



2019-20 ANNUAL REVIEW

THEA BOWMAN LEADERSHIP ACADEMY

Evaluated By:

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Education One, L.L.C.

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OVERVIEW

In order to ensure its schools are operating at the highest level possible, Education One conducts an Annual Review for 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 during regularly scheduled monthly meetings. Through continuous monitoring, Education One is able to identify trends in data over time, address key areas of concern, and highlight key areas of success on a more frequent basis. While the 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 is then posted on Education One's website, www.education1.org, for public viewing. Additionally, Education One compiles the Annual Reviews to provide the overall performance of its portfolio. This Education One Performance Report can also be found linked with the Annual Reviews of each school.

Part I: Academic Performance

The Academic Performance review gauges the academic success of the school in serving its target populations and closing achievement gaps. Part I of this review consists of various sub-indicators designed to measure success of local, state, and federal academic guidelines and goals. All sub-indicators are noted in the school's Accountability Plan Performance Framework.

Overall Rating	Year 1	Year 2	Year 3
	2019-20	2020-21	2021-22
	Does Not Meet Standard		

Is the school's educational program successful?	
Performance Targets	<p style="text-align: center; color: #003366;">Exceeds Standard</p> <p>The school consistently and effectively complies with and presents no concerns in the sub-indicators below.</p>
	<p style="text-align: center; color: #006633;">Meets Standard</p> <p>The school complies with and presents no concerns in the sub-indicators below.</p>
	<p style="text-align: center; color: #cc9900;">Approaching Standard</p> <p>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.</p>
	<p style="text-align: center; color: #cc0000;">Does Not Meet Standard</p> <p>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.</p>

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

Instruction: Education One measures and evaluates Instruction on a monthly basis during regularly scheduled site visits where classroom observations are conducted, assessing the following sub-indicators:

- Instructional delivery possesses the appropriate level or rigor;
- Instructional activities use differentiated strategies to meet the individual needs of most learners;
- Checks for understanding are appropriately implemented throughout the lesson;
- Students receive timely, growth oriented feedback from the teacher to improve their instructional practices;
- Classroom management supports content delivery;
- Techniques are implemented to increase active engagement of most learners;
- Instruction is based on core learning objectives; and
- The curriculum is implemented according to its design.

During the 2019-20 school year, Education One implemented a new system for calculating instructional ratings, in order to provide all stakeholders with a more accurate method for determining how effectively a school is delivering instruction. Within this new system, schools receive points ranging from 1 to 4 in each of the sub-indicators noted above. Those points are then weighted based on the effect size of each sub-indicator on overall student achievement and growth. The school's rating for the month is based on the sum of the weighted points. The rubric for Instruction, found in the Accountability Plan Performance Framework, is as follows:

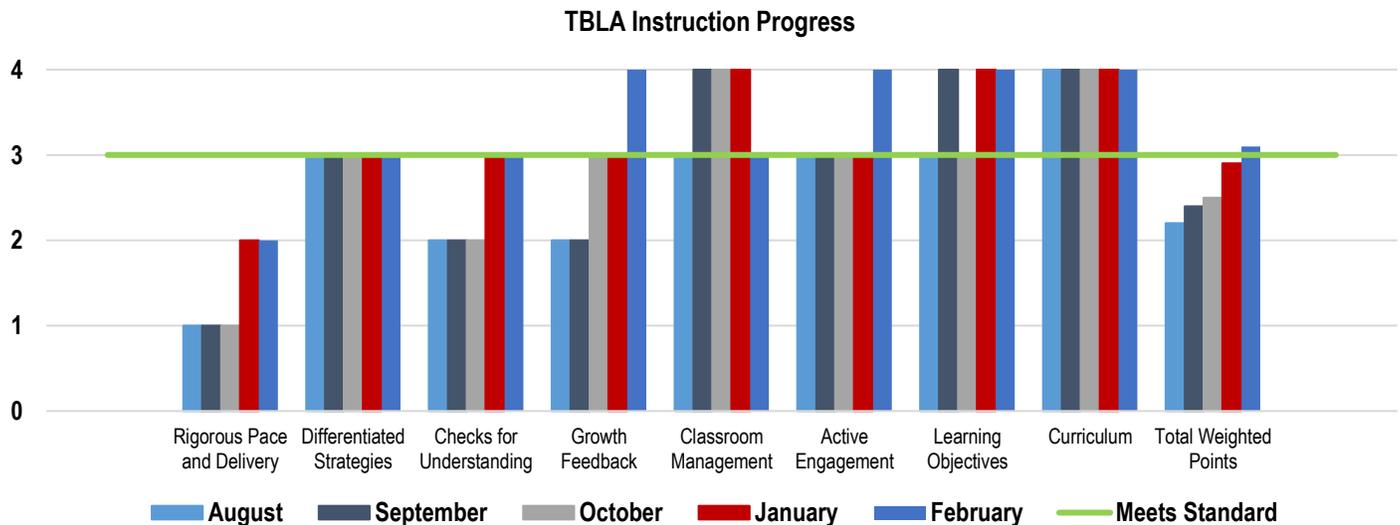
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school receives a score of 4.	The school receives a score within the range of 3.0-3.9.	The school receives a score within the range of 2.0-2.9.	The school receives a score within the range of 1.0-1.9.

The following table shows data collected during routine monthly site visits throughout the 2019-20 school year. The data indicates the percentage of classrooms that showed a concern in each sub-indicator as well as the points that were received for that month. Boxes highlighted in yellow indicate a best practice that was a concern in at least half of the classrooms observed. These areas of focus and improvement were documented and shared with the school's board of directors during regularly scheduled board meetings.

