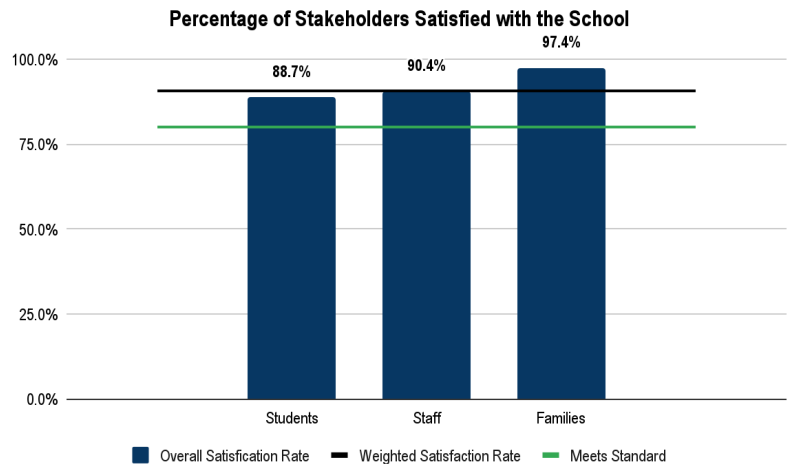
Education One requires its schools to conduct an annual third-party survey of all stakeholders, staff, students, and families, to gauge the school's effectiveness in carrying out its mission and vision. Results should be used to drive programming, policies, and procedure changes, if necessary. Survey data becomes more reliable based on the participation rate of each stakeholder. Education One's standard for survey reliability is a participation rate of at least 70.0%.

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

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

The graph illustrates the satisfaction rate of each stakeholder as well as the overall average. With a weighted satisfaction rate of 90.6%, the school receives a rating of **Meets Standard**.

While survey participation is not a metric that is measured in the Accountability Plan Performance Framework, understanding the survey's population size as well as the sample size is valuable in determining the validity of the overall survey. A school's population size is defined as the total number of possible respondents. The sample size indicates the number of completed responses the survey received. Population size and sample size are listed for each stakeholder in the table below.



LCIS's Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	293	133	45.4%
Staff	48	21	43.8%
Families	293	39	13.3%

Education One believes a participation rate of at least 70% validates the satisfaction rate of each stakeholder. There was no group that came close to this metric. It is important for LCIS to increase participation in future surveys in order to utilize the data to make quality changes or improvements, specifically within the student and staff groups due to local control.

Part V: Next Steps

Does the school or organization require interventions moving forward?

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

- Number of years in which a school has been in existence;
- Leadership capacity and experience;
- Staffing of effective and/or highly effective teachers;
- Instructional ratings from regularly scheduled site visits;
- Progress towards achievement in reading and math;
- Growth in reading and math; and
- Subgroup growth in reading and math.

Education One’s monitors progress towards goals found in the Accountability Plan Performance Framework through the following supports. The level and quantity of these supports will depend on the tier in which the school has been placed.

- **Site Visits:** Members of the Education One Team and the school’s leadership team conduct classroom walkthroughs to identify overall commendations and recommendations to ensure that instructional best practices are being implemented throughout the school.
- **EL and SPED Compliance Checks:** Education One’s Assistant Director of Community Connections and Compliance observes files and implementation of EL/SPED programs of the school to ensure that applicable laws, regulations, and best practices are followed with these special populations.
- **Academic Support Checks:** Education One’s Assistant Director of Accountability collaborates with school leadership teams to help them reach more school specific goals, analyze data, and formulate improvement plans to ensure that schools are on track to meeting their accountability goals set forth in the Accountability Plan Performance Framework.
- **Reporting Requirements:** Schools provide the authorizer with reports based on statutory requirements and other important information regarding staffing, enrollment, board compliance, etc.
- **Board Meetings:** Members of the Education One Team attend regularly scheduled board meetings of each of its schools to monitor board governance indicators and provide status updates to all stakeholders on the school’s academic, financial, and organizational performance.

