



2018-19 ANNUAL REVIEW

THEA BOWMAN LEADERSHIP ACADEMY

Evaluated By:

Lindsay Omlor, Director of Charter Schools and
Emily Gaskill, Assistant Director of Accountability

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, 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 the school in serving its target populations and closing the achievement gap. Part I of this review consists of twenty-one sub-indicators designed to measure how well the school's student population performs and grows on state standardized assessments, 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	Does Not Meet Standard

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

	Sub-Indicators	Rating
Sub-Indicator Ratings	Instruction	MS
	Attendance Rate	AS
	Post-Secondary Support	AS
	Benchmark Assessment Legacy Data: English/Language Arts	DNMS
	Benchmark Assessment Legacy Data: Math	DNMS
	Benchmark Assessment Value Added: English/Language Arts	DNMS
	Benchmark Assessment Value Added: Math	DNMS
	Graduation Rate	ES
	College Preparation	ES
	State Accountability Grade	DNMS
	State Assessment Participation Rate	MS
	State Assessment Legacy Data: English/Language Arts	DNMS
	State Assessment Legacy Data: Math	DNMS
	State Assessment Growth Model: English/Language Arts	DNMS
	State Assessment Growth Model: Math	DNMS
	State Assessment Subgroup Growth to Proficiency	DNMS
	Comparison to Local Schools	DNMS
	IREAD-3	MS
	Federal Accountability Grade	AS
	English Language Learner Proficiency Progress	N/A
	Chronic Absenteeism	DNMS

Instruction: Education One evaluates each of its schools 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 and delivered 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 create an environment for learning without disruption and increase active engagement of most learners? 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, observations, and collaborative debriefs with the school leadership team.

Based on qualitative and quantitative evidence collected throughout the 2018-19 school year, Thea Bowman Leadership Academy (TBLA) receives a rating of **Meets Standard** according to their Accountability Plan Performance Rubric.

2018-19 Monthly Site Visit Percentage of Classrooms Showing a Concern							
	Curriculum	Learning Objectives	Rigorous Pace and Delivery	Differentiated Strategies	Classroom Management	Active Engagement	Growth Oriented Feedback
Aug.	4.4%	11.1%	57.8%	42.2%	6.7%	28.9%	35.6%
Sept.	0%	0%	51.2%	31.7%	4.9%	14.6%	36.6%
Oct.	4%	0%	48%	20%	0%	20%	28%
Nov.	No Site Visit Due to Testing at the Middle/High School						
Dec.	No Site Visit Due to Winter Break						
Jan.	No Site Visit Due to Inclement Weather						
Feb.	0%	4.9%	56.1%	29.3%	4.9%	26.8%	48.8%
Mar.	4.5%	9.1%	50%	13.6%	9.1%	22.7%	50%
Apr.	11.8%	11.8%	70.6%	35.3%	11.8%	52.9%	35.3%
Average	4.1%	6.2%	55.6%	28.7%	6.2%	27.7%	39.1%

*Areas highlighted in yellow were a concern in the majority of classroom observed during the site visit.

The color of the month corresponds with the overall instructional rating the school received: **Does Not Meet Standard, **Approaching Standard**, **Meets Standard**, and **Exceeds Standard**

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 a school year.

Education One requires an average attendance rate greater than or equal to 95%. TBLA has an aggregate attendance rate of 92.2%, and thus, is **Approaching Standard** according to their Accountability Plan Performance Rubric.

Grade Level Attendance Breakdown					
Kindergarten	94.1%	✗	Seventh Grade	94.6%	✗
First Grade	94.3%	✗	Eighth Grade	90.9%	✗
Second Grade	93.9%	✗	Ninth Grade	89.8%	✗
Third Grade	94.2%	✗	Tenth Grade	86.5%	✗
Fourth Grade	94.5%	✗	Eleventh Grade	87%	✗
Fifth Grade	95%	✓	Twelfth Grade	91.6%	✗
Sixth Grade	94.6%	✗	Overall Average	92.2%	✗

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 set high expectations to motivate and prepare students for post-secondary academic options, including college and career

Post-Secondary Support, cont.:

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 and the expectations set forth. 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.

Benchmark Assessment Legacy Data: 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 in reading and math.

When calculating Benchmark Assessment Legacy Data, Education One looks at students who have been enrolled at the school for two or more years and the grade level proficiency of those students. The following tables indicate the percentage of students enrolled at TBLA for 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 at Least Two Years	Number of Students with a Scale Score in the 40 th Percentile or Greater	Percentage of Grade Level Proficient Legacy Students	Proficiency Target Rating
First Grade	51	29	56.9%	✗
Second Grade	56	35	62.5%	✗
Third Grade	69	27	39.1%	✗
Fourth Grade	60	18	30%	✗
Fifth Grade	60	10	16.7%	✗
Sixth Grade	66	15	22.7%	✗
Seventh Grade	54	13	24.1%	✗
Eighth Grade	53	7	13.2%	✗
Ninth Grade	55	6	10.9%	✗
Tenth Grade	70	8	11.4%	✗
Eleventh Grade	77	11	14.3%	✗
Twelfth Grade	69	2	2.9%	✗
Whole School	740	181	24.5%	✗

Benchmark Assessment Legacy Data, cont.:

