



2016-2017 ANNUAL REVIEW

THEA BOWMAN LEADERSHIP ACADEMY

Evaluated By:

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Education One, L.L.C.

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OVERVIEW

In order to ensure our schools are operating at the highest level possible, Education One conducts an Annual Review of each of its schools, specifically assessing the school's Academic, Finance and Governance capabilities. The Annual Review report is a compilation of three key components:

- 1) Document Review
- 2) Routine Site Visits
- 3) Survey Analysis

Evidence of these items is collected throughout the school year and indicators are reported to the school's Board of Directors in routine monthly meetings. Through continuous monitoring, Education One is able to identify trends in data overtime, and address key areas of concern/highlight key areas of success on a more frequent basis. While this process involves a significant time commitment, Education One believes that this high level of accountability, coupled with strong collaboration, will allow our schools to best meet the needs of the student populations they serve.

Annual Review reports are presented to key stakeholders, including but not limited to: the School Board Chair, School Leader, and EMO/Superintendent (*if applicable*). A final copy of each school's Annual Review report can be found on our website: www.education1.org

PART I: Academic Performance

The Annual Academic Performance Review gauges the academic success of schools in serving their target populations and closing the achievement gap. Part I of this review consists of twelve indicators designed to measure how well a school's student population performs and grows on state standardized tests, attendance, and school-specific measures. All Sub-Indicators are noted in the school's Accountability Plan Performance Rubric.

Overall Rating	Year 1	Year 2	Year 3
	2016-17	2017-18	2018-19
	Does Not Meet Standard		

Is the school's educational program successful?		
Performance Targets	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues; or the school requires an Improvement Plan
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues
	Meets standard	The school complies with and presents no concerns in the sub-indicators below
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below

Sub-Indicator Ratings	Sub-indicators	Rating
	ISTEP+ Participation Rate	MS
	Attendance Rate	AS
	IDOE Accountability Grade	DNMS
	Legacy Data (ECA)	DNMS
	Indiana Growth Model	DNMS
	Value Added (NWEA)	DNMS
	IREAD-3	MS
	Instruction	DNMS
	Graduation Rate	ES
	College Preparation	MS
	Post-Secondary Support	DNMS
	Comparison to Surrounding Schools	AS

ISTEP+ Participation Rate: ISTEP+ Participation rate calculations are used for state and federal reporting and accountability determinations. Education One requires an ISTEP+ participation rate of at least 95% in order to meet standard. Thea Bowman Leadership Academy (TBLA) had an average participation rate of 98% for the 2015-2016 school year, and thus, **Meets Standard** according to their Accountability Plan Performance Rubric.

Attendance Rate: Starting at the age of 7, students in Indiana are required to attend school regularly. Habitual truancy is defined by the Indiana Department of Education (IDOE) as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days of the school year.

Education One requires an attendance rate greater than or equal to 95%. TBLA has an aggregate attendance rate of 91.3%. Therefore, TBLA receives a rating of **Approaching Standard** according to their Accountability Plan Performance Rubric.

IDOE Accountability Grade: In Spring 2016, 43.9% of TBLA students passed the English/Language Arts portion of ISTEP+, while 28.6% of students passed the Mathematics portion.

In English/Language Arts, the school earned 86 points for Top 75% growth and 99.2 points for Bottom 25% growth, giving them 92.6 points for Overall Growth. In Mathematics, the school earned 63.7 points for Top 75% growth and 91.8 points for Bottom 25% growth, giving them 77.8 points for Overall Growth.

