



# 2016-2017 ANNUAL REVIEW

TIMOTHY L. JOHNSON 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](http://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 nine 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, however, because the school was in Academic Turn-Around during the 2016-17 school year, many of the indicators below may be listed as not applicable.

Overall Rating	CHARTER RENEWAL	Year 1	Year 2
	2015-16	2016-17	2017-18
	Approaching Standard	Approaching 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	MS
	IDOE Accountability Grade	DNMS
	Legacy Data	DNMS
	Indiana Growth Model	DNMS
	Value Added	ES
	IREAD-3	DNMS
	Instruction	AS
	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. Timothy L. Johnson Academy (TLJA) had an average participation rate of 99.7% 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 as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days in the school year.

Education One requires an attendance rate greater than or equal to 95%. TLJA has an aggregate attendance rate of 95.1%, and thus, **Meets Standard** according to their Accountability Plan Performance Rubric.

**IDOE Accountability Grade:** In Spring 2016, 29.4% of TLJA students passed the English/Language Arts portion of ISTEP+, while 22.2% of students passed the Mathematics portion.

In English/Language Arts, the school earned 96.2 points for Top 75% growth and 126.4 points for Bottom 25% growth, giving them 110.8 points for Overall Growth. In Mathematics, the school earned 97.2 points for Top 75% growth and 96.1 points for Bottom 25% growth, giving them 96.7 points for Overall Growth.

The Indiana State Board of Education (SBOE) awarded TLJA 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.

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 the domains 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>

**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+. TLJA had a total of 79 legacy students, with only 21/71 or 26% proficient in English/Language Arts and 16/79 or 20% 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+ from one year to the next and determines whether students 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, 56% of TLJA students outgrew their peers at the same achievement level in English/Language Arts and 51% of

Grade Level Attendance Breakdown		
Kindergarten	96%	✓
1st Grade	94%	✗
2nd Grade	93%	✗
3rd Grade	95%	✓
4th Grade	95%	✓
5th Grade	95%	✓
6th Grade	97%	✓
<b>Overall Average</b>	<b>95%</b>	<b>✓</b>

TLJA students outgrew their peers at the same achievement level in Mathematics. Overall, the school had an average median percentile growth of 53.5%, 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. TLJA utilizes Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to effectively measure student progress at the beginning, middle, and end of the year.

The charts below indicates the average number of students making adequate grade level growth in Text Reading Comprehension (TRC) levels. An average of 82% of TLJA students made adequate grade level growth in TRC levels. Therefore, the school **Exceeds Standard** according to their Accountability Plan Performance Rubric.

DIBELS TRC Data				
Grade Level	Number of Students Enrolled in at Least One Semester	Number of Students Making Adequate Growth in TRC Reading Levels	Percentage	Met Growth Target
Kindergarten	56	42	75%	✓
1 <sup>st</sup> Grade	44	42	95%	✓
2 <sup>nd</sup> Grade	34	24	71%	✓
3 <sup>rd</sup> Grade	50	38	76%	✓
4 <sup>th</sup> Grade	13	10	77%	✓
5 <sup>th</sup> Grade	43	38	88%	✓
6 <sup>th</sup> Grade	27	26	96%	✓
Whole School	267	220	82%	✓

**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. TLJA had 51.2% of their third grade students pass the first round of IREAD-3, an increase of almost 10% from the previous year’s percentage of 42% from the first round. The school receives a rating of **Does Not Meet 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 schools in our 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 walk-throughs and observations.

Based on the qualitative evidence collected throughout the 2016-2017 school year, Timothy L. Johnson Academy receives a rating of **Approaching Standard** according to their Accountability Plan Performance Rubric.

**Comparison to Surrounding Schools:** TLJA performed lower in terms of proficiency compared to all but one of their surrounding schools, however, they did outperform in 75% of the growth areas compared to their surrounding schools. TLJA outperformed the local traditional public school where many TLJA students come from and is closest in terms of proximity in both proficiency (average difference of 4.7%) and growth (average difference of 27%). 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, TLJA 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	CHARTER RENEWAL	Year 1	Year 2
	2015-16	2016-17	2017-18
	Meets Standard	Meets Standard	

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	MS
	Current Ratio	MS
	Days Cash	DNMS
	Debt Default/Delinquency	MS
	Debt to Asset Ratio	MS
	Debt Service Coverage	N/A

**Financial Management:** Timothy L. Johnson Academy **met standard** on its audit, as 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.