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

STAR Renaissance Data: Math				
Grade Level	Number of Students Enrolled for at Least Two Years	Number of Students with a Scale Score in the 40 th Percentile or Greater	Percentage of Grade Level Proficient Legacy Students	Proficiency Target Rating
First Grade	51	27	52.9%	✗
Second Grade	55	43	78.2%	✓
Third Grade	69	46	66.7%	✗
Fourth Grade	62	30	48.4%	✗
Fifth Grade	61	19	31.1%	✗
Sixth Grade	66	30	45.5%	✗
Seventh Grade	54	17	31.5%	✗
Eighth Grade	51	15	29.4%	✗
Ninth Grade	56	19	33.9%	✗
Tenth Grade	67	31	46.3%	✗
Eleventh Grade	76	32	42.1%	✗
Twelfth Grade	68	12	17.6%	✗
Whole School	736	321	43.6%	✗

English/Language Arts: 24.5% of legacy students were considered proficient on STAR Reading. Therefore, the school receives a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

Math: 43.6% 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.

Benchmark Assessment Value Added: The following tables indicate the percentage of students enrolled for at least one semester that met growth targets as measured by 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 for at Least One Semester	Number of Students Meeting Growth Target	Percentage	Growth Target Rating
Kindergarten	46	24	52.2%	✗
First Grade	66	18	27.3%	✗
Second Grade	65	30	46.2%	✗
Third Grade	84	36	42.9%	✗
Fourth Grade	71	22	31%	✗
Fifth Grade	70	13	18.6%	✗
Sixth Grade	84	29	34.5%	✗
Seventh Grade	76	36	47.4%	✗
Eighth Grade	70	19	27.1%	✗
Ninth Grade	67	14	20.9%	✗
Tenth Grade	66	29	43.9%	✗
Eleventh Grade	70	37	52.9%	✗
Twelfth Grade	61	28	45.9%	✗
Whole School	896	335	37.4%	✗

Benchmark Assessment Value Added, cont.:

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

STAR Renaissance Data: Math				
Grade Level	Number of Students Enrolled for at Least One Semester	Number of Students Meeting Growth Target	Percentage	Growth Target Rating
First Grade	65	19	29.2%	✗
Second Grade	66	39	59.1%	✗
Third Grade	85	37	43.5%	✗
Fourth Grade	71	13	18.3%	✗
Fifth Grade	70	12	17.1%	✗
Sixth Grade	84	29	34.5%	✗
Seventh Grade	74	16	21.6%	✗
Eighth Grade	67	21	31.3%	✗
Ninth Grade	79	14	17.7%	✗
Tenth Grade	66	21	31.8%	✗
Eleventh Grade	69	19	27.5%	✗
Twelfth Grade	32	10	31.3%	✗
Whole School	828	250	30.2%	✗

English/Language Arts: 37.4% met their growth target on STAR Reading. Therefore, the school receives a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

Math: 30.2% met their growth target on STAR Math. Therefore, the school receives a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