Grade Level Attendance Breakdown		
Kindergarten	84%	✗
1 st Grade	92%	✗
2 nd Grade	94%	✗
3 rd Grade	85%	✗
4 th Grade	93%	✗
5 th Grade	93%	✗
6 th Grade	95%	✓
7 th Grade	93%	✗
8 th Grade	94.5%	✗
9 th Grade	91%	✓
10 th Grade	93%	✗
11 th Grade	89%	✗
12 th Grade	91%	✗
Overall Average	91.3%	✗

A new, student-centered accountability system was implemented to calculate the letter grade given to each school. The framework includes three domains: performance, growth, and multiple measures. Each domain has its own indicators that make up its final score. The final scores are weighted accordingly to determine the final performance and growth category. For more information, including the history of Indiana's Student-Centered Accountability from the Indiana Department of Education, visit: <http://www.doe.in.gov/accountability/indiana-student-centered-accountability>

The Indiana State Board of Education (SBOE) awarded TBLA with a 'D' for its 2015-2016 school year performance. The school maintains its letter grade from the previous school year.

Thus, the school receives a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

Legacy Data: When calculating Legacy Data, Education One looks at students who have been enrolled in the school for two or more years and whether or not they are proficient in English/Language Arts and Mathematics according to ISTEP+. TBLA had a total of 334 legacy students, with only 167/334 or 50% proficient in English/Language Arts and 118/334 or 45% in Mathematics. Therefore the school receives a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

Indiana Growth Model: Under the Indiana Growth Model, the IDOE compares each student’s growth on ISTEP+ for one year to the next and determines whether the student made low, typical, or high growth compared to their academic peers. For more information on how growth is determined, visit: <http://www.doe.in.gov/accountability/growth>.

Education One measures the median percentile rank of students achieving growth in both English/Language Arts and Mathematics to ensure that students are making substantial and adequate gains over time. In 2015-2016, 42% of TBLA students outgrew their peers at the same achievement level in English/Language Arts and 28% of TBLA students outgrew their peers at the same achievement level in Mathematics. Overall, the school had an average median percentile growth of 35%, which earns them a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

Value Added: Education One requires all of the schools in its portfolio to measure student progress multiple times through the school year, using a tool selected by each individual school. TBLA utilizes Northwest Evaluation Association (NWEA) to effectively measure student achievement at the beginning, middle, and end of the school year.

The charts below indicates the average performance in each grade level at TBLA, in comparison to the mean grade level norms, set by NWEA. While NWEA does measure student growth using a range which includes the standard deviation to account for dispersion, the norms in the tables below have a very straightforward interpretation. The columns marked “Grade Level Norms” are indicative of the “End of the Year” mean score in each grade level. The columns marked “Met Growth Target” indicate the expected rate of academic growth and whether or not grade level growth norms were met for the year.

NWEA Fall to Spring Comparison - Reading					
Grade Level	Mean RIT Score Fall	Mean RIT Score Spring	Fall to Spring Growth Target	Grade Level Norms	Met Growth Target
Kindergarten	140.8	155.0	17.1	158.1	✗
1 st Grade	161.5	175.3	16.8	177.5	✗
2 nd Grade	175.6	185.9	14.0	188.7	✗
3 rd Grade	187.0	198.1	10.3	198.6	✓
4 th Grade	196.7	200.8	7.8	205.9	✗
5 th Grade	207.7	210.4	6.1	211.8	✗
6 th Grade	211.3	214.8	4.8	215.8	✗
7 th Grade	210.5	214.3	3.7	218.2	✓
8 th Grade	215.7	218.5	2.8	220.1	✓
9 th Grade	202.9	211.8	1.7	221.9	✓
10 th Grade	208.1	211.7	.7	221.2	✓
11 th Grade	Not Tested				
12 th Grade	Not Tested				

NWEA Fall to Spring Comparison – Mathematics

Grade Level	Mean RIT Score Fall	Mean RIT Score Spring	Fall to Spring Growth Target	Grade Level Norms	Met Growth Target
Kindergarten	137.8	157.1	19.1	159.1	✓
1 st Grade	163.0	176.0	18.4	180.8	✗
2 nd Grade	177.3	186.3	15.2	192.1	✗
3 rd Grade	188.9	198.9	13.0	203.4	✗
4 th Grade	199.0	206.2	11.6	213.5	✗
5 th Grade	207.9	212.9	9.9	221.4	✗
6 th Grade	213.0	219.2	7.7	225.3	✗
7 th Grade	218.7	224.1	6.0	228.6	✗
8 th Grade	226.4	229.9	4.6	230.9	✗
9 th Grade	215.2	223.1	3.1	233.4	✓
10 th Grade	220.7	225.2	2.2	232.4	✓
11 th Grade	Not Tested				
12 th Grade	Not Tested				