2019-20 Monthly Site Visit Percentage of Classrooms Showing a Concern									
	Rigorous Pace and Delivery	Differentiated Strategies	Checks for Understanding	Growth Feedback	Classroom Management	Active Engagement	Learning Objectives	Curriculum	Total Pts
Aug.	51.3%	12.8%	41.0%	41.0%	10.3%	20.5%	12.8%	0.0%	2.2
Sept.	55.6%	19.4%	41.7%	33.3%	2.8%	22.2%	5.6%	2.8%	2.4
Oct.	57.6%	24.2%	33.3%	30.3%	3.0%	30.3%	21.2%	3.0%	2.5
Nov.	No Site Visit Scheduled Due to Thanksgiving and Winter Breaks								
Dec.									
Jan.	45.7%	11.4%	28.6%	20.0%	5.7%	20.0%	5.7%	2.9%	2.9
Feb.	35.0%	25.0%	10.0%	5.0%	10.0%	0.0%	0.0%	0.0%	3.2
Mar.	No Site Visits Due to Statewide School Closures and Implementation of Remote Learning								
Apr.									
Avg.	49.0%	18.6%	30.9%	25.9%	6.4%	18.6%	9.1%	1.7%	2.9

Due to COVID-19, schools across the state have been closed by the Governor, in order to ensure the safety of Indiana teachers and students. From March 2020, through the end of 2019-20 school year, Education One schools are now implementing remote learning. Therefore, scheduled site visits for March and April were cancelled. However, because Education One conducts routine monthly monitoring and oversight visits at each of our schools, instructional data for each school was collected between the months of September-February. The graph on the following page illustrates the progress

of each sub-indicator throughout the year based on the percentage of classrooms that showed a concern. Consistent with the Instruction rubric, an area receiving a minimum of a '3' would be meeting standard for that month.



Based on the qualitative and quantitative evidence collected throughout the 2019-20 school year, Thea Bowman Leadership Academy (TBLA) receives a rating of **Approaching Standard** according to their Accountability Plan Performance Framework. Education One commends the school on being on the higher end of the Approaching Standard range and so close to performing in the Meets Standard range.

Attendance Rate: Starting at the age of seven, students in Indiana are required to attend school regularly. The Indiana Department of Education (IDOE) 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. The rubric for Attendance Rate is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
	The school's attendance rate is 95.0% or greater.	The school's attendance rate is between 90.0 and 94.9%.	The school's attendance rate is less than 90.0%.

The table identifies the average attendance rate per grade level and the school's overall average attendance. TBLA has an average attendance rate of 91%, and thus, is **Approaching Standard** according to their Accountability Plan Performance Framework.

Legacy Data (Benchmark Assessment):

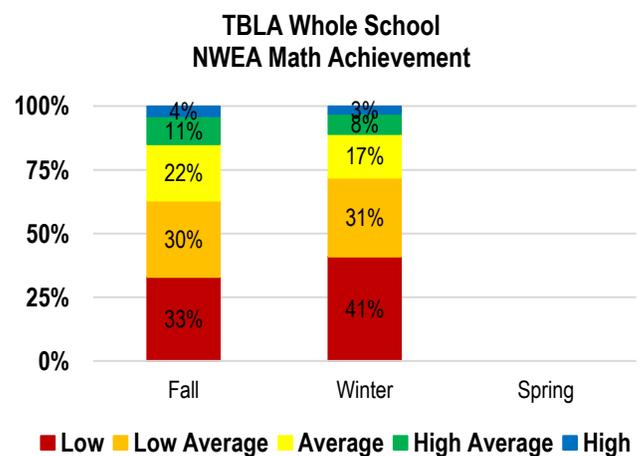
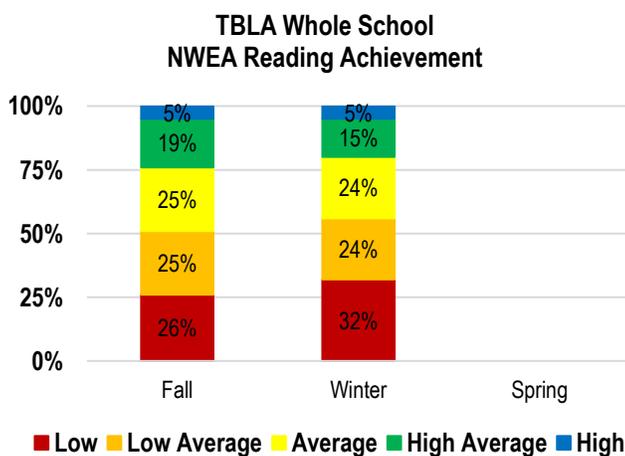
Education One requires all schools in its portfolio to measure student progress multiple times throughout the school year using a tool selected by each individual school. TBLA utilized the Northwest Evaluation Association (NWEA) tool Measures of Academic Progress (MAP) during the 2019-20 school year. This computer

Attendance Breakdown					
Kindergarten	94%	✗	Seventh Grade	89%	✗
First Grade	94%	✗	Eighth Grade	93%	✗
Second Grade	95%	✓	Ninth Grade	87%	✗
Third Grade	95%	✓	Tenth Grade	92%	✗
Fourth Grade	93%	✗	Eleventh Grade	85%	✗
Fifth Grade	95%	✓	Twelfth Grade	93%	✗
Sixth Grade	95%	✓	Overall Average	91%	✗

adaptive assessment assesses students in reading and math and is aligned to Common Core standards. The rubric for Legacy Data, using benchmark assessment data, is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
80.0% or more of legacy students demonstrated grade level proficiency according to benchmark assessment standards.	70.0-79.9% of legacy students demonstrated grade level proficiency according to benchmark assessment standards.	60-69.9% of legacy students demonstrated grade level proficiency according to benchmark assessment standards.	Less than 60.0% of legacy students demonstrated grade level proficiency according to benchmark assessment standards.

During the 2019-20 school year, the state of Indiana closed schools and implemented remote learning in March of 2020 due to a worldwide pandemic. Therefore, TBLA was only able to conduct testing during the fall and winter windows. Due to the lack of consistent instructional delivery implemented during the last quarter of the school's year compared to the first three quarters and the inability to complete spring testing, the school receives a rating of **Not Applicable** for the 2019-20 school year in both reading and math. The following graphs illustrate achievement of both legacy and non-legacy students in reading and math during the fall and winter testing windows, according to i-Ready.