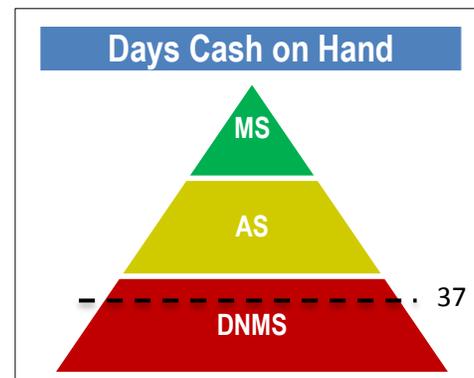
For these reasons, the school receives a rating of **Meets Standard** for the 2016-17 school year.

**Enrollment Variance:** Indiana calculates its state tuition support for schools two times per year. According to the Indiana Department of Education, TLJA had an enrollment count of 313 students as of September 2016 and an enrollment count of 305 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 309 for the 2016-17 school year.

Education One requires that each of the schools in our portfolio are within 98% of their budgeted enrollment in order to meet standard. Timothy L. Johnson Academy's enrollment variance was 107%, with more students enrolled than projected, which is well above the desired metric. Therefore, the school receives a rating of **Meets Standard** for this indicator.

**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 13.13 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. TLJA purchased the building in which they are located during the 2016-17 school year, which created a significant decrease in their cash on hand. Thus, the school receives a rating of **Does Not Meet 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. In the case of Timothy L. Johnson 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, TLJA receives a rating of **Meets Standard** according to their Accountability Plan Performance Rubric.

**Debt to Asset Ratio:** The school **Meets Standard** for the debt to asset ratio sub-indicator, with a ratio of 0.03.

**Debt Service Coverage:** Lastly, the debt service coverage ratio for the school was **Not Applicable** for the 2016-17 school year.

## 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	CHARTER RENEWAL	Year 1	Year 2
	2015-16	2016-17	2017-18
	Meets Standard	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	MS
	Governance	MS
	Charter Accountability Reporting Requirements	MS

**Academic Leader Review:** During the 2016-17 school year, Dawn Starks served as the School Leader of Timothy L. Johnson Academy. As School Leader, she was primarily responsible for academic and instructional development, state and authorizer reporting requirements, special education oversight and student discipline. Ms. Starks has experience teaching and leading in an Academic Turn-Around school setting, and has demonstrated strong academic outcomes for the students of TLJA. Through her leadership, the school has maintained stability in key administrative and teaching positions.

Ms. Starks has proven to be an excellent communicator, consistently providing information to and consulting with the schools' board of directors, Education One, and other key stakeholders. In addition, she attends all TLJA board meetings as well as monthly meetings with the Education One team. During these meetings, she provides detailed updates pertaining to student performance, student recruitment and retention, school initiatives and major events.

In her time as Principal, Ms. Starks has engaged her staff in a continuous process of improvement and has established clear systems and processes for addressing areas of deficiency in a timely manner. Ms. Starks' academic expertise, high expectations for staff and strong organizational skills have allowed her to lead the implementation of effective strategies in response to data at every level.

Overall, due to the Principal's experience and demonstrated ability to achieve results in the school's second year of operation with Education One, TLJA receives a **Meets Standard** for school leadership.

**Governance:** The Board of Directors for TLJA 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 TLJA board faced many difficult obstacles, including the loss of its three founding members. However, in accordance with their by-laws, the board was able to recruit and select members that are knowledgeable, including individuals with experience in finance, 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 TLJA, to provide all students – regardless of past academic performance – with a rigorous education that prepares them for college and/or careers. However, during 2016-17, the board lacked members with educational expertise in grades K-6.

The TLJA school board was very active in the community and worked to secure financial resources as well as additional community partnerships to support expansion and the implementation of mission-aligned programs. The board also demonstrated effective interactions with the School Leader and Education One, that was conducive to the success of the schools; including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, engaging the school leader in school improvement plans and establishing clear objectives, priorities, and goals.