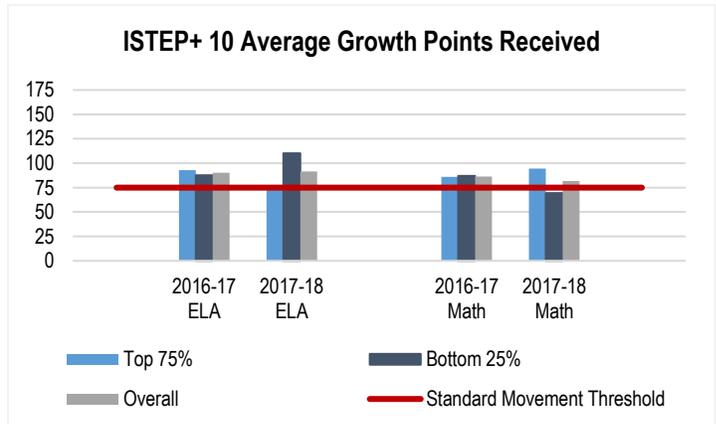
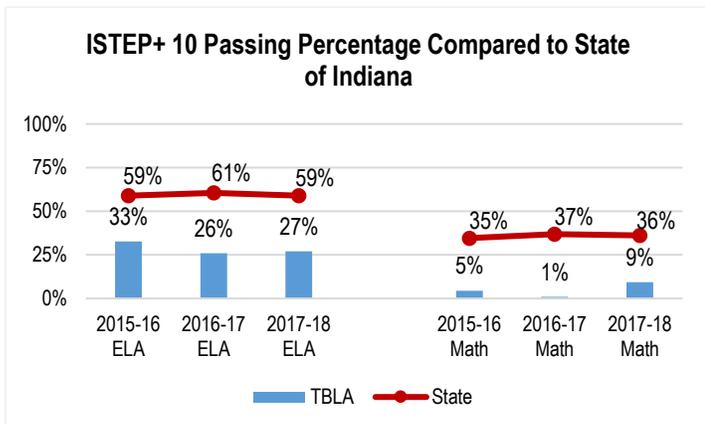
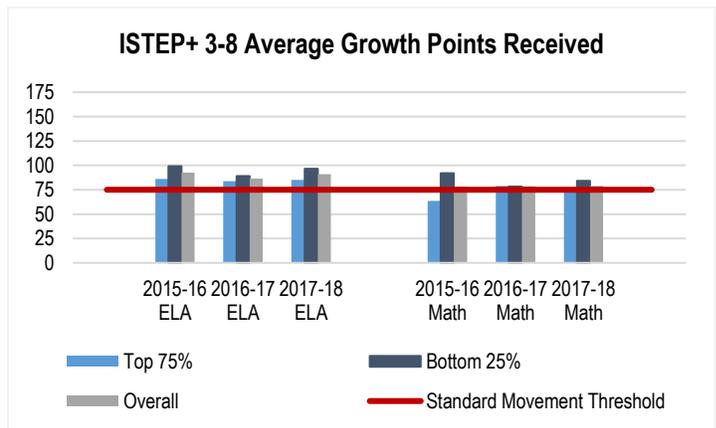
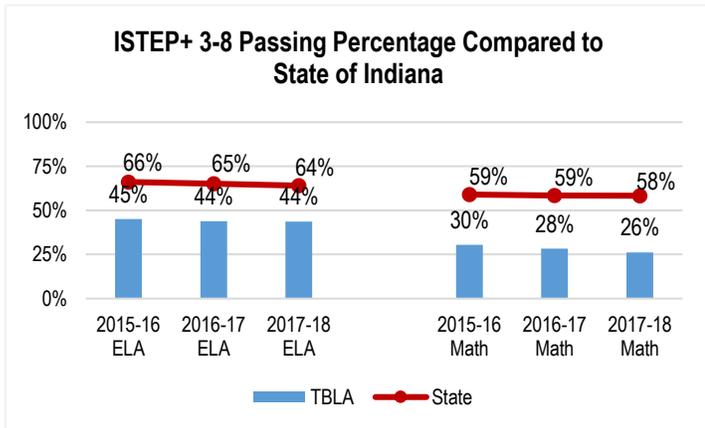
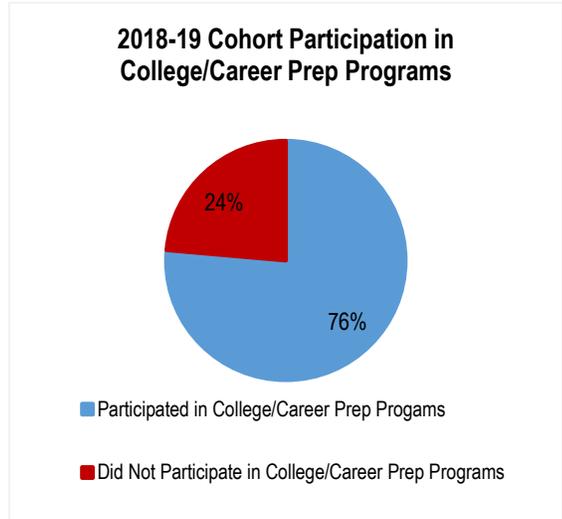
Graduation Rate: Across the state of Indiana, the Four Year Cohort Graduation Rate trend shows that 88.1% of students graduated high school in 2017-18. While statewide data for 2018-19 has not yet been released, we can expect this number to be relatively similar to the rate for 2017-18, as Indiana’s Graduation Rate has consistently ranged from 87-90% over the past five years. TBLA graduation rate for 2018-19 was 96%. 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 careers. TBLA does this through providing students with opportunities to receive transcribed post-secondary credit, including dual enrollment credits, industry certifications, or completion of internships in various fields of study. 76% of students in the 2018-19 four-year graduation cohort met at least one of these criteria. Thus, TBLA Exceeds Standard according to their Accountability Plan Performance Rubric.

State Accountability Grade: In Spring 2018, 43.6% of TBLA third through eighth grade students and 27.2% of tenth grade students passed the English/Language Arts portion of ISTEP+, while 26.1% of third through eighth grade students and 9.4% of tenth grade students passed the mathematics portion.

In English/Language Arts, students in third through eighth grade earned 85.1 points for Top 75% growth and 96.5 points for Bottom 25% growth, giving them 90.8 points for Overall Growth. Students in tenth grade earned 73.2 points for Top 75% growth and 110.2 points for Bottom 25% growth, giving them 91.7 points for Overall Growth.

In Math, students in third through eighth grade earned 73.6 points for Top 75% growth and 84.1 points for Bottom 25% growth, giving them 78.9 points for Overall Growth. Students in tenth grade earned 94.4 points for Top 75% growth and 69.3 points for Bottom 25% growth, giving them 81.9 points for Overall Growth. The following charts show trend data for both proficiency percentages and growth points received from ISTEP+ in which a state accountability grade is derived from.



