



2017-2018 ANNUAL REVIEW

THEA BOWMAN LEADERSHIP ACADEMY

Evaluated By:

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Education One, L.L.C.

TABLE OF CONTENTS

Part I: Academic Performance	3
<i>Is the school's educational program successful?</i>	
Part II: Financial Review	11
<i>Is the organization in sound fiscal health?</i>	
Part III: Board Governance and Leadership	13
<i>Is the organization effective and well-run?</i>	
Part IV: School Climate	16
<i>Is the school providing appropriate conditions for student and staff success?</i>	
Part V: Next Steps	18
<i>Does the school or organization require interventions moving forward?</i>	

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 seventeen 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	Does Not Meet Standard	

Performance Targets	Is the school's educational program successful?	
	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
	Instruction	AS
	Attendance Rate	AS
	IDOE Accountability Grade	DNMS
	State Assessment Growth Model: English/Language Arts	DNMS
	State Assessment Growth Model: Math	DNMS
	State Assessment Legacy Data: English/Language Arts	DNMS
	State Assessment Legacy Data: Math	DNMS
	State Assessment Participation Rate	MS
	IREAD-3	N/A
	Benchmark Assessment Value Added: English/Language Arts	DNMS
	Benchmark Assessment Value Added: Math	DNMS
	Benchmark Assessment Legacy Data: English/Language Arts	DNMS
	Benchmark Assessment Legacy Data: Math	AS
	Graduation Rate	ES
	College Preparation	ES
	Post-Secondary Support	AS
Comparison to Local Schools	AS	

Instruction: High quality curriculum, coupled with highly effective teachers, ensures a student’s academic success. Therefore, Education One evaluates each of the schools in its portfolio to measure the quality of the school’s instructional practices. Does the school effectively implement its curriculum? Does instruction focus on core learning objectives? Are lessons appropriately paced to ensure high levels of rigor and challenge? Are there a variety of differentiated strategies to engage a wide range of student interests, abilities, and learning needs? Does classroom management increase the engagement of students in the lesson? Are students provided with timely feedback in order to help improve their instructional practices? These items were measured through monthly school site visits, which included classroom walk-throughs and observations.

Based on the qualitative evidence collected throughout the 2017-18 school year, Thea Bowman Leadership Academy (TBLA) receives a rating of **Approaching Standard** according to their Accountability Plan Performance Rubric.

Attendance Rate: Starting at the age of seven, students in Indiana are required to attend school regularly. The Indiana Department of Education 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 the school year.

Education One requires an attendance rate greater than or equal to 95%. TBLA has an aggregate attendance rate of 90%, and thus, is **Approaching Standard** according to their Accountability Plan Performance Rubric.

Grade Level Attendance Breakdown		
Kindergarten	85%	✘
1 st Grade	90%	✘
2 nd Grade	93%	✘
3 rd Grade	94%	✘
4 th Grade	94%	✘
5 th Grade	92%	✘
6 th Grade	95%	✔
7 th Grade	91%	✘
8 th Grade	95%	✔
9 th Grade	90%	✘
10 th Grade	90%	✘
11 th Grade	88%	✘
12 th Grade	86%	✘
Overall Average	90%	✘

IDOE Accountability Grade: In Spring 2017, 43.8% of TBLA third through eighth grade students and 26% of tenth grade students passed the English/Language Arts portion of ISTEP+, while 28.3% of third through eighth grade students and 1% of tenth grade students passed the mathematics portion.

In English/Language Arts, students in third through eighth grade earned 83.9 points for Top 75% growth and 89 points for Bottom 25% growth, giving them 86.5 points for Overall Growth. Students in tenth grade earned 92.8 points for Top 75% growth and 87.5 points for Bottom 25% growth, giving them 90.2 points for Overall Growth.

In Math, students in third through eighth grade earned 78.9 points for Top 75% growth and 78.2 points for Bottom 25% growth, giving them 78.6 points for Overall Growth. Students in tenth grade earned 86 points for Top 75% growth and 87 points for Bottom 25% growth, giving them 86.5 points for Overall Growth.