NWEA Fall to Spring Comparison – Language Usage

Grade Level	Mean RIT Score Fall	Mean RIT Score Spring	Fall to Spring Growth Target	Grade Level Norms	Met Growth Target
2 nd Grade	Not Tested				
3 rd Grade	Not Tested				
4 th Grade	Not Tested				
5 th Grade	Not Tested				
6 th Grade	Not Tested				
7 th Grade	213.4	215.6	3.6	217.6	✗
8 th Grade	217.4	219.4	2.9	219.0	✗
9 th Grade	216.4	216.0	2.0	220.4	✗
10 th Grade	212.8	215.2	1.2	220.1	✓
11 th Grade	Not Tested				
12 th Grade	Not Tested				

On average, Thea Bowman Leadership Academy met Grade Level Growth Norms in nine of the twenty-six categories assessed, or 34.6% according to NWEA. Therefore, the school **Does Not Meet Standard** according to their Accountability Plan Performance Rubric.

For more information on NWEA, visit their website at: <https://www.nwea.org/>

IREAD-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 which “requires the evaluation of reading skills for students who are in grade three beginning in the spring of 2012 to

ensure that all students can read proficiently before moving to grade four.” IREAD-3 is administered two times per year, once in the spring and again in the summer for any student that did not pass the round 1 test.

Education One considers both rounds of IREAD-3 data to be important, however, emphasis is placed on the first round of testing. This is because round one is a more accurate reflection on the effectiveness of daily classroom instruction while round two data reflects the effectiveness of a school’s reading intervention program. TBLA had 75.5% of their third grade students pass the first round of IREAD-3. Thus, the school **Meets Standard** on their Accountability Plan Performance Rubric.

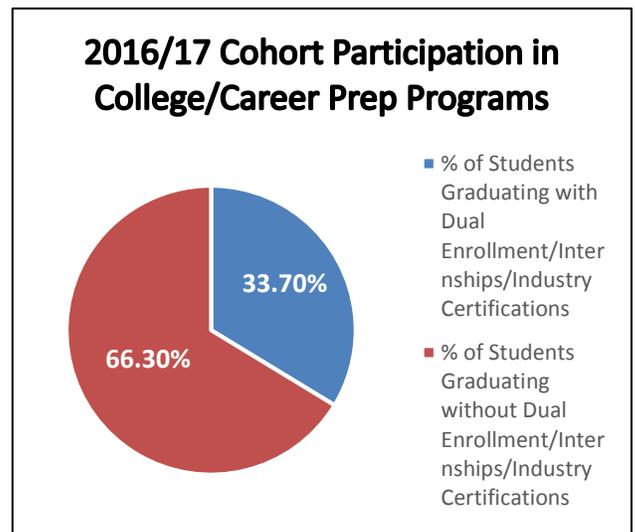
Instruction: High quality curriculum, coupled with highly effective teachers, ensure a student’s academic success. Therefore, Education One evaluates each of the school in its portfolio to measure the quality of the school’s instructional practices. Does the school effectively implement its curriculum? Focus instruction on core learning objectives? Appropriately pace lessons to ensure high levels of rigor and challenge? Implement a variety of differentiated strategies to engage a wide range of student interests, abilities, and learning needs? Provide students with timely feedback in order to help them improve their instructional practices? These items are measured through monthly school site visits, which include classroom walkthroughs and observations.

Based on qualitative evidence collected throughout the 2016-2017 school year, TBLA receives a rating of **Does Not Meet Standard** according to their Accountability Plan Performance Rubric.

