



2017-2018 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 its schools are operating at the highest level possible, Education One conducts an Annual Review of each school, 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 and 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 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: 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 Education One's 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 fourteen 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	CHARTER RENEWAL	Year 1	Year 2
	2015-16	2016-17	2017-18
	Approaching Standard	Approaching Standard	Approaching 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	MS
	Attendance Rate	MS
	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	MS
	Benchmark Assessment Value Added: Math	MS
	Benchmark Assessment Legacy Data: English/Language Arts	AS
	Benchmark Assessment Legacy Data: Math	DNMS
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, Timothy L. Johnson Academy (TLJA) receives a rating of **Meets 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%. TLJA has an aggregate attendance rate of 97%, and thus, **Meets Standard** according to their Accountability Plan Performance Rubric.

Grade Level Attendance Breakdown		
Kindergarten	97%	✓
1 st Grade	94%	✗
2 nd Grade	96%	✓
3 rd Grade	98%	✓
4 th Grade	98%	✓
5 th Grade	98%	✓
6 th Grade	98%	✓
Overall Average	97%	✓

IDOE Accountability Grade: In Spring 2017, 33.8% of TLJA students passed the English/Language Arts portion of ISTEP+, while 27.6% of students passed the mathematics portion.

In English/Language Arts, the school earned 99.5 points for Top 75% growth and 107.4 points for Bottom 25% growth, giving them 103.5 points for Overall Growth. In math, the school earned 82.4 points for Top 75% growth and 89.7 points for Bottom 25% growth, giving them 86.1 points for Overall Growth.

The Indiana State Board of Education (SBOE) awarded TLJA 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, 50% of TLJA 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, 45% of TLJA 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. TLJA legacy students had a passing rate of 37.1%. With a difference of 28.1% from the state's average passing percentage, 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. TLJA legacy students had a passing rate of 28.2%. With a difference of 30.3% from the state's average passing percentage, 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. TLJA had an average participation rate of 98.6% 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, 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 on 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. TLJA had 67% of their third grade students pass the first round of IREAD-3, an increase of 15.8% from the 2017 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. TLJA utilized STAR Renaissance to effectively measure student progress at the beginning, middle, and end of the year in reading and math.

The tables below indicate the percentage of students enrolled in at least one semester that met growth targets from beginning to the end of the year 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	46	34	73.9%	✓
3 rd Grade	47	38	80.1%	✓
4 th Grade	41	28	68.3%	✗
5 th Grade	21	12	57.1%	✗
6 th Grade	38	26	68.4%	✗
Whole School	193	138	71.5%	✓

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	60	53	88.3%	✓
2 nd Grade	46	35	76.1%	✓
3 rd Grade	47	44	93.6%	✓
4 th Grade	41	25	61.0%	✗
5 th Grade	21	12	57.1%	✗
6 th Grade	38	22	57.9%	✗
Whole School	253	191	75.5%	✓

English/Language Arts: 71.5% met their growth goal on STAR Reading. Therefore, the school receives a rating of **Meets Standard** on their Accountability Plan Performance Rubric.

Math: 75.5% met their growth goal on STAR Math. Therefore, the school receives a rating of **Meets Standard** on their Accountability Plan Performance Rubric.

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

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 in at Least Two Years	Number of Students with a Scale Score in the 40 th Percentile or Greater	Percentage	Met Proficiency Target
1 st Grade	39	32	82.5%	✓
2 nd Grade	28	12	42.9%	✗
3 rd Grade	32	21	65.6%	✗
4 th Grade	19	12	63.2%	✗
5 th Grade	12	7	58.3%	✗
6 th Grade	27	14	51.9%	✗
Whole School	157	98	62.4%	✗

STAR Renaissance Data: Math				
Grade Level	Number of Students Enrolled in at Least Two Years	Number of Students with a Scale Score in the 40 th Percentile or Greater	Percentage	Met Proficiency Target
1 st Grade	39	24	61.5%	✗
2 nd Grade	28	11	39.3%	✗
3 rd Grade	32	21	65.6%	✗
4 th Grade	19	9	47.4%	✗
5 th Grade	12	8	66.7%	✗
6 th Grade	27	13	48.1%	✗
Whole School	157	86	54.8%	✗

English/Language Arts: 62.4% of legacy students were considered proficient on STAR Reading. Therefore, the school receives a rating of **Approaching Standard** on their Accountability Plan Performance Rubric.