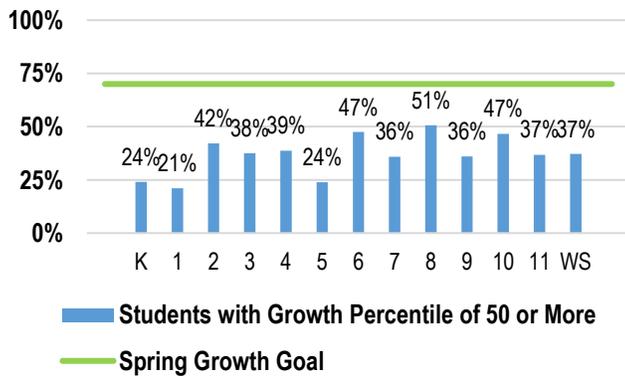


Value Added (Benchmark Assessment): When calculating Benchmark Assessment Value Added, Education One looks at students who had fall and spring scores to provide the school with growth data. The rubric for Value Added, using benchmark assessment data, is as follows:

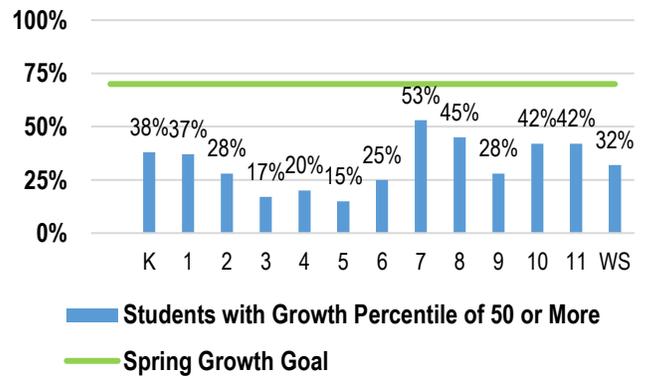
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
80.0% or more of students met or exceeded growth targets.	70.0-79.9% of students met or exceeded growth targets.	60.0-69.9% of students met or exceeded growth targets.	Less than 60.0% of students met or exceeded growth targets.

As noted above, the school was unable to complete spring testing, and therefore, does not have the data to show student growth from the beginning to the end of the school year. For this reason, the school receives a rating of **Not Applicable** for the 2019-20 school year in both reading and math. The graphs on the following page illustrate the growth students experienced between the fall and winter benchmark assessments.

**TBLA by Grade Level and Whole School
Fall to Winter NWEA Reading Growth**



**TBLA by Grade Level and Whole School
Fall to Winter NWEA Math Growth**



Special Education: In accordance with federal guidelines, Education One created specific sub-indicators to measure the school's ability to provide an equitable education to its students with disabilities. The school's effectiveness is based on the percentage of Special Education students who meet or exceed individual growth targets set by the school's benchmark assessment. A rating is provided for growth of these students in both reading and math. The rubric for growth of Special Education students, using benchmark assessment data, is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
70.0% or more of Special Education students met or exceeded growth targets.	60.0-69.9% of Special Education students met or exceeded growth targets.	50.0-59.9% of Special Education students met or exceeded growth targets.	Less than 50.0% of Special Education students met or exceeded growth targets.

Due to the lack of end of the year benchmark assessment data as mentioned in previous sections, the school receives a rating of **Not Applicable** in both reading and math.

English Language Learners: Similar to the Special Education sub-indicator, Education One created a sub-indicator for English Language Learners to ensure schools were providing access to equitable education opportunities, in accordance with federal law. This is measured by the percentage of English Language Learners who meet or exceed individual growth targets set by the school's benchmark assessment. A rating is provided for the growth of these students in both reading and math. The rubric for growth of English Language Learners, using benchmark assessment data, is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
70.0% or more of English language learner students met or exceeded growth targets.	60.0-69.9% of English language learner students met or exceeded growth targets.	50.0-59.9% of English language learner students met or exceeded growth targets.	Less than 50.0% of English language learner students met or exceeded growth targets.

Due to the lack of end of the year benchmark assessment data as mentioned in previous sections, the school receives a rating of **Not Applicable** in both reading and math.

Post-Secondary Support: Education One measures the quality of a high school's post-secondary support based on student preparation for post-secondary opportunities through challenging coursework, high expectations, material resources, including personnel guidance that are made available to support students in post-secondary options, and that graduation requirements meet or exceed graduation standard requirements for the state of Indiana. The rubric for Post-Secondary Support is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
	The school exhibits no concerns in the sub-indicator characteristics.	The school presents concerns in one of the sub-indicator characteristics.	The school presents concerns in two or more of the sub-indicator characteristics.

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 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.

College Preparation: Education One monitors the percentage of students who are prepared for postsecondary pursuits by achieving college and/or career credentials. These credentials include success completion of an approved industry certification; successful completion of at least three hours of college-level courses; a passing score on an Advance Placement exam; or a passing score on the International Baccalaureate exam. Graduating students included in the reporting are from the most recently finalized cohort. The rubric for College Preparation is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students prepared for college and/or careers is greater than the state average percentage.	The percentage of students prepared for college and/or careers is within 0-10.0% of the state average percentage.	The percentage of students prepared for college and/or careers is within 10.1-15.0% of the state average percentage.	The percentage of students prepared for college and/or careers is more than 15.0% away from the average state percentage.

TBLA does this through providing students with opportunities to take dual credit courses and earn industry-standard credentials. 67.1% of students in 2018-19 four-year graduation cohort met at least one of these criteria. 68.3% of graduating students in Indiana earned a college or career credential. With a difference of 1.2% compared to the state, TBLA **Meets Standard** according to their Accountability Plan Performance Rubric.

Graduation Rate: Across the state of Indiana, the Four Year Cohort Graduation Rate trend shows that 86.4% of students graduated high school in 2018-19. Education One compares the graduation rate of its schools to that of the state of Indiana. The rubric for Graduation Rate is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school's graduation rate, including students receiving a certificate of completion, is greater than the state's graduation rate.	The school's graduation rate, including students receiving a certificate of completion, is within 0.0-10.0% of the state's graduation rate.	The school's graduation rate, including students receiving a certificate of completion, is within 10.1-15.0% of the state's graduation rate.	The school's graduation rate, including students receiving a certificate of completion, is more than 15.0% away from the state's graduation rate.

The graduation rate for TBLA for the 2018-19 cohort was 76.6% while the state's average was 86.4%. With a difference of 9.8% from the state's average, the school receives a rating of **Meets Standard** according to their Accountability Plan Performance Rubric.