The Indiana State Board of Education (SBOE) awarded TBLA with a ‘D’ for its 2016-17 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>

State Assessment Growth Model: Under the Indiana Growth Model, the IDOE compares each student's growth on the state assessment from one year to the next and determines whether students made low, average, 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 growth percentile of students achieving growth in both English/Language Arts and Math to ensure that students are making adequate or substantial gains over time in comparison to whether or not students are considered proficient on the state assessment.

English/Language Arts: In 2016-17, 42% of TBLA students outgrew their peers at the same achievement level in English/Language Arts, which earns them a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

Math: In 2016-17, 38% of TBLA students outgrew their peers at the same achievement level in math, which earns them a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

State Assessment Legacy Data: When calculating State Assessment Legacy Data, Education One looks at students who have been enrolled in the school for two or more years and how this group of students compare to the state's summative assessment passing percentage.

English/Language Arts: The passing percentage for Indiana as a whole on the state's summative assessment was 65.2% in English/Language Arts for students in grades three through eight. TBLA's third through eighth grade legacy students had a passing rate of 45.2%. The passing percentage for Indiana as a whole on the state's summative assessment was 60.5% in English/Language Arts for students in tenth grade. TBLA's tenth grade legacy students had a passing rate of 27.3%. With a difference of 20% and 33.2% from the state's average passing percentages, the school receives a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

Math: The passing percentage for Indiana as a whole on the state's summative assessment was 58.5% in math for students in grades three through eight. TBLA's third through eighth grade legacy students had a passing rate of 29.1%. The passing percentage for Indiana as a whole on the state's summative assessment was 36.8% in math for students in tenth grade. TBLA's tenth grade legacy students had a passing rate of 1.3%. With a difference of 29.4% and 35.5% from the state's average passing percentages, the school receives a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

State Assessment Participation Rate: The state assessment participation rate is used for state and federal reporting and accountability determinations. Education One requires a state assessment participation rate of at least 95% in order to meet standard. TBLA had an average participation rate of 99.7% for the 2016-17 school year, and thus, **Meets Standard** according to their Accountability Plan Performance Rubric.

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 that "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, with 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 considers both rounds of IREAD-3 data to be important, however, emphasis is placed on the first

round of testing. Round one is a more accurate reflection of the effectiveness of daily classroom instruction while round two data reflects the effectiveness of a school's reading intervention program. Education One compares its schools' passing percentage to those of the state. TBLA had 69% of their third grade students pass the first round of IREAD-3. Unfortunately, at the time of this report, statewide IREAD-3 data has not been publicly released. Therefore, the school receives a rating of **Not Applicable**.

Benchmark Assessment Value Added: Education One requires all schools in its portfolio to measure student progress multiple times throughout the school year, using a tool selected by each individual school. TBLA utilized STAR Renaissance to effectively measure student progress at the beginning, middle, and end of the year.

The tables below indicate the percentage of students enrolled in at least one semester that met growth targets from the beginning of the year to the end of the year as demonstrated by benchmark testing in reading and math.

Key			
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
✓	✓	✗	✗

STAR Renaissance Data: Reading				
Grade Level	Number of Students Enrolled in at Least One Semester	Number of Students Meeting Growth Goal	Percentage	Met Growth Target
2 nd Grade	78	42	53.8%	✗
3 rd Grade	70	49	70.0%	✓
4 th Grade	88	45	51.1%	✗
5 th Grade	89	53	59.6%	✗
6 th Grade	68	46	67.6%	✗
7 th Grade	75	37	49.3%	✗
8 th Grade	75	48	64.0%	✗
9 th Grade	94	48	51.1%	✗
10 th Grade	100	61	61.0%	✗
11 th Grade	90	34	37.8%	✗
Whole School	827	463	56%	✗

STAR Renaissance Data: Math				
Grade Level	Number of Students Enrolled in at Least One Semester	Number of Students Meeting Growth Goal	Percentage	Met Growth Target
1 st Grade	65	52	80.0%	✓
2 nd Grade	83	48	57.8%	✗
3 rd Grade	70	56	80.0%	✓
4 th Grade	88	37	42.0%	✗
5 th Grade	89	44	49.4%	✗
6 th Grade	68	38	55.9%	✗
7 th Grade	75	39	52.0%	✗
8 th Grade	75	48	64.0%	✗
9 th Grade	94	57	60.6%	✗
10 th Grade	100	58	58.0%	✗
11 th Grade	90	48	53.3%	✗
Whole School	897	525	58.5%	✗

English/Language Arts: 56% of students met their growth goal on STAR Reading. Therefore, the school receives a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

Math: 58.5% of students met their growth goal on STAR Math. Therefore, the school receives a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

Benchmark Assessment Legacy Data: When calculating Benchmark Assessment Legacy Data, Education One looks at grade level proficiency of students who have been enrolled in the school for two or more years.