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

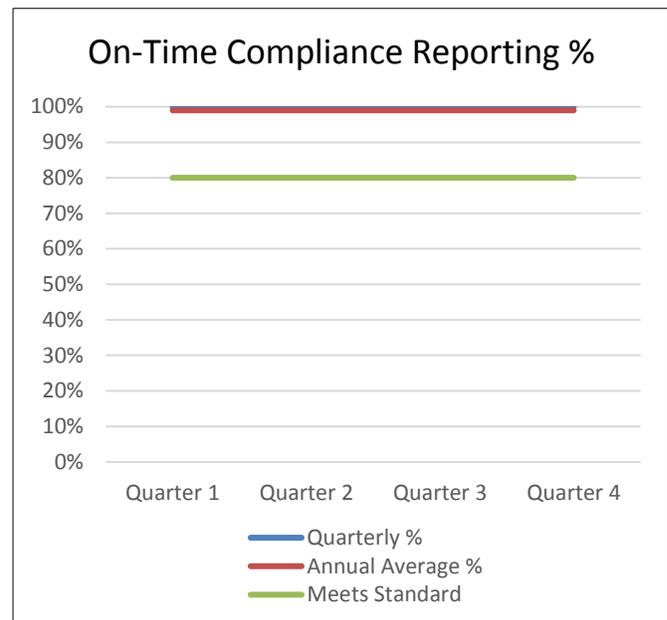


The board has maintained compliance to its bylaws throughout the school year. Meetings are held monthly, and in accordance with Open Door Law. The board has met quorum each month, with an average attendance of members at each meeting of 6/7 or 85%. The majority of the board's discussions focus on expansion of the school, academic performance, and furthering opportunities for students and families through community outreach.

After a thorough review of the Timothy L. Johnson 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 TLJA board receives a rating of **Meeting Standard** according to their Accountability Plan Performance Rubric.

**Charter Accountability Reporting Requirements:**

During the 2016-17 school year, TLJA Principal, Ms. Starks 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. State reporting documents were submitted in accordance with state law. TLJA maintained compliance with all material sections of its charter and submitted amendments as applicable. Ms. Starks was consistently actively engaged in meetings with Education One and maintained sufficient communication with Education One between scheduled meetings. Thus, TLJA receives **Meeting 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	CHARTER RENEWAL	Year 1	Year 2
	2015-16	2016-17	2017-18
	Not Applicable	<b>Meets Standard</b>	

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

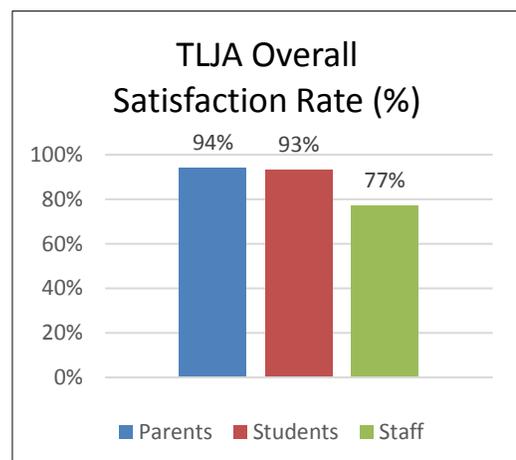
Sub-Indicator Ratings	Sub-indicators	Rating
	School-wide Satisfaction	<b>MS</b>
	Survey Participation	<b>MS</b>

**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 generally positive. The survey indicated that TLJA was **meeting standard** regarding communication with parents and students, with 94% of parents and 93% of students reporting overall satisfaction with the school.

In regards to communication with staff, 77% of staff reporting satisfaction. The school is **approaching standard** in this sub-indicator.

Overall, Timothy L. Johnson Academy receives a rating of **Meeting 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 TLJA stakeholders in the table below.

<b>SASB Survey Participation</b>			
<b>Stakeholder Group</b>	<b>Population Size</b> Total # of Possible Respondents	<b>Sample Size</b> # of Respondents	<b>% of Survey Participation</b>
Parents*	180	148	82%
Students**	302	302	100%
Staff	45	14	31%

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

*\*\*Please Note: The student group includes students in grades K-6*

Overall, student, staff, and parent participation rates for TLJA were relatively high with the exception of the staff survey. Education One would like to see increased staff participation in future surveys conducted. The school receives a rating of **Meeting Standard** for this sub-indicator.

## PART V: Next Steps

*Does the school or organization require interventions moving forward?*

Overall, Timothy L. Johnson Academy's academic turn-around year was a positive one, with the school improving its Accountability Grade from an 'F' to a 'D', even in a year when the majority of the state experienced a decline in test scores, due to the more rigorous implementation of a new ISTEP+ test.

At this time, no significant recommendations for school improvement are required, however, a continuation of the academic improvements should be made in the coming school year to ensure consistent progress.