State Accountability Grade: In 2015-16, the state of Indiana implemented a new, student-centered accountability system to report school performance in the form of a letter grade. The framework includes three domains: performance, growth, and multiple measures. Each domain has its own indicators that make up a final score. The final scores are weighted accordingly to determine the final accountability grade. For more information, including the history of Indiana’s Student-Centered Accountability for the IDOE, visit: <http://www.doe.in.gov/accountability/indiana-student-centered-accountability>. Education One’s rubric for the State Accountability Grade is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school received an ‘A’ or ‘B’ for the most recent school year.	The school received a ‘C’ for the most recent school year.	The school received a ‘D’ for the most recent school year.	The school received an ‘F’ for the most recent school year OR received a ‘D’ for at least two or more consecutive years.

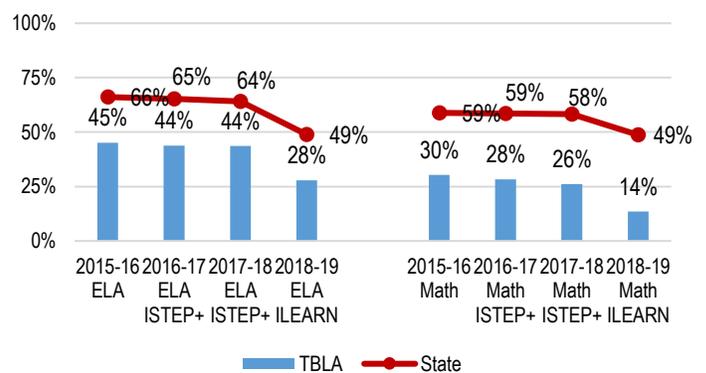
The Indiana Learning Evaluation Assessment Readiness Network (ILEARN) measures student achievement and growth according to the Indiana Academic Standards (IAS) and is the summative accountability assessment used to calculate the performance and growth domains for the state’s accountability grade. ILEARN was first implemented during the 2018-19 school year, replacing ISTEP+, which had previously been used to assess achievement levels and growth of the IAS that were adopted in 2014. Unfortunately, the state does not release state assessment results until well into the following school year, meaning all sub-indicators that utilize state assessment data are indicative of the previous school year. Therefore, the State Accountability Grade represents the 2018-19 school year.

The state of Indiana saw a decrease in overall student achievement of 11.8% in English/Language Arts and 19.7% in Mathematics in grades three through eight after the first execution the ILEARN assessment. This was likely due to combination of the rigors associated with the new assessment and newly established performance cuts. Legislation was passed in early 2020 to hold schools harmless for 2019 and 2020 ILEARN results. Information regarding the IDOE’s rationale for lower achievement rates can be found here: <https://www.doe.in.gov/news/indiana-department-education-releases-spring-2019-ilearn-results>.

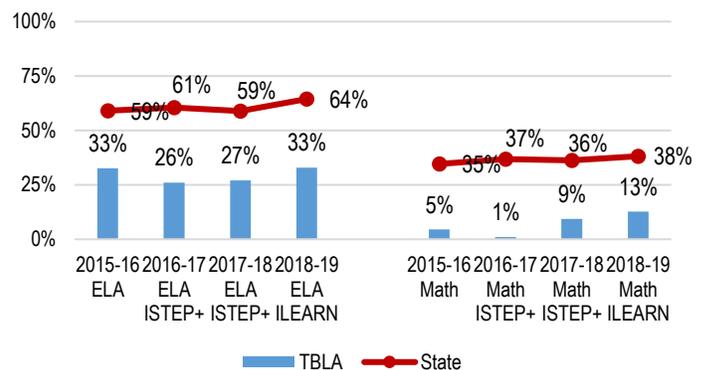
Due to hold harmless, schools will keep the accountability grade they earned from 2018-19. By maintaining an accountability grade of a ‘D’ for more than one academic year, TBLA receives a rating of **Does Not Meet Standard**.

State Assessment Participation Rate: The participation rate describes the percentage of students who completed the state mandated summative assessment. It is used for state and federal reporting and accountability determinations. The rubric for State Assessment Participation Rate is as follows:

Passing Percentage Compared to State of Indiana
Grades 3-8



Passing Percentage Compared to State of Indiana
Grades 10



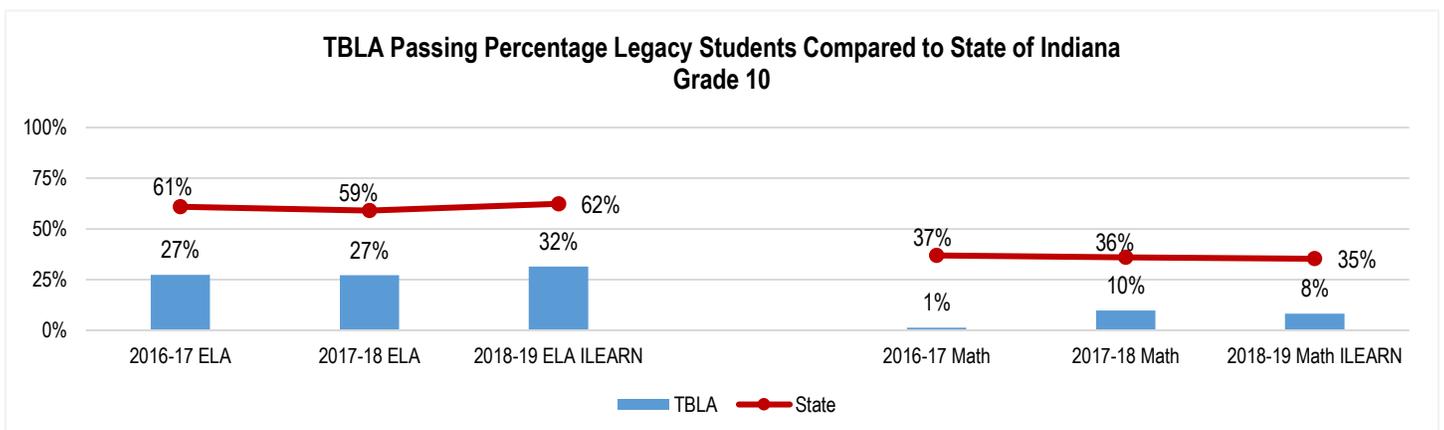
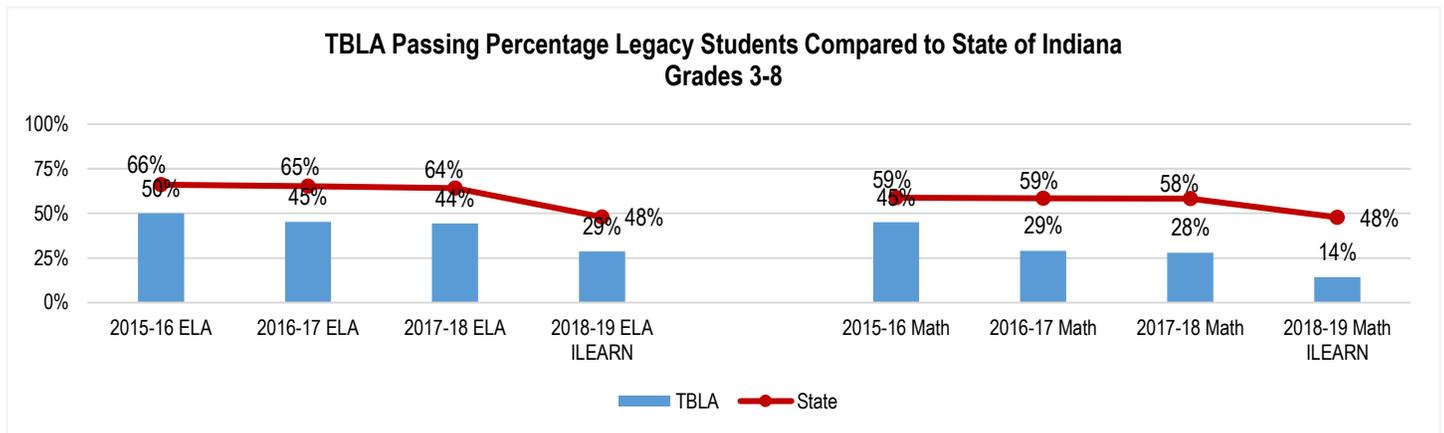
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
	95.0-100% of students enrolled in testing grades participated in the most current state summative assessment.	85.0-94.9% of students enrolled in testing grades participated in the most current state summative assessment.	Less than 85.0% of students enrolled in testing grades participated in the most current state summative assessment.