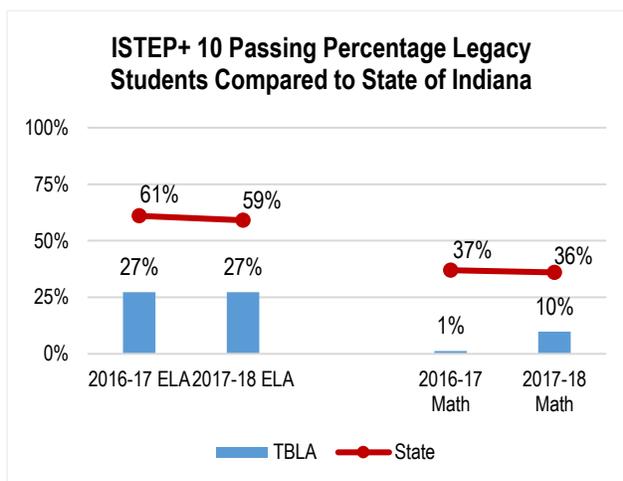
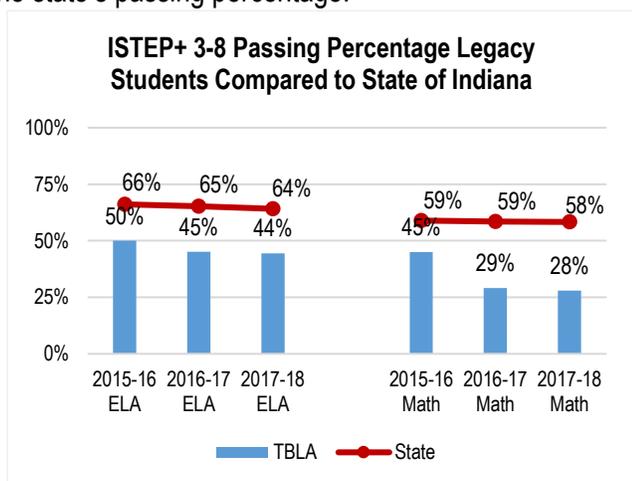
State Accountability Grade, cont.:

The Indiana State Board of Education (SBOE) awarded TBLA with a “D” for its 2017-18 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 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 98.8% for the 2017-18 school year, and thus, **Meets Standard** according to 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. The following charts show trend data for legacy students passing percentages compared to the state’s passing percentage.



English/Language Arts: The passing percentage for Indiana as a whole on the state’s summative assessment was 64.1% in English/Language Arts for students in grades three through eight. TBLA’s third through eighth grade legacy students had a passing rate of 44.4%. The passing percentage for Indiana as a whole on the state’s summative assessment was 58.9% in English/Language Arts for students in tenth grade. TBLA’s tenth grade legacy students had a passing rate of 27.2%. While legacy students in grades three through eight would have been **approaching standard** with a difference of 19.7% from the state’s passing percentage, legacy students taking ISTEP+ 10 passed at a rate of 31.7% below the state passing rate. Therefore, the school receives a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

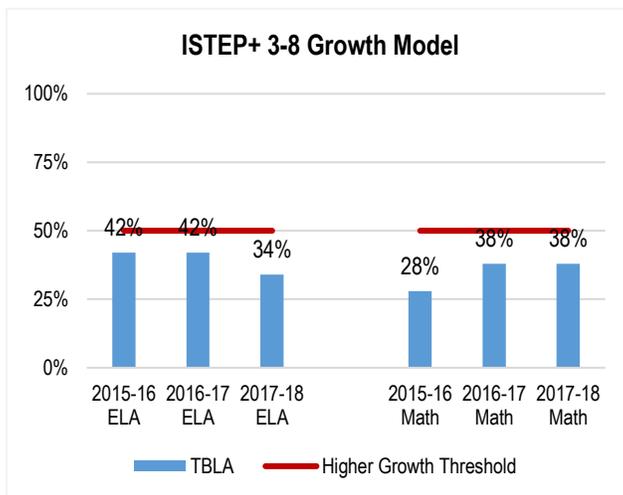
Math: The passing percentage for Indiana as a whole on the state’s summative assessment was 58.3% in math for students in grades three through eight. TBLA’s third through eighth grade legacy students had a passing rate of 28%. The passing percentage for Indiana as a whole on the state’s summative assessment was 36.2% in math for students in tenth grade. TBLA’s tenth grade legacy students had a passing rate of 9.8%. With a difference of 30.3% and 26.4% from the state’s passing percentages, the school receives a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

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 2017-18, 34% 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 2017-18, 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 Subgroup Growth to Proficiency: Education One identifies subgroups within the testing population to track if students in those subgroups made sufficient academic growth to achieve, maintain, or exceed proficiency in their grade level. The three subgroups identified for TBLA based off 2017-18 state testing data were African American, Special Education, and Free/Reduced Lunch. 57% African American students, 50% of Special Education Students, and 56% of Free/Reduced Lunch students made sufficient academic growth. Therefore, the school receives a rating of **Does Not Meet Standard** according to their Accountability Plan Performance Rubric.

Comparison to Local Schools: The following local school comparison was used to compare the results of the spring 2018 ISTEP+ assessment. Therefore, 2017-18 enrollment data from IDOE Compass was used to compile the list of schools. Comparison schools were chosen based on their distance from TBLA 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
Thea Bowman Leadership Academy (3-8)	43.6%	26.1%	90.8 points	78.9 points
21 st Century Charter School of Gary	43.5%	27.6%	104.6 points	86.8 points
Beveridge Elementary School	11.1%	6.4%	59.7 points	71.7 points
Daniel Hale Williams Elementary	24.4%	15%	80.8 points	79.4 points
Aspire Charter Academy	45.9%	30.8%	97.3 points	83.5 points
Gary Lighthouse Charter School	35.8%	28.5%	98.3 points	95.8 points