School Supports by Tier

Tier I Supports 2.6-3.0 points	Tier IIa Supports 2.1-2.5 points	Tier IIb Supports 1.6-2.0 points	Tier III Supports 1.0-1.5 points
<ul style="list-style-type: none"> ● Site Visits: Quarterly ● Compliance Check: Quarterly ● Academic Support: 3x (Data) 	<ul style="list-style-type: none"> ● Site Visits: Quarterly ● Compliance Check: Quarterly ● Academic Support: Monthly 	<ul style="list-style-type: none"> ● Site Visits: Monthly ● Compliance Check: Quarterly ● Academic Support: Monthly 	<ul style="list-style-type: none"> ● Site Visits: Monthly ● Compliance Check: Quarterly ● Academic Support: Monthly with Bi-Weekly Improvement Plan Checks
<ul style="list-style-type: none"> ● Reporting Requirements: Monthly ● Board Meetings: Based on Board Schedule 	<ul style="list-style-type: none"> ● Reporting Requirements: Monthly ● Board Meetings: Based on Board Schedule 	<ul style="list-style-type: none"> ● Reporting Requirements: Monthly ● Board Meetings: Based on Board Schedule 	<ul style="list-style-type: none"> ● Reporting Requirements: Monthly ● Board Meetings: Based on Board Schedule

LCIS Tiered Support Rubric			
	Tier I: 3 points	Tier II: 2 points	Tier III: 1 point
Organizational			
New School	The school has been in existence for a minimum of 2 years.	The school has been in existence for less than 2 years but is a part of an established network of schools.	The school has been in existence for less than 2 years.
Leadership	The school leader has been rated as effective and/or highly effective, has experience leading in an Education One school, and engages in a continuous process of improvement.	The school leader meets at least two of the Meets Standard criteria.	The school leader meets one or none of the Meets Standard criteria.
Staffing	80% of classrooms have effective and/ or highly effective teachers.	70-79.9% of classrooms have effective and/ or highly effective teachers.	60.0% or less of classrooms have effective and/ or highly effective teachers.
Academics			
Instruction	The school received an average of 3.0-4.0 points during a semester of observations.	The school received an average of 2.5-2.9 points during a semester of observations.	The school received an average of less than 2.5 points during a semester of observations.
Progress Towards Achievement: Reading	<p>The percentage of students considered on grade level has increased by at least 5% from BOY to MOY.</p> <p style="text-align: center;">OR</p> <p>The percentage of students considered on grade level has increased by at least 10% from BOY to EOY.</p> <p style="text-align: center;">OR</p> <p>The school has reached the APPF goal for achievement.</p>	<p>The percentage of students considered on grade level has increased by 2.5-4.9% from BOY to MOY.</p> <p style="text-align: center;">OR</p> <p>The percentage of students considered on grade level has increased by 4.9-9.9% from BOY to EOY.</p> <p style="text-align: center;">OR</p> <p>The school is approaching the APPF goal for achievement.</p>	<p>The percentage of students considered on grade level has increased by less than 2.5% from BOY to MOY.</p> <p style="text-align: center;">OR</p> <p>The percentage of students considered on grade level has increased by less than 4.9% from BOY to EOY.</p> <p style="text-align: center;">OR</p> <p>The percentage of students considered on grade level has decreased from BOY to MOY or BOY to EOY.</p>
Progress Towards Growth: Reading	<p>The percentage of students meeting growth goals has increased by at least 5% from BOY to MOY.</p> <p style="text-align: center;">OR</p> <p>The percentage of students meeting growth goals has increased by at least 10% from BOY to EOY.</p> <p style="text-align: center;">OR</p> <p>The school has reached the APPF goal for growth.</p>	<p>The percentage of students meeting growth goals has increased by at least 2.5-4.9% from BOY to MOY.</p> <p style="text-align: center;">OR</p> <p>The percentage of students meeting growth goals has increased by at least 4.9-9.9% from BOY to EOY.</p> <p style="text-align: center;">OR</p> <p>The school is approaching the APPF goal for growth.</p>	<p>The percentage of students meeting growth goals has increased by less than 2.5% from BOY to MOY.</p> <p style="text-align: center;">OR</p> <p>The percentage of students meeting growth goals has increased by less than 4.9% from BOY to EOY.</p> <p style="text-align: center;">OR</p> <p>The percentage of students meeting growth goals has decreased from BOY to MOY or BOY to EOY.</p>
Progress Towards Achievement: Math	<p>The percentage of students considered on grade level has increased by at least 5% from BOY to MOY.</p> <p style="text-align: center;">OR</p> <p>The percentage of students considered on grade level has increased by at least 10% from BOY to EOY.</p> <p style="text-align: center;">OR</p> <p>The school has reached the APPF goal for achievement.</p>	<p>The percentage of students considered on grade level has increased by 2.5-4.9% from BOY to MOY.</p> <p style="text-align: center;">OR</p> <p>The percentage of students considered on grade level has increased by 4.9-9.9% from BOY to EOY.</p> <p style="text-align: center;">OR</p> <p>The school is approaching the APPF goal for achievement.</p>	<p>The percentage of students considered on grade level has increased by less than 2.5% from BOY to MOY.</p> <p style="text-align: center;">OR</p> <p>The percentage of students considered on grade level has increased by less than 4.9% from BOY to EOY.</p> <p style="text-align: center;">OR</p> <p>The percentage of students considered on grade level has decreased from BOY to MOY or BOY to EOY.</p>