TBLA had an average participation rate of 98.0% on the 2019 ILEARN assessment for both English/Language Arts and Math and receives a rating of **Meets Standard**.

Legacy Data (State Summative Assessment): When calculating legacy data utilizing state summative assessment results, Education One looks at students who have been enrolled for two or more years and how the achievement results of this group of students compare to the state’s overall results. The rubric for Legacy Data (State Summative Assessment) is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The passing percentage of legacy students is greater than the state passing percentage.	The passing percentage of legacy students is within 0-10.0% of the state passing percentage.	The passing percentage of legacy students is within 10.1-20.0% of the state passing percentage.	The passing percentage of legacy students is more than 20.0% from the state passing percentage.

The corresponding chart shows trend data for legacy students’ achievement percentages compared to the state’s during the time that Education One has authorized TBLA. Note that there was a change in assessments during the 2018-19 school year.



English/Language Arts: The passing percentage for Indiana as a whole on the state’s summative assessment was 47.9% in English/Language Arts for students in grades three through eight. TBLA’s third through eighth grade legacy students had a passing rate of 28.7%. The passing percentage for Indiana as a whole on the state’s summative assessment was 62.4% in English/Language Arts for students in tenth grade. TBLA’s tenth grade legacy students had a passing rate of 29.2%. While legacy students in grades three through eight would have been **approaching standard** with a difference of 19.2% from the state’s passing percentage, legacy students taking ISTEP+ 10 passed at a rate of 30.9% below the state passing rate. The weighted average of legacy students passing the state summative assessment was 20.8% from the state’s passing percentage. Therefore, the school receives a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric. Education One commends the school for closing the gap and being closer to Approaching Standard.

Mathematics: The passing percentage for Indiana as a whole on the state’s summative assessment was 47.8% in math for students in grades three through eight. TBLA’s third through eighth grade legacy students had a passing rate of 14.2%. The passing percentage for Indiana as a whole on the state’s summative assessment was 35.3% in math for students in tenth grade. TBLA’s tenth grade legacy students had a passing rate of 8.2%. With a difference of 33.6% and 27.1% from the state’s passing percentages, the school receives a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric. The weighted average of legacy students passing the state summative assessment was 32.9% from the state’s passing percentage

Value Added (State Summative Assessment): 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>.

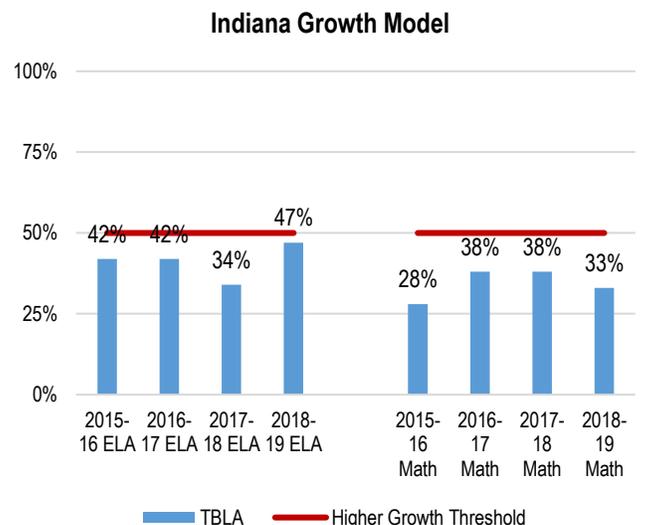
Education One measures the median growth percentile of students achieving growth in both English/Language Arts and Math to ensure that students are making adequate or substantial gains over time in comparison to whether or not students are considered proficient on the state assessment. The rubric for Value Added (State Summative Assessment) is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school’s Median Growth Percentile was 75 or more (top quartile).	The school’s Median Growth Percentile was between 50 and 74.9.	The school’s Median Growth Percentile was between 25 and 49.9.	The school’s Median Growth Percentile was less than 25 (bottom quartile).

English/Language Arts: In 2018-19, 47% of TBLA students outgrew their peers at the same achievement level in English/Language Arts, which earns them a rating of **Approaching Standard** on their Accountability Plan Performance Framework.