Graduation Rate: Across the state of Indiana, the Four Year Cohort Graduation Rate Trend shows the 89.1% of students graduated high school in 2015-2016. While statewide data for 2016-2017 has not yet been released, we can expect this number to be relatively similar to the rate for 2015-2016, as Indiana’s Graduation Rate has consistently ranged between 85-90% over the past five years. TBLA graduation rate for 2015-2016 was 94.7%. Overall, the school **Exceeds Standard** according to their Accountability Plan Performance Rubric.

College Preparation: Education One believes that all students have the right to a high quality public education. Therefore, we require all of the schools in our portfolio to prepare students for college and/or career readiness. TBLA does this through providing students with opportunities to receive transcribed post-secondary credit, including dual enrollment credits, industry certifications, or to complete internships in their field of study. 33.7% of students in the 2016-2017 four year graduation cohort, met at least one of these criteria. Thus, TBLA **Meets Standard** according to their Accountability Plan Performance Rubric.

Please Note: This metric was established using baseline data at the beginning of TBLA’s charter agreement with Education One and will increase in complexity throughout the duration of their charter agreement.



Post-Secondary Support: Education One recognizes that the majority of students attending TBLA are choosing this school because of its reputation for higher academic achievement standards, when compared to surrounding schools. The school has high expectations to motivate and prepare students for post-secondary academic options, including college and career readiness coursework. The school also meets or exceeds Indiana Core 40 graduation standard requirements. However, Education One finds significant concerns in the school’s ability to provide rigorous instruction that meets the expectations of challenging coursework. The school is also lacking in

providing sufficient material resources and personnel guidance to inform students of post-secondary options. Thus, TBLA **Does Not Meet Standard** according to their Accountability Plan Performance Rubric.

Comparison to Surrounding Schools: TBLA outperformed most traditional public schools in both proficiency and growth. However, TBLA students performed lower and grew less than some traditional public school and public charter schools. Education One measures whether or not each of its schools outpace the schools that students would have been assigned to in terms of both proficiency and growth. Therefore, TBLA receives a rating of **Approaching Standard** according to their Accountability Plan Performance Rubric.

PART II: Financial Review

The Annual Financial Review 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 seven indicators designed to measure the overall financial viability of a school. All Sub-Indicators are noted in the school's Accountability Plan Performance Rubric.

Overall Rating	Year 1	Year 2	Year 3
	2016-17	2017-18	2018-19
	Meets Standards		

Is the organization in sound fiscal health?		
Performance Targets	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues
	Meets standard	The school complies with and presents no concerns in the sub-indicators below
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below

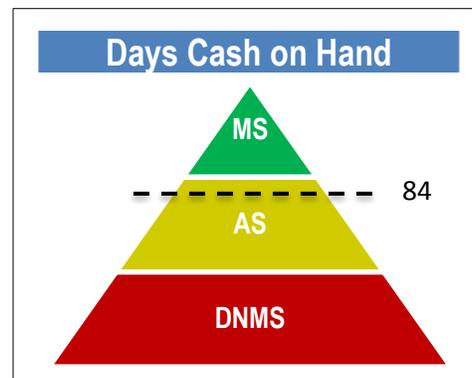
Sub-Indicator Ratings	Sub-indicators	Rating
	Financial Management	MS
	Enrollment Variance	AS
	Current Ratio	MS
	Days Cash	AS
	Debt Default/Delinquency	MS
	Debt to Asset Ratio	DNMS
	Debt Service Coverage	MS

Financial Management: Thea Bowman Leadership Academy (TBLA) met standard on its audit, as Donovan CPA and Advisors, the school’s auditors, identified no significant deficiencies or material weaknesses with the school’s financial controls. The school also met standard in regards to its financial reporting requirements for timely submission of quarterly financial statements. Moreover, the school turned 100% of its financial documents into Education One in a timely manner. For these reasons, the school receives a rating of **Meets Standard** for the 2016-17 school year.