The tables below indicate the percentage of students enrolled in at least two years that met proficiency targets on the end of the year benchmark assessment in reading and math.

Key			
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
✓	✓	✗	✗

STAR Renaissance Data: Reading				
Grade Level	Number of Students Enrolled for Two or More Years	Number of Students with a Scale Score in the 40 th Percentile or Greater	Percentage	Met Proficiency Target
1 st Grade	43	27	62.8%	✘
2 nd Grade	68	39	57.4%	✘
3 rd Grade	66	34	51.5%	✘
4 th Grade	74	30	40.5%	✘
5 th Grade	71	39	54.9%	✘
6 th Grade	63	23	36.5%	✘
7 th Grade	49	13	26.5%	✘
8 th Grade	56	20	35.7%	✘
9 th Grade	49	9	18.4%	✘
10 th Grade	83	19	22.9%	✘
11 th Grade	77	5	6.5%	✘
Whole School	699	258	36.9%	✘

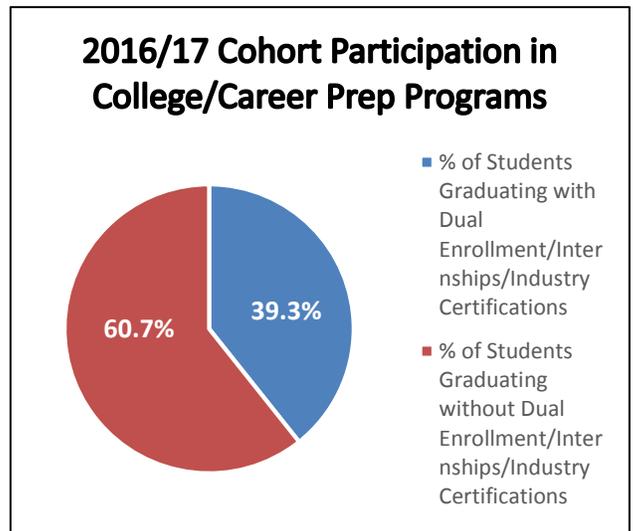
STAR Renaissance Data: Math				
Grade Level	Number of Students Enrolled for Two or More Years	Number of Students with a Scale Score in the 40 th Percentile or Greater	Percentage	Met Proficiency Target
1 st Grade	43	40	93.0%	✓
2 nd Grade	68	45	66.2%	✘
3 rd Grade	66	49	74.2%	✓
4 th Grade	74	43	58.1%	✘
5 th Grade	71	48	67.6%	✘
6 th Grade	63	36	57.1%	✘
7 th Grade	49	24	49.0%	✘
8 th Grade	56	38	67.9%	✘
9 th Grade	49	35	71.4%	✓
10 th Grade	83	48	57.8%	✘
11 th Grade	77	31	40.3%	✘
Whole School	699	437	62.5%	✘

English/Language Arts: 36.9% of legacy students were considered proficient according to STAR Reading. Therefore, the school receives a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

Math: 62.5% of legacy students were considered proficient according to STAR Math. Therefore, the school receives a rating of **Approaching Standard** on their Accountability Plan Performance Rubric.

Graduation Rate: Across the state of Indiana, the Four Year Cohort Graduation Rate trend shows that 87.2% of students graduated high school in 2016-17. While statewide data for 2017-18 has not yet been released, we can expect this number to be relatively similar to the rate for 2016-17, as Indiana's Graduation Rate has consistently ranged between 85-90% over the past five years. TBLA graduation rate for 2017-18 was 97.8%. 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, it is required that all of the schools in its portfolio 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. 60.7% of students in the 2017-18 four-year graduation cohort met at least one of these criteria. Thus, TBLA **Exceeds Standard** according to their Accountability Plan Performance Rubric.