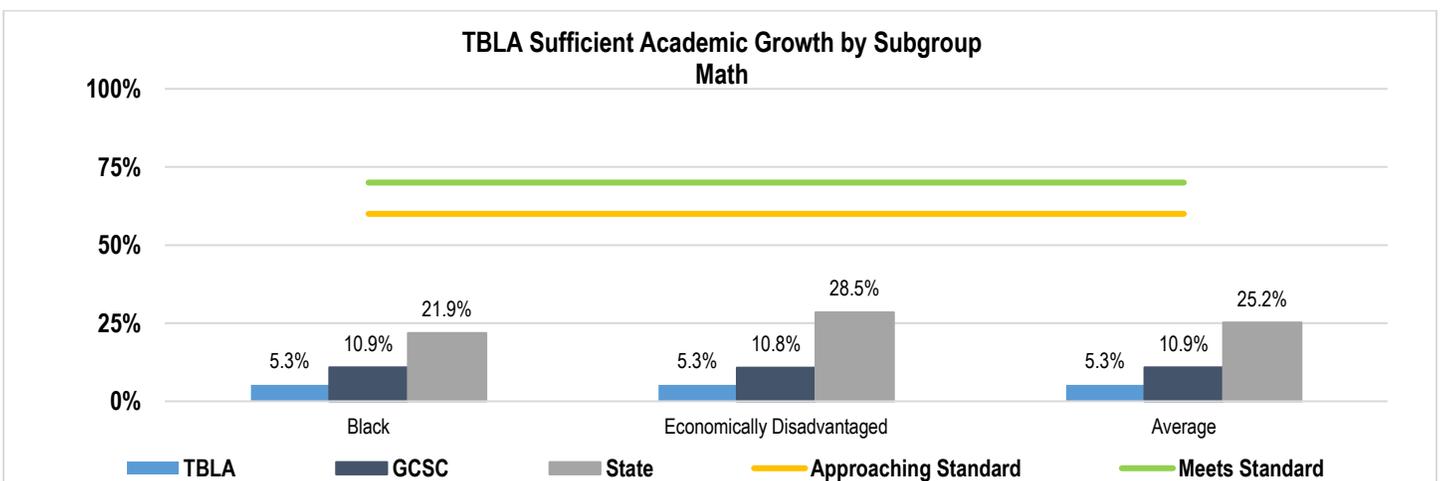
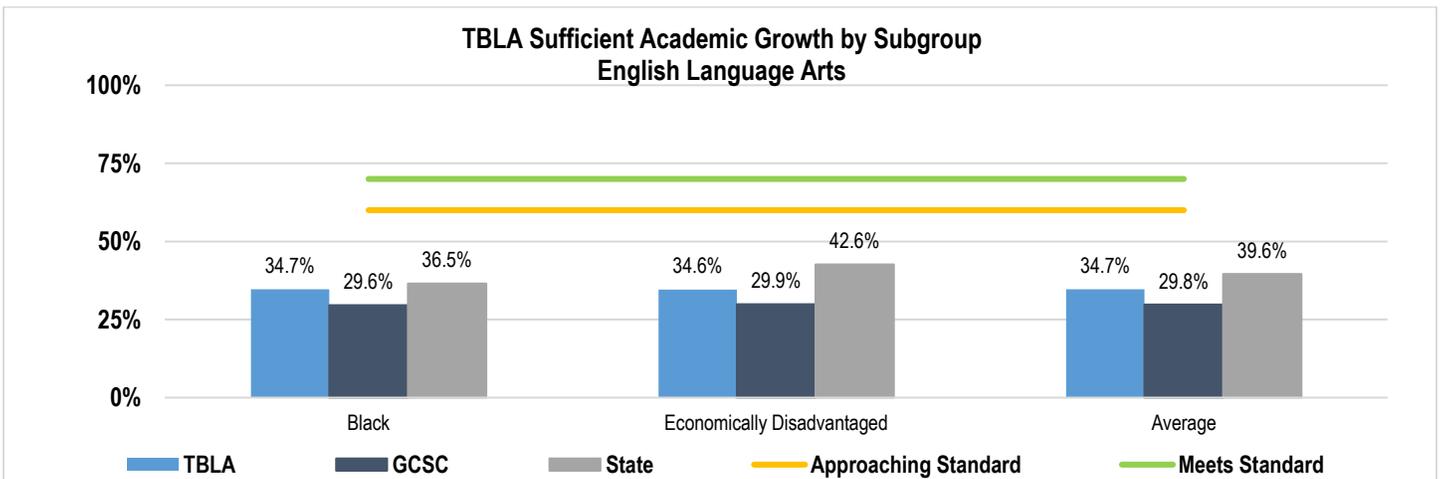
Math: In 2018-19, 33% of TBLA students outgrew their peers at the same achievement level in Math, which earns them a rating of **Approaching Standard** on their Accountability Plan Performance Framework.

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 rubric for Subgroup Growth to Proficiency is as follows:



Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The average percentage of student subgroups making sufficient academic growth to achieve, maintain, or exceed proficiency is 80.0% or more.	The average percentage of student subgroups making sufficient academic growth to achieve, maintain, or exceed proficiency is between 70.0-79.9%.	The average percentage of student subgroups making sufficient academic growth to achieve, maintain, or exceed proficiency is between 60.0-69.9%.	The average percentage of student subgroups making sufficient academic growth to achieve, maintain, or exceed proficiency is less than 60%.

The subgroups identified for TBLA based off 2018-19 state testing data were Black and Economically Disadvantaged. The average percentage of subgroups making sufficient growth in English/Language Arts of 34.7% and in Math 5.4%, the school receives a rating of **Does Not Meet Standard** according to their Accountability Plan Performance Framework. The following graphs illustrated the growth of each subgroup in English/Language Arts and Math, comparing the school with the local school districts and the state. It should be noted that the growth percentages for the local school district and the state in each subgroup and overall average would also be rated as Does Not Meet Standard. However, Education One commends TBLA for outperforming the school district in every subgroup and the overall average in English/Language Arts.



Comparison to Local Schools: Education One compares its schools to surrounding schools that serve students with similar demographics and are within 10 miles of the school’s location to ensure the charter school is providing a quality choice to the

community. The following local school comparison was used to compare the results of the spring 2019 ILEARN assessment. Therefore, 2018-19 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). The rubric for Comparison to Local Schools is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
	The school's overall performance in proficiency and growth outpaces comparison schools 75.0-100% of the time.	The school's overall performance in proficiency and growth outpaces comparison schools 50.0-74.9% of the time.	The school's overall performance in proficiency and growth outpaces comparison schools less than 50% of the time.