Enrollment Variance: Indiana calculates its state tuition support for schools two times per year. According to the Indiana Department of Education, TBLA had an enrollment count of 1,181 students as of September 2016 and an enrollment count of 1,132 students as of February 2017. This sub-indicator is calculated by averaging the number of students enrolled in the school on the February 2017 Count Day with the number of students enrolled at the time of the September 2016 Count Day. Therefore, the school had an average annual enrollment of 1,156.5 for the 2016-17 school year. The Enrollment Variance was 93% of their budgeted enrollment. Therefore, TBLA receives a rating of **Approaching Standard** according to their Accountability Plan Performance Rubric.

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 9.42 and therefore, the school **Meets Standard** according to their Accountability Plan Performance Rubric.

Days Cash: Additionally, Education One also calculates days cash on hand as an important measure of a charter school’s fiscal health. This metric indicates how many more days after June 30, 2017, the school would be able to operate without receiving additional funds. TBLA currently has 84.2 days cash on hand, which Education One recognizes as a commendable number. Thus, the school receives a rating of **Approaching Standard** according to their Accountability Plan Performance Rubric.



Debt Default/Delinquency: This metric is determined by both the auditors’ comments in the audited financial statements and contact with the school’s creditors. Thea Bowman Leadership Academy, neither its auditors nor its creditors provided any indication that the school had defaulted on its debt obligations. Based on the summary of these sub-indicator ratings, TBLA receives a rating of **Meets Standard** according to their Accountability Plan Performance Rubric.

Debt to Asset Ratio: The school **Does Not Meet Standard** for the debt to asset ratio sub-indicator, with a ratio of 0.93. Education One’s metric of meeting standard requires the school to have ratio less than 0.90. In June of 2016 the school’s ratio was 0.96, which shows an overall downward trend. If this rate of change is maintained, the standard could be met in one to two years.

Debt Service Coverage: The school **Meets Standard** for the debt to asset ratio sub-indicator, with a ratio of 1.66.

PART III: Board Governance and Leadership

The Annual Governance and Leadership Review gauges the academic and operational leadership of schools. Part III of this review consists of three indicators designed to measure how well school administration and the school's Board of Directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations. All Sub-Indicators are noted in the school's Accountability Plan Performance Rubric.

Overall Rating	Year 1	Year 2	Year 3
	2016-17	2017-18	2018-19
	Meets Standard		

Is the organization effective and well-run?		
Performance Targets	Does not meet standard	The school board/leadership team present concerns in a majority of the sub- indicators with no evidence of a credible plan to address the issues
	Approaching standard	The school board/leadership team present concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues
	Meets standard	The school board/leadership team comply with and present no concerns in the sub-indicators below
	Exceeds standard	The school board/leadership team consistently and effectively comply with and present no concerns in the sub-indicators below

Sub-Indicator Ratings	Sub-indicators	Rating
	Academic Leader Review	AS
	Governance	MS
	Charter Accountability Reporting Requirements	MS

Academic Leader Review: During the 2016-17 school year, Michael Collins served as the Principal of the Thea Bowman Leadership Academy elementary campus. Education One commends Mr. Collins for leadership stability in key administrative positions, communication with internal and external stakeholders, clarifying roles and responsibilities among school staff, and effectively communicating and collaborating with the school’s Board of Directors and the Education One team. Moving forward, improvement is necessary in academic leadership experience, specifically through better use of personnel resources (i.e., teacher’s assistants) and establishing clear and focused goals for continuous academic improvement. Therefore, Mr. Collins receives a rating of approaching standard according to the Accountability Plan Performance Rubric.

Sarita Stevens served as the Principal of the Thea Bowman Leadership Academy middle and high school campus. Education One commends Ms. Stevens for leadership stability in key administrative positions that positively impacted school culture. However, Ms. Stevens presents concerns as it relates to academic and leadership experience, communication with key stakeholders, including Education One, clarity of roles and responsibilities of all staff members, specifically as it pertains to effectively utilizing the school leadership team, and establishing a continuous process of academic improvement. Thus, Ms. Stevens receives a rating of does not meet standard according to the Accountability Plan Performance Rubric.

Overall, TBLA receives a rating of **Approaching Standard** according to the Accountability Plan Performance Rubric for school leadership.