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, and has implemented challenging expectations related to dual enrollment programming. The school also meets or exceeds Indiana Core 40 graduation standard requirements. However, Education One continues to find concerns related to the school's ability to provide rigorous instruction in order to meet the needs of students. While efforts to improve material resources and personnel guidance of students have increased, these areas are still insufficient in meeting student needs. Thus, TBLA is **Approaching Standard** according to their Accountability Plan Performance Rubric.

Comparison to Local Schools: When comparing local schools, results of the spring 2017 ISTEP+ assessment were used. Therefore, 2016-17 enrollment data from IDOE Compass was used to compile the list of schools. Comparison schools were chosen based on distance from TBLA and similar demographics in student population (i.e., Free/Reduced Lunch, Special Education, and English Language Learners).

State Summative Assessment Grades 3-8				
School Name	E/LA Pass	Math Pass	E/LA Growth	Math Growth
TBLA (K-12)	42.8%	27.0%	42.0%	38.0%
School #1 (K-12)	37.1%	23.3%	43.0%	36.5%
School #2 (K-6)	9.9%	6.5%	25.0%	26.0%
School #3 (K-8)	15.3%	8.6%	29.0%	23.5%
School #4 (K-8)	42.4%	31.4%	45.0%	30.0%
School #5 (K-12)	34.2%	28.2%	43.0%	54.0%

State Summative Assessment Grade 10		
School Name	E/LA Pass	Math Pass
TBLA (K-12)	26.0%	1.0%
School #1 (K-12)	38.9%	0.0%
School #2 (K-12)	29.8%	10.6%
School #3 (9-12)	36.1%	6.4%

TBLA performed lower in terms of proficiency in seven of the sixteen areas when compared to local schools. However, TBLA outperformed local schools in six of the ten areas when looking at growth.

Education One measures whether or not each of its schools outpaces local schools that students may have been assigned to in 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 Standard	Approaching Standard	

Performance Targets	Is the organization in sound fiscal health?	
	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	DNMS
	Debt Default/Delinquency	MS
	Debt to Asset Ratio	DNMS
	Debt Service Coverage	N/A

Financial Management: TBLA meets 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 meets 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.

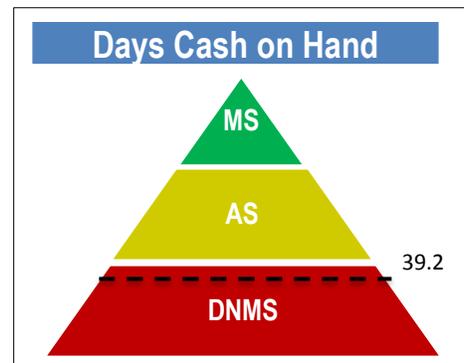
For these reasons, the school receives a rating of Meets Standard for the 2017-18 school year on their Accountability Plan Performance Rubric.

Enrollment Variance: Indiana calculates its state tuition support for schools one time per year. According to the Indiana Department of Education, TBLA had an enrollment count of 1,100 students as of September 2017.

Education One requires that each of the schools in its portfolio are within 98% of their budgeted enrollment in order to meet standard. TBLA’s enrollment variance was 96%. Therefore, the school receives a rating of Approaching Standard on 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 4.43 and therefore, the school receives a rating of Meets Standard on 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, 2018 the school would be able to operate. Currently TBLA has 39.2 days cash. Education One anticipates that this number will continue to increase over time. However, the school receives a rating of Does Not Meet Standard on 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 TBLA, 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 0.97.

Debt Service Coverage: The debt service coverage ratio for the 2017-18 school year was not available, as this is an interim year for TBLA.

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	Meets Standard	

Performance Targets	Is the organization effective and well run?	
	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 2017-18 school year, the leadership teams at both TBLA campuses were inconsistent with leaders in key roles changing mid-year. However, the school’s operator, Phalen Leadership Academies, worked to ensure that school operations and academic performance were maintained. Education One commends the TBLA leadership team for continuing to effectively communicate with internal and external stakeholders, engaging in an ongoing process of improvement, and consistently communicating and collaborating with the school’s Board of Directors and the Education One team.