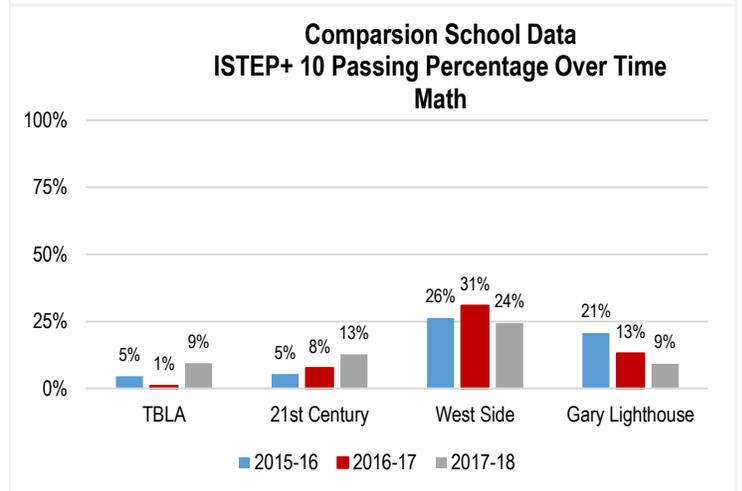
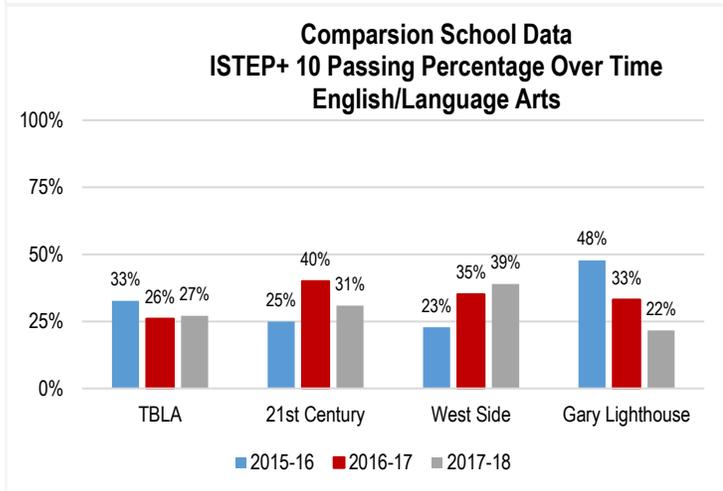
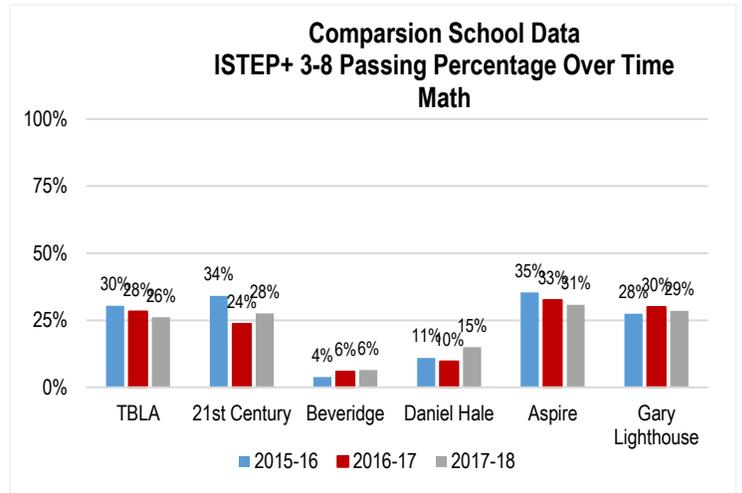
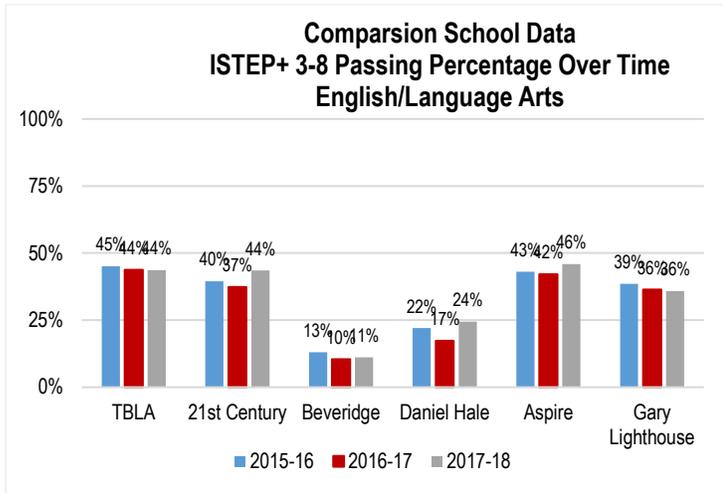
*Areas highlighted in green indicate those in which TBLA outperformed comparison schools.

Comparison to Local Schools, cont.:

School Name	E/LA Pass	Math Pass	E/LA Growth	Math Growth
Thea Bowman Leadership Academy (10)	27.1%	9.4%	94.3 points	84.4 points
21st Century Charter School of Gary	30.9%	12.7%	88.9 points	90.7 points
West Side Leadership Academy	38.9%	24.4%	122.3 points	133 points
Gary Lighthouse Charter School	21.6%	9.2%	99.6 points	96.5 points

*Areas highlighted in green indicate those in which TBLA outperformed comparison schools.
**Growth Points include bonus points for 10th-12th grade improvement.

TBLA performed better in terms of proficiency and growth in twelve of the thirty-two areas when compared to local schools. The following graphs provide passing percentage trend data for TBLA and comparison schools in English/Language Arts and Math for both third-eighth grade and tenth grade students.