Governance: The Board of Directors for TBLA is active, experienced, and provides competent oversight for the school, with a clear understanding of the mission and vision of the operation. The board holds all of its meetings in compliance with Indiana’s Open Door Law and adheres to the policies and procedures set forth in the by-laws and its charter.

During the 2016-17 school year, the TBLA board was comprised of 6 members. The board recruits and selects members that are knowledgeable, including individuals with experience in finance, education, community engagement, law and business. These board members represent diverse skill sets, and act in the best interest of the school; demonstrating a clear understanding of and commitment to the mission of TBLA, to provide all students – regardless of past academic performance – with a rigorous education that prepares them for college and/or careers.



The TBLA school board has shown a strong commitment to serving the local community, through their active engagement as board members. They have taken the initiative to seek out and educate themselves on best practices related to academics and school operations. The board was also able to successfully transition the school to a new authorizer as well as a new management company in July 2016, in order to improve the quality of Thea Bowman’s academic experience for all students and families.

The board also demonstrated effective interactions with the school leaders, the school’s management team and Education One, that was conducive to the success of the school; including requesting and disseminating information in a timely manner, providing continuous and constructive feedback and establishing clear objectives, priorities, and goals.

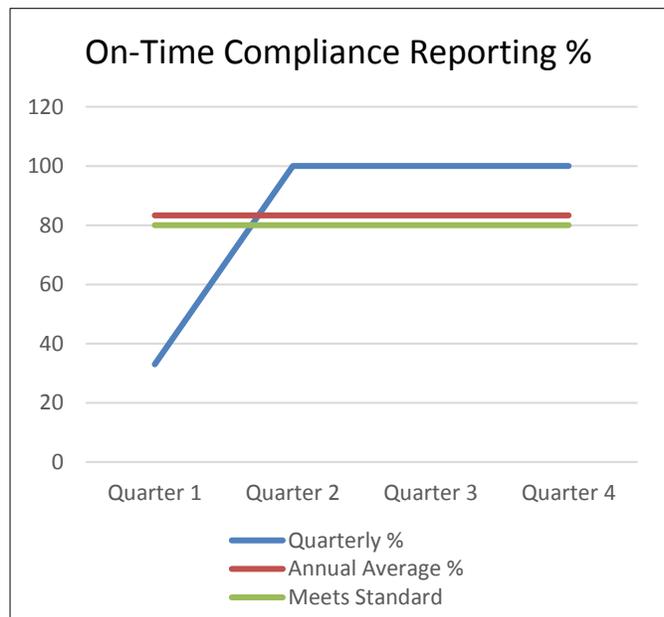
The Board Chair for TBLA maintained consistent and transparent communication with Education One, leading to a positive and collaborative relationship between the two entities.

The board has maintained compliance to its bylaws throughout the school year. Meetings are held monthly, and in accordance with Open Door Law. The board has met quorum each month, with an average attendance of members at each meeting of 5/6 or 83%. The majority of the board's discussions focus on expansion of the school, academic performance, and furthering opportunities for students and families through community outreach.

After a thorough review of the Thea Bowman Leadership Academy Board, including meeting minutes and notes, the board demonstrates a clear understanding and commitment to the school's mission. As the school has experienced academic difficulties, the board has responded to these difficulties through appropriate staffing, as well as clear and consistent communication with the school leadership team and Education One. For these reasons, the TBLA board receives a rating of **Meets Standard** according to their Accountability Plan Performance Rubric.

Charter Accountability Reporting Requirements:

During the 2016-17 school year, TBLA instructional coach Ms. Marisa Simmons was primarily responsible for submitting compliance documents to Education One. Documents such as employee spreadsheets, board meeting minutes, academic data, and quarterly reports were routinely submitted on-time and completed 82% of the time. State reporting documents were submitted in accordance with state law. TBLA maintained compliance with all material sections of its charter and submitted amendments as applicable. Thus, Thea Bowman Leadership Academy receives **Meets Standard** for compliance obligations.