Moving forward, improvement is necessary as it relates to stability in key leadership positions and establishing clear systems for addressing areas of deficiency in a timely manner. Therefore, TBLA receives a rating of **Approaching Standard** according to the Accountability Plan Performance Rubric.

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 2017-18 school year, the TBLA board was comprised of seven 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 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.

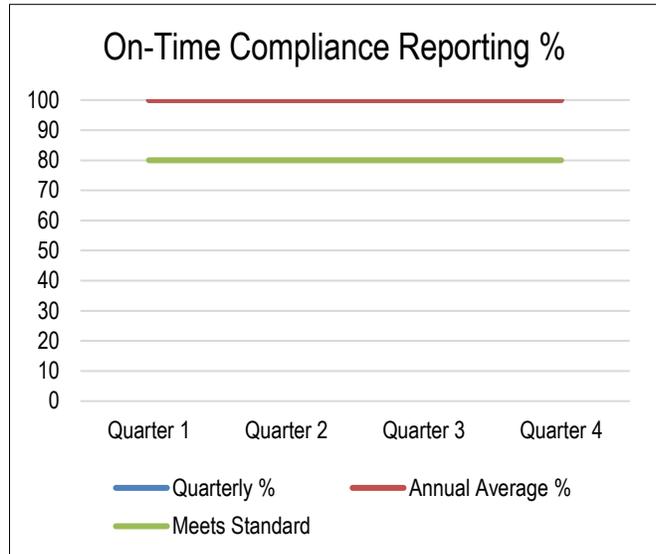
The Board Chair for TBLA maintained consistent and transparent communication with Education One, leading to a positive and collaborative relationship between the two entities.

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 6/7 members at each meeting or 86%. 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 2017-18 school year, TBLA school leader 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 100% 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	Meets Standard	

Performance Targets	Is the school providing appropriate conditions for student and staff success?	
	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.

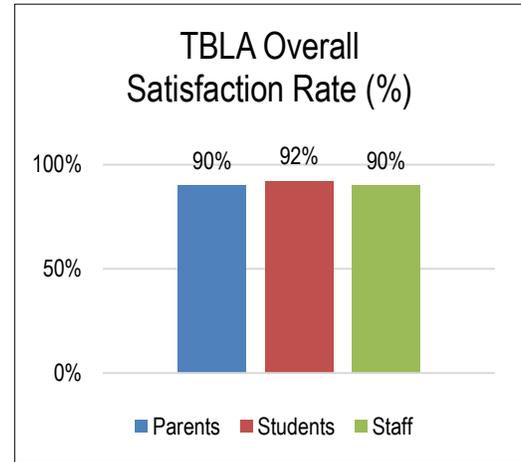
Sub-Indicator Ratings	Sub-Indicators		Rating
	School-Wide Satisfaction		MS
	Survey Participation		N/A

School-wide Satisfaction: In order to gauge school-wide satisfaction amongst stakeholders, including parents, students and staff, Education One requires all schools in its portfolio to administer an annual survey. 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 survey, conducted during spring 2018, were mostly positive. The survey indicated that TBLA **meets standard** regarding communication with parents, students, and staff, with 90% of parents, 92% of students, and 90% of staff reporting overall satisfaction with the school.

Overall, TBLA receives a rating of **Meets 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 its 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 is the number of completed responses the survey received. 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*	650	153	23.5%
Students**	1,075	560	52.1%
Staff	124	70	56.5%

*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-12

Overall, participation rates for TBLA were low, especially parent participation. 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 2017-18 school year, Thea Bowman Leadership Academy adjusted to multiple transitions, including changes in leadership at both the elementary and middle/high campuses. In spite of these changes, Thea Bowman Leadership Academy made significant efforts to maintain their school culture and climate. While significant growth was observed at the elementary campus, the middle/high campus continued to struggle with the implementation of new initiatives.

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

- Improved stability in key leadership positions
- Improved processes for recruiting, developing and supporting staff in order to advance academic outcomes
- Improved processes and procedures related to attendance and school-wide instructional expectations
- Improved implementation of best practices as it pertains to academic growth; specifically, providing students with instruction that is challenging, rigorous, and differentiated