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 **Does Not Meet 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, 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. TBLA had 87% of third grade students pass IREAD-3, while the state passing rate was 87.1%. Therefore, the school receives a rating of **Meets Standard** with a difference of 0.1%.

Federal Accountability Grade: The Every Student Succeeds Act (ESSA) was signed into law in December 2015. ESSA requires states to submit consolidated plans regarding state academic standards, assessments, state accountability systems, and school support and improvement activities. Indiana’s Consolidated State Plan was approved in January 2019. Under this plan, each school receives a federal accountability grade that looks at various data points different and similar to those used to calculate the state accountability grade. More information on the plan can be found at <https://www.doe.in.gov/essa>.

TBLA received a “D” for its 2017-18 school year performance. This is the first year in which the school could receive such a grade. Thus, the school receives a rating of **Approaching Standard** on their Accountability Plan Performance Rubric.

English Language Proficiency Progress: Education One understands that proficiency of the English language is significant to the academic success of the English Language Learner (ELL) population a school may serve. TBLA did not have a cohort of students that met the requirement for this sub-indicator. Therefore, the school receives a rating of **Not Applicable** on their Accountability Plan Performance Rubric.

Chronic Absenteeism: A student is considered a model attendee under the federal accountability grade by having an average attendance of 96% or higher or an increase in their attendance rate by 3% from the prior year. Rather than averaging an attendance rate similar to the sub-indicator ‘Attendance Rate,’ this indicator finds the percentage of students who meet the aforementioned criteria. TBLA had a model attendee percentage of 54.2%, giving the school a rating of **Does Not Meet Standard** on 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	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.
	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	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.

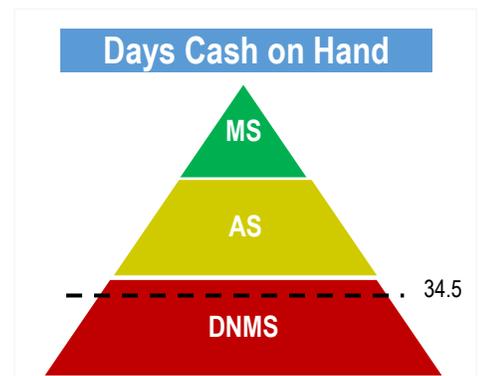
For these reasons, the school receives a rating of Meets Standard for the 2018-19 school year on their Accountability Plan Performance Rubric.

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 1,066 scholars as of September 2018.

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 98%, with a budgeted enrollment amount of 1,090 scholars, which is the minimum requirement for this 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 3.19 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, 2019 the school would be able to operate. Currently TBLA has 34.5 days cash. The school falls far below the desired metric for days cash and for this reason, TBLA 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 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 1.05.

Debt Service Coverage: The debt service coverage ratio for the 2018-19 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	Meets Standard

Is the school's educational program successful?		
Performance Targets	Does Not Meet Standard	The school board/leadership team present concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.
	Approaching Standard	The school board/leadership team present concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.
	Meets Standard	The school board/leadership team comply with and present no concerns in the sub-indicators below.
	Exceeds Standard	The school board/leadership team consistently and effectively comply with and present no concerns in the sub-indicators below.

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

Academic Leader Review: During the 2018-19 school year, the leadership teams at both the elementary and middle/high school campuses of TBLA remained consistent, an improvement of past years, in key roles.

Marisa Simmons served as the School Leader of the TBLA elementary campus. Ms. Simmons demonstrated the academic and leadership experience necessary to establish high expectations of staff and scholars. Stability in key leadership positions, including an academic and data coach, supported the data-driven initiatives and academic changes made throughout the school year, with teacher buy-in and implementation. Principal Simmons communicated at a high level with both internal and external stakeholders on a regular basis through newsletters, board meetings, and school sponsored events. Her and her leadership team engaged in a continuous process of improvement during Education One site and mid-month accountability visits, establishing a system to address any areas of improvement in a timely manner. School Leader Simmons attended all board meetings, either in person or remotely, and provided consistent updates on school academics, initiatives, and events. Therefore, Ms. Simmons receives a rating of **meets standard** according to the Accountability Plan Performance Rubric.

Keith Bradford served as the School Leader of the TBLA middle and high school campus. Education One commends Mr. Bradford for his ability to start the process in creating a foundation of stability and procedures necessary in a turnaround environment that has been inundated with the lack of stability in leadership and teacher positions. This stability in key leadership positions, including instructional coaches and school counselors, supported initiatives and academic changes made throughout the school year. Principal Bradford communicated at a high level with Education One and other internal stakeholders on a regular basis through board meetings and school sponsored events. He and his leadership team engaged in a continuous process of improvement during Education One site and mid-month accountability visits. School Leader Bradford attended all board meetings and provided consistent updates on school academics, initiatives, and events. Moving forward, improvement is necessary in obtaining, developing, and/or maintaining teachers and staff that meets the high expectations set forth by the leadership team, specifically around parent communication, academic standards, and behavior management. Therefore, Mr. Bradford receives a rating of **approaching standard** according to the Accountability Plan Performance Rubric

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 2018-19 school year, the TBLA board was comprised of seven members. The board members are knowledgeable with experience in finance, community engagement, business, education, and law. 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 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.