The following table identifies the performance measures that TBLA outperformed, which are highlighted in green. TBLA outperformed local schools in 13 of 32 possible areas of comparison. Therefore, TBLA receives a rating of **Does Not Meet Standard** according to their Accountability Plan Performance Rubric.

School Name	E/LA Pass	Math Pass	E/LA Growth	Math Growth
Thea Bowman Leadership Academy (3-8)	27.9%	13.5%	34.6%	5.3%
21 st Century Charter School of Gary	17.5%	16.9%	31.3%	15.1%
Beveridge Elementary School	9.7%	10.1%	31.0%	27.4%
Daniel Hale Williams Elementary	16.3%	16.3%	30.9%	33.3%
Aspire Charter Academy	35.0%	25.5%	54.2%	20.7%
Gary Lighthouse Charter School	22.2%	23.4%	44.6%	35.8%

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

School Name	E/LA Pass	Math Pass	E/LA Growth	Math Growth
Thea Bowman Leadership Academy (10)	32.9%	12.7%	32.3%	7.7%
21 st Century Charter School of Gary	42.9%	12.7%	38.9%	8.8%
West Side Leadership Academy	35.1%	21.3%	33.8%	18.2%
Gary Lighthouse Charter School	28.0%	18.5%	18%	3.0%

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

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 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 compares its schools' passing percentage after both rounds of testing to the passing percentage of the state. The rubric for Subgroup Growth to Proficiency is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students receiving a passing score after both spring and summer assessments is greater than the state passing percentage.	The percentage of students receiving a passing score after both spring and summer assessments is within 0-10.0% of the state passing percentage.	The percentage of students receiving a passing score after both spring and summer assessments is within 10.1-20.0% of the state passing percentage.	The percentage of students receiving a passing score after both spring and summer assessments is greater than 20.0% of the state passing percentage.

TBLA had a total passing rate of 84.4% passing IREAD-3. The state of Indiana’s passing percentage in 2018-19 was 87.3%. With a difference of 2.9% from the state’s passing percentage, the school receives a rating of **Meets Standard**.

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 rating 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>. The rubric for Federal Accountability Grade is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school received a rating of Exceeds Expectations.	The school received a rating of Meets Expectations.	The school received a rating of Approaches Expectations.	The school received a rating of Does Not Meet Expectation for the most recent school year OR received a rating of Approaches Expectations for at least two or more consecutive years.

TBLA received a rating of ‘Does Not Meet Expectations for the 2018-19 school year. This is the first year in which the school could receive such a grade. Thus, the school receives a rating of **Does Not Meet Standard** on their Accountability Plan Performance Framework.

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. The school’s English Language Learner program quality is assessed by the percentage of students who met their growth goal from state mandated assessments or achieved English language proficiency according to World-class Instructional Design and Assessment (WIDA). The rubric for English Language Proficiency Progress is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of ELL students that met growth goals or achieved proficiency is greater than 67.0%.	The percentage of ELL students that met growth goals or achieved proficiency is between 33.4 and 67.0%	The percentage of ELL students that met growth goals or achieved proficiency is between 25 and 33.3%	The percentage of ELL students that met growth goals or achieved proficiency is less than 25%.

The school will receive a rating of **Not Applicable** due to data suppression because of low student population.

Chronic Absenteeism: A student is considered a model attendee under the federal accountability guidelines by having an attendance rate 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. The rubric from Chronic Absenteeism is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The model attendee rate is greater than 82.5%.	The model attendee rate is between 69.2 and 82.5%.	The model attendee rate is between 58.7 and 69.1%	The model attendee rate is less than 58.7%.

TBLA had a model attendee percentage of 49.1%, giving the school a rating of **Does Not Meet Standard** on their Accountability Plan Performance Framework.

Part II: Financial Performance

The Financial Performance 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 various indicators designed to measure the overall financial viability of a school. All indicators are noted in the school's Accountability Plan Performance Framework.

Overall Rating	Year 1	Year 2	Year 3
	2019-20	2020-21	2021-22
	Approaching Standard		

Is the school's educational program successful?		
Performance Targets	Exceeds Standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below.
	Meets Standard	The school complies with and presents no concerns in the sub-indicators below.
	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.
	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.

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: Education One measures the capacity of the school’s financial management by the following characteristics:

- Submission of an annual audit that is timely, complete, and has identified no significant deficiencies or weakness with the school’s financial controls; and
- Submission of quarterly financial statements that are timely, complete, and able to be utilized to assess financial sub-indicators

These characteristics are observed on a quarterly basis as well as annually when new financial information is provided by the school and State Board of Accounts (SBOA). Information that is updated is shared out at regularly scheduled school board meetings. The rubric from Financial Management is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
	The school meets standard for both the financial audit and quarterly financial reporting requirements.	The school meets standard for either its financial audit or quarterly financial reporting requirements.	The school does not meet standard for either its financial audit or quarterly financial reporting requirements

As of the date of this report the audit for the 2019. 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 TBLA, regarding fiscal year 2019, 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 2019-20 school year on their Accountability Plan Performance Framework.

Enrollment Variance: Indiana calculates its state tuition support for schools one time per year. The rubric for Enrollment Variance is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
Actual enrollment is greater than the budgeted enrollment.	Actual enrollment is between 98.0 and 100% of the budgeted enrollment.	Actual enrollment is between 93.0 and 97.9% of budgeted enrollment.	Actual enrollment is less than 93.0% of budgeted enrollment.

According to the Indiana Department of Education, TBLA had an enrollment count of 1,081 students as of September 2019. 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 97% and, therefore, receives a rating of **Approaching Standard** on their Accountability Plan Performance Framework.