Math: 54.8% of legacy students were considered proficient on STAR Math. Therefore, the school receives a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

Comparison to Local Schools: The following local comparison of schools was used to compare the results of the spring 2017 ISTEP+ assessment. Therefore, 2016-17 enrollment data from IDOE Compass was used to compile the list of schools. Comparison schools were chosen based on their distance from TLJA and similarities

of the student population served (i.e., Free/Reduced Lunch, Special Education, and English Language Learners).

School Name	E/LA Pass	Math Pass	E/LA Growth	Math Growth
Timothy L. Johnson Academy (K-6)	35.5%	25.7%	50%	45%
School #1 (K-5)	35.2%	28.7%	41%	54%
School #2 (K-5)	30.9%	13.3%	50%	29%
School #3 (3-6)	44.1%	35.3%		
School #4 (K-5)	49.5%	39.3%	48%	48.5%

**School #3 does not have Indiana Growth Model Data. TLJA received more growth points than school #3 in E/LA and math on their report card.

TLJA performed lower in terms of proficiency in five of the eight areas when compared to local schools. However, TLJA outperformed local schools in six of the eight areas when looking at growth. TLJA continues to outperform the local traditional public school where many TLJA students come from in both proficiency (average difference of 8.5%) and growth (average difference of 8%).

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

Financial Management: TLJA is meeting 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 meeting 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.

Financials for TLJA, regarding fiscal year 2017, were also reviewed by the Indiana State Board of Accounts (SBOA) and were found to be in accordance with SBOA generally accepted auditing standards and guidelines.

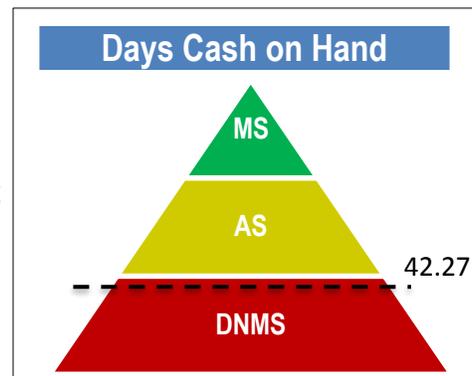
For these reasons, the school receives a rating of **Meets Standard** for the 2017-18 school year on their Accountability Plan Performance Rubric.

Enrollment Variance: Indiana calculates its state tuition support for schools one time per year. According to the Indiana Department of Education, TLJA had an enrollment count of 314 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. TLJA'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** 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 18.11 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. 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. Education One recognizes that this school is one of few charter schools in the state to own their own building. Therefore, Education One views this as an asset to the overall financial health of the organization. Likewise, the organization has continued to increase its days cash slowly overtime. However, the school still falls far below the desired metric for days cash and for this reason, TLJA receives a rating of **Does Not Meet Standard** with only 42.27 days cash on hand according to their Accountability Plan Performance Rubric.



TLJA receives a rating of **Does Not Meet Standard** with only 42.27 days cash on hand 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 TLJA, 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 0.04.

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

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	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		MS
	Governance		MS
	Charter Accountability Reporting Requirements		MS

Academic Leader Review: During the 2017-18 school year, Dawn Starks served as the School Leader of TLJA. As School Leader, Ms. Starks was primarily responsible for academic and instructional development, state and authorizer reporting requirements, Special Education and ELL oversight, and student discipline. School Leader Starks has experience teaching and leading in an academic turn-around school setting, and has demonstrated strong academic outcomes for the students of TLJA.

School Leader Starks has created a school environment of continuous improvement, where both staff and students have a strong desire to succeed. She has worked to improve school culture by retaining and recruiting high quality teaching and support staff as well as increasing the school’s enrollment and strong partnerships within the community.

Principal 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’ 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. Ms. Starks excels at analyzing and interpreting both student and staff data and uses it to drive staff development and instructional practices.