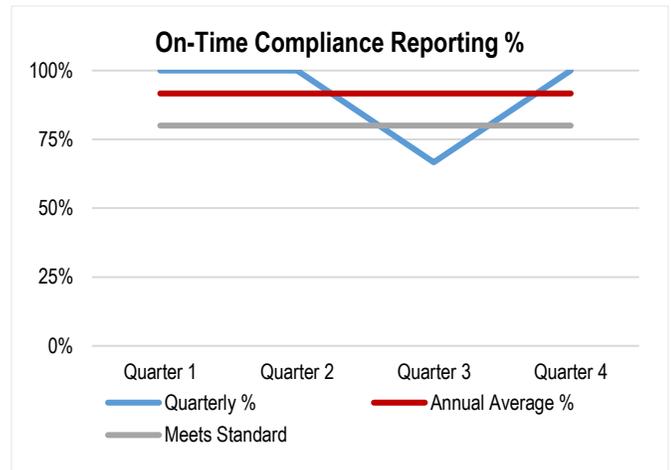


Governance, cont.:

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 2018-19 school year, Phalen Leadership Academy’s Associate Director of Compliance and Reporting was primarily responsible for submitting compliance documents to Education One, with the help of the school leadership teams. 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. TBLA maintained compliance with all material sections of its charter and submitted amendments as applicable. Thus, TBLA receives a rating of **Meets Standard** according to their Accountability Plan Performance Rubric.



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	Approaching Standard

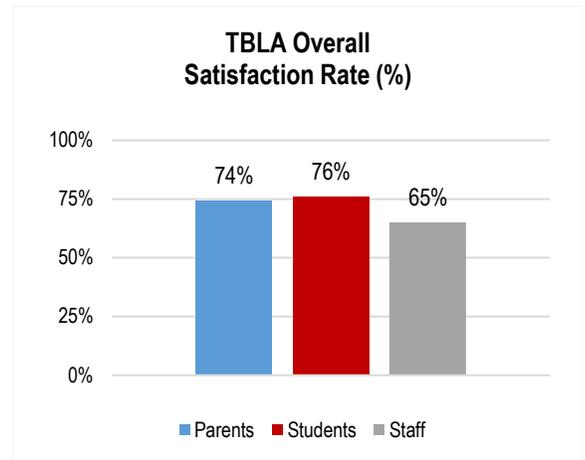
Is the school's educational program successful?		
Performance Targets	Does Not Meet Standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.
	Approaching Standard	The school presents concerns in a minimal number of the sub-indicators 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		AS
	Survey Participation		N/A

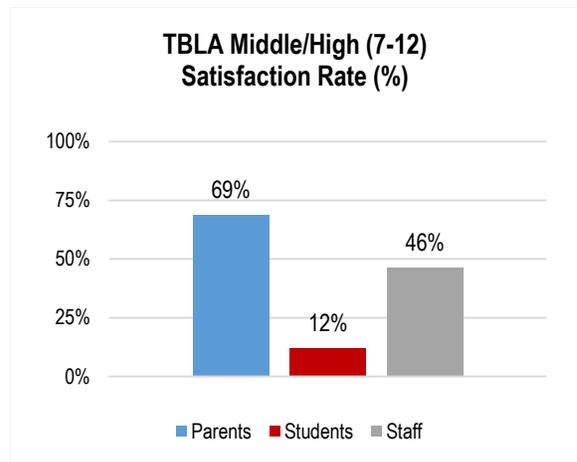
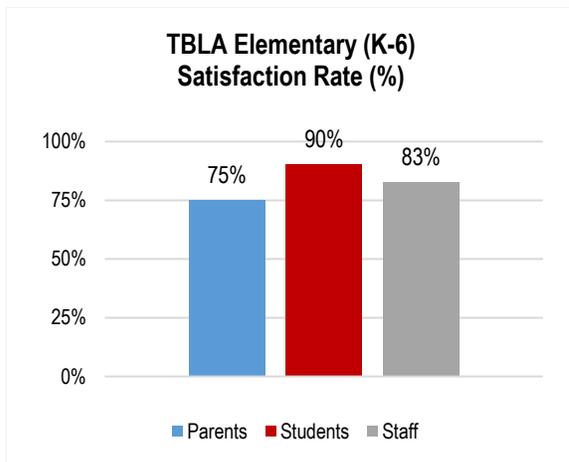
School-Wide Satisfaction: In order to gauge school-wide satisfaction amongst stakeholders, including parents, students and staff, Education One requires all of the schools in its portfolio to administer an annual survey, created and analyzed by a third party provider. The survey measures overall satisfaction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

The results of the third party survey indicated that TBLA **approaches standard** regarding communication with parents and students, with 74% of parents and 76% of students reporting overall satisfaction with the school.

In regards to communication with staff, only 65% of staff report satisfaction. The school **does not meet standard** in this sub-indicator.



The overall satisfaction rates were broken down by elementary and middle/high school campuses, as both buildings have different leadership teams and locations.



Overall, TBLA receives a rating of **Approaching Standard** according to their Accountability Plan Performance Rubric.