PART IV: School Climate

The Annual School Climate Review gauges the culture of schools in meeting the needs of students, staff, and parents in order to ensure overall effectiveness. Part IV of this review consists of two indicators designed to measure how well a school is providing the appropriate conditions for stakeholder success. All Sub-Indicators are noted in the school's Accountability Plan Performance Rubric.

Overall Rating	Year 1	Year 2	Year 3
	2016-17	2017-18	2018-19
	Approaching Standard		

Is the school providing appropriate conditions for student and staff success?		
Performance Targets	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues
	Meets standard	The school complies with and presents no concerns in the sub-indicators below
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below

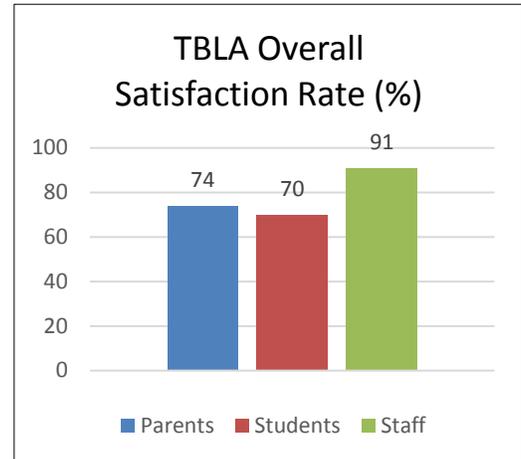
	Sub-indicators	Rating
Sub-Indicator Ratings	School-wide Satisfaction	AS
	Survey Participation	N/A

School-wide Satisfaction: In order to gauge school-wide satisfaction amongst stakeholders, including parents, students and staff, Education One requires all of the schools in its portfolio to administer an annual survey, created and analyzed by a third party provider. The survey measures overall satisfaction with the school, effectiveness of communication, safety of the school environment and student/staff/parent interactions.

The results of the third party survey, conducted during Spring 2017, were mixed. The survey indicated that TBLA was approaching standard regarding communication with parents, with 74% of parents reporting overall satisfaction with the school.

In regards to communication with students, 70% of students reported satisfaction, indicating that they preferred attending TBLA in comparison to their previous school. The school is approaching standard in this sub-indicator.

Finally, the survey results showed that 91% of staff reported feeling a sense of job satisfaction, which meets standard.



Overall, Thea Bowman Leadership Academy receives a rating of **Approaching Standard** according to their Accountability Plan Performance Rubric.

Survey Participation: While survey participation is not a metric that is calculated in the Accountability Plan Performance Rubric, understanding the survey's population size as well as sample size is valuable in determining the validity of the overall survey. A school's population size is the total number of people in the group you are trying to reach with your survey. The sample size is the number of completed responses the survey receives. Population size and sample size are listed for TBLA stakeholders in the table below.

TBLA Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size # of Respondents	% of Survey Participation
Parents*	1575	27	2%
Students**	1119	97	9%
Staff	130	95	73%

**Please Note: The Parent group utilized the total number of families surveyed, rather than total number of individual parents*

Overall, student and parent participation rates for TBLA were exceptionally low and Education One would like to see increased participation in future surveys conducted. The school receives a rating of **Not Applicable** for this sub-indicator.

PART V: Next Steps

Does the school or organization require interventions moving forward?

During the 2016-17 school year, Thea Bowman Leadership Academy adjusted to multiple transitions, including a change in authorizer, management company and many staff and student changes. In spite of these changes, Thea Bowman Leadership Academy made significant efforts to maintain their school culture and climate.

At this time, significant school improvement is necessary in the following areas for the coming school year:

- Improved processes for recruiting, developing and supporting staff in order to advance academic outcomes
- Improved processes and procedures related to Attendance, Title I, Special Education, Graduation Requirements, Benchmark Testing and School-wide Expectations
- Improved implementation of best practices as it pertains to academic growth; specifically, providing students with instruction that is challenging, rigorous, and differentiated
- Improved communication between Education One and the School Leader, including timely responses to all email communications, on-time submission of necessary reporting requirements, and continuous follow-through of tasks