Overall, due to the Principal’s experience and demonstrated ability to achieve results in the school’s third year of operation with Education One, TLJA receives **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 2017-18 school year, the TLJA board moved to partner with a new Charter Management Organization (CMO). Although this proved to be a challenging transition, the board issued a request for proposals and selected Phalen Leadership Academy as their new CMO.

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 2017-18, 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 school; 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.



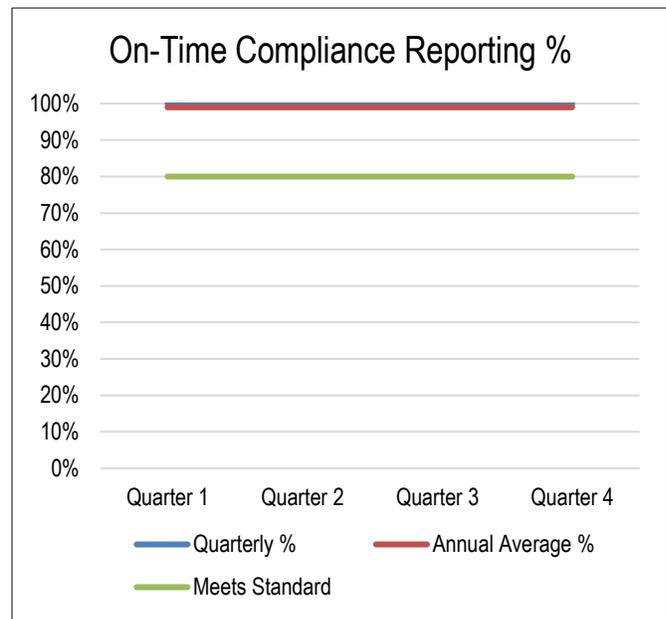
The Board Chair for TLJA maintained consistent and transparent communication with Education One, leading to a positive and collaborative relationship between the two entities.

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 7.5/9 or 83.3%. 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 TLJA 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 **Meets Standard** according to their Accountability Plan Performance Rubric.

Charter Accountability Reporting Requirements:

During the 2017-18 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 complete. 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 **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	CHARTER RENEWAL	Year 1	Year 2
	2015-16	2016-17	2017-18
	Not Applicable	Meets 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.

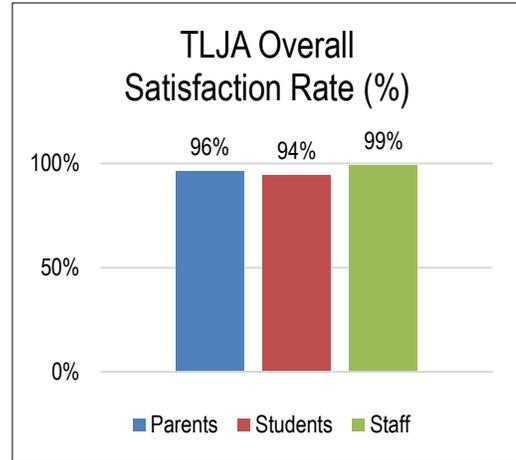
Sub-Indicator Ratings	Sub-Indicators		Rating
	School-Wide Satisfaction		MS
	Survey Participation		NA

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 2018, were mostly positive. The survey indicated that TLJA **meets standard** regarding communication with parents and students, with 98% of parents and 94% of students reporting overall satisfaction with the school.

In regards to communication with staff, 99% of staff reporting satisfaction. The school **meets standard** in this sub-indicator.

Overall, Timothy L. Johnson Academy 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 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 TLJA stakeholders in the table below.

TLJA Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size # of Respondents	% of Survey Participation
Parents*	248	173	70%
Students**	312	312	100%
Staff	46	34	74%

*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 high with the exception of the staff survey. Education One would like to see increased staff and parent participation of at least 80% in future surveys conducted. In addition, with an increase in population of English Language Learners, it is necessary for surveys to be translated into the languages spoken by parents at home to ensure validity in the responses. 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?

Overall, the systems and processes put into place for continuous improvement at Timothy L. Johnson Academy were positive. Instructional best practices were evident in majority of classrooms, professional development was targeted and purposeful throughout the year, and all stakeholders created an academic environment of high expectations and excellence.

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 towards proficiency and growth in student achievement.