Survey Participation: While survey participation is not a metric that is calculated in the Accountability Plan Performance Rubric, understanding the survey's population size as well as sample size is valuable in determining the validity of the overall survey. A school's population size is 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 K-12			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size # of Respondents	% of Survey Participation
Parents*	772	407	52.7%
Students**	1049	592	56.4%
Staff	107	80	74.8%

*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

Survey Participation, cont.:

TBLA Survey Participation Elementary School Campus			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size # of Respondents	% of Survey Participation
Parents*	382	343	89.8%
Students**	508	485	95.5%
Staff	52	41	78.8%

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

TBLA Survey Participation Middle/High School Campus			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size # of Respondents	% of Survey Participation
Parents*	390	64	16.4%
Students**	541	107	19.8%
Staff	55	39	70.9%

*Please Note: The student group includes students in grades 7-12

Education One commends the elementary campus for the participation rates of all three stakeholders. This supports the validity in the results of their overall satisfaction rates. Education One would like to see an increased participation of at least 80% for all three stakeholders in future surveys conducted at the middle and high school campus, especially when students and staff are more within local control. 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?

Education One provides tiered support to its portfolio of schools to ensure that students and families are receiving the best possible educational experience. Education One believes the process for turn around, improvement, and maintaining quality practices happens through a differentiated, tiered approach to authorizing.

Tier I: High-Quality Authorization, Screening and Group Interventions

All schools within Education One's portfolio receive a foundation of high-quality authorization best practices to ensure that any difficulties seen at the school are not due to inadequate authorization. All schools are monitored to identify areas of improvement on a monthly basis through Monthly Site Visits and Monthly Reporting Requirements that monitor the status of the school's Accountability Plan and documents academic, board governance, and financial processes.

All schools receive supplemental authorization support in identified areas of improvement based off the continuous monitoring through Mid-Month Accountability Visits that provide schools an opportunity to collaborate with the Education One Team on school-specific initiatives. Schools not showing adequate progress in Tier I are moved to Tier II. Inadequate progress is receiving a rating of "Does Not Meet Standard" in academics, board governance, or finance on the school's Annual Review.

Tier II: Targeted Interventions

Schools not making adequate progress in Tier I are provided with increasingly rigorous support to match their needs on the basis of levels of performance on the Annual Review and rates of progress from the Monthly Site Visits and Monthly Reporting Requirements. A School Improvement Plan will be created, identifying areas of improvement, goals, strategies to be implemented to support the goals created, and a timeline for application of the strategies identified. The Education One Team and School Leadership Team will collaborate and create the School Improvement Plan together to ensure the plan is rigorous and that the team has the capacity to carry out the plan.

The intensity of support will vary in frequency and duration based on the team's ability to implement the identified strategies. The school will have one academic year to implement the School Improvement Plan to show progress in their area of growth. Schools that move out of the "Does Not Meet Standard" rating on the next Annual Review will move back to Tier I. Schools that show progress towards the goals in their School Improvement Plan but maintain a "Does Not Meet Standard" rating on the next Annual Review will remain in Tier II. Schools that continue to have a rating of "Does Not Meet Standard" on the next Annual Review with little to no progress towards goals outlined in their School Improvement Plan will move to Tier III.

Tier III: Intensive Interventions and Comprehensive Evaluation

Schools not making adequate progress in Tier II are provided with increasingly intensive support to match their needs on the basis of levels of performance on the Annual Review, rates of progress from the Monthly Site Visits and Monthly Reporting Requirements, and lack of progress towards goals created in previous School Improvement Plan. The school will receive individualized, intensive interventions that target deficits through a specialized Emergency Accountability Plan. While each school has an Accountability Plan that monitors broad, best practices regarding academics, board governance, and finances, the Emergency Accountability Plan will be specific to the targeted deficits, including implementation components and timelines that are non-negotiable. Schools that meet the desired level of progress will be moved back to Tier II with the implementation of a School Improvement Plan to ensure progress towards meeting standard continues. If schools do not achieve the desired level of progress, within the allotted period, in response to these targeted interventions, the school may be referred for a comprehensive evaluation and considered for nonrenewal or closure.

Overall, 2018-19 was a challenging year for Thea Bowman Leadership Academy; however, Education One commends the school for the following:

- Improved stability in key leadership positions
- Continued collaboration between Education One and school leadership team
- Improved processes and procedures as it relates to the guidance department, class scheduling, and preparing students for graduation and beyond

Throughout the 2018-19 school year, TBLA struggled with implementing rigorous academic programs, effective disciplinary procedures, and school climate and culture.

Education One understands the time needed for turnaround of a school, especially when a new EMO and Governing Board are constituted. Education One provided that time for the two entities to establish foundational components that had been previously missing. Unfortunately, TBLA has received a rating of Does Not Meet Standard in Academic Performance during its tenure with Education One and will require Tier III support moving into the 2019-20 school year. This will include an Emergency Accountability Plan with implementation components and timelines to target observed deficits that are non-negotiable. Monitoring of this plan will occur bi-monthly, in conjunction with the school's Accountability Plan Performance Rubric. Non-compliance with this plan, or the untimely submission of documentation to Education One, could result in revocation of the school's charter agreement.

Improvement in the following areas is required for the 2019-20 school year:

- Data driven discussions and decision making involving multiple stakeholders
- Implementation of best practices as it pertains to academic growth; specifically providing students with instruction that is challenging, rigorous, and differentiated
- Collaboration and effective communication with parents, students, and staff
- Processes and procedures related to attendance
- Processes and procedures for developing and supporting staff on school-wide expectations surrounding instruction, classroom management, discipline, and communication with students and parents