Progress Towards Growth: Math	<p>The percentage of students meeting growth goals has increased by at least 5% from BOY to MOY.</p> <p style="text-align: center;">OR</p> <p>The percentage of students meeting growth goals has increased by at least 10% from BOY to EOY.</p> <p style="text-align: center;">OR</p> <p>The school has reached the APPF goal for growth.</p>	<p>The percentage of students meeting growth goals has increased by at least 2.5-4.9% from BOY to MOY.</p> <p style="text-align: center;">OR</p> <p>The percentage of students meeting growth goals has increased by at least 4.9-9.9% from BOY to EOY.</p> <p style="text-align: center;">OR</p> <p>The school is approaching the APPF goal for growth.</p>	<p>The percentage of students meeting growth goals has increased by less than 2.5% from BOY to MOY.</p> <p style="text-align: center;">OR</p> <p>The percentage of students meeting growth goals has increased by less than 4.9% from BOY to EOY.</p> <p style="text-align: center;">OR</p> <p>The percentage of students meeting growth goals has decreased from BOY to MOY or BOY to EOY.</p>
Subgroup Growth: Reading	75-100% of identified subgroups outgrew the same subgroups of the local school district.	50-74.9% of identified subgroups outgrew the same subgroups of the local school district.	Less than 50% of identified subgroups outgrew the same subgroups of the local school district.
Subgroup Growth: Math	75-100% of identified subgroups outgrew the same subgroups of the local school district.	50-74.9% of identified subgroups outgrew the same subgroups of the local school district.	Less than 50% of identified subgroups outgrew the same subgroups of the local school district.

Total Number of Points	Average Points	Tier Designation for July-December 2022
14	1.8	Tier IIb

Overall, 2021-22 was a successful, inaugural year for LCIS. Education One commends the school for the following:

- Exhibiting a growth mindset through collaborative efforts with Education One as it pertained to instructional best practices and data analysis.
- Exceeding enrollment targets and obtaining various capital resources through donations, fundraising, and grants.
- Implementing and living out the school’s mission and vision, set forth in the school’s charter application.
- Intentional programming decisions, specifically regarding Special Education, to set LCIS apart from the local school district’s policies and procedures.
- Board member engagement with the school community and time invested in ensuring the school had everything needed for students.
- Engagement within the community overall, including implementation of a successful Parent Teacher Organization, school clubs, athletics, and numerous after school programs and functions.

Improvement in the following areas is required for the 2022-23 school year:

- Implement intentional tiered instruction through the use of classroom teachers, instructional assistants, and Special Education staff to support students in maintaining achievement status and meeting growth targets, with an emphasis on kindergarten and middle school programming.
- Continue collaboration and development of policies and procedures with key stakeholders to differentiate LCIS from the local school district.
- Utilize local and state level assessment results at the board level to inform board policies and goal setting.
- Expand board member skill sets in the areas of education, finance, and legal.