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 1.95 and therefore, the school receives a rating of **Meets Standard** on their Accountability Plan Performance Framework. The rubric for Current Ratio is as follows:

Meets Standard	Does Not Meet Standard
The current ratio is 1.10 or greater	The current ratio is less than 1.10

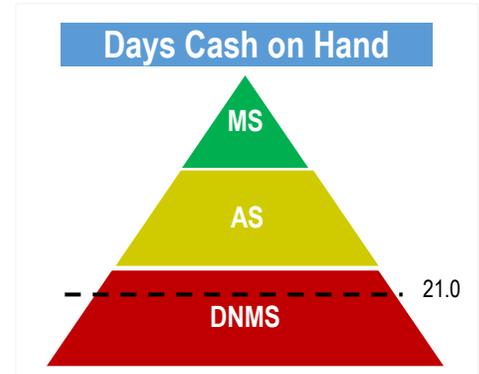
Days Cash: Additionally, Education One also calculates days cash on hand as an important measure of a charter school’s fiscal health. This metric indicates how many more days after June 30, 2020 the school would be able to operate. The rubric for Days Cash is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
	Days cash on hand is at least 90.0.	Days cash on hand is between 45.0 and 89.9.	Days cash on hand is less than 45.0.

Currently TBLA has 21.0 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 Framework.

Debt/Default Delinquency: This metric is determined by both the auditors' comments in the audited financial statements and contact with the school's creditors. The rubric for Debt/Default Delinquency is as follows:

Meets Standard	Does Not Meet Standard
The school is not delinquent or in default on any outstanding loans.	The school is delinquent and/or in default on any outstanding loans.



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: Education One monitors the school's debt to asset ratio on a quarterly basis, reporting out at the school's regularly scheduled board meetings. This ratio indicates the percentage of assets that are being financed with debt. The school **Does Not Meet Standard** according for the debt to asset ratio sub-indicator, with a ratio of 1.06. The rubric for Debt to Asset Ratio is as follows:

Meets Standard	Does Not Meet Standard
The debt to asset ratio is less than 0.90.	The debt to asset ratio is 0.90 or greater.

Debt Service Coverage: Education One monitors the school's debt service coverage ratio on a quarterly basis, reporting out at the school's regularly scheduled board meetings. This ratio is a measurement of the cash flow available to pay current debt obligations. The debt service coverage ratio for the 2019-20 school year was not available, as this is an interim year for TBLA. The rubric for Debt Service Coverage is as follows:

Meets Standard	Does Not Meet Standard
The debt service coverage ratio is at least 1.15.	The debt service coverage ratio is less than 1.15.

Part III: Organizational Performance

The Annual Governance and Leadership Review gauges the academic and operational leadership of schools. Part III of this review consists of various 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 indicators are noted in the school's Accountability Plan Performance Framework.

Overall Rating	Year 1	Year 2	Year 3
	2019-20	2020-21	2021-22
	Approaching Standard		

Is the school's educational program successful?		
Performance Targets	Exceeds Standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below.
	Meets Standard	The school complies with and presents no concerns in the sub-indicators below.
	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.
	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.

Sub-Indicator Ratings	Sub-Indicators	Rating
	Academic Leader Review	MS
	Governance	MS
	English Language Learner Compliance	N/A
	Special Education Compliance	AS
	Charter Accountability Reporting Requirements	MS

Academic Leader Review: Education One measures the quality of the school’s leadership team by looking at various characteristics, including experience, leadership stability, communication with stakeholders, clarity of roles and responsibilities, engagement in continuous improvement and addressing areas of concern, and consistently providing information to and consulting with the school’s board of directors.

Characteristics of a quality leadership team are observed during regularly scheduled site visits, communication with school leadership, and school leader reviews conducted by the governing board. These findings are reported to the school’s board of directors and leadership on a semester basis. To rubric for Leadership is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
	The school leader complies with and presents no concerns in the indicator characteristics.	The school leader presents concerns in a minimal number of indicator characteristics with a credible plan to address the issues.	The school leader presents concerns in a majority of the indicator characteristics and/or does not have a credible plan to address the issues.

During the 2019-20 school year, key leadership roles were inconsistent at both the local school level and support provided by TBLA’s CMO, Phalen Leadership Academies. While changes were made to improve upon the quality of leadership for TBLA as a whole, the lack of stability in this area from year to year continues to set the school back in its implementation of academic programming.

While irregularity has afflicted the middle/high campus, one key leader has remained consistent and that is School Leader Marisa Simmons, who has served the TBLA elementary campus for going on three years and was promoted to School Leader over the entirety of TBLA, K-12, during the second semester of the 2019-20 school year. This transition brought more consistency in programming, expectations, and communication to TBLA as a whole.

Ms. Simmons demonstrated the academic and leadership experience necessary to establish high expectations of staff and scholars. At the elementary campus, 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. Ms. Simmons worked hard to support teachers and staff at the middle/high campus to implement similar initiatives during the months of January and February, prior to the school closure due to COVID-19 pandemic.

The 2019-20 school year proved to be nothing short of extraordinary due to the worldwide pandemic that caused all schools across the state to implement remote learning plans. Ms. Simmons worked tirelessly with her leadership team, teachers, and staff to create structures to ensure that needs of families and scholars were met physically, mentally, emotionally, and academically.

A notable commendation of Ms. Simmons is her ability to communicate with both internal and external stakeholders on a regular basis through newsletters, board meetings, parent association meetings, and school sponsored events. The leadership team she was able to create engaged in a continuous process of improvement during Education One site and mid-month accountability visits, establishing systems to address areas of improvement in a timely manner. School Leader Simmons attended all board meetings and provided consistent and purposeful updates on the school’s academics, initiatives, and events.

Education One commends Phalen Leadership Academies for utilizing strong and successful academic leadership found at TBLA to bring on as a regional support person. Ms. Combs was able to utilize both her knowledge of academics as well as the history of TBLA to provide much needed organization and clarity to situations that needed improvement, specifically around the training and licensure needed of the middle/high school staff.

The current leadership team complies with and presents no concerns in the characteristics of this indicator. Despite stability in certain roles throughout the year, Ms. Simmons has been able to provide that stability during those transitional times. Therefore the school receives a rating of **Meets Standard** according to the Accountability Plan Performance Framework.

Governance: Education One measures the quality of a governing board by looking at various characteristics, including timely communication with Education One, a clear understanding of the mission and vision of the school, adherence to board policies and procedures, recruitment and selection of knowledgeable members who represent diverse skill sets, effective and transparent management of conflicts of interest, collaboration with school leadership, adherence to the charter agreement, quarterly board training for all members, and holding all meetings in accordance with Indiana Open Door Law.

Characteristics of quality board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the president and committees of the board. These findings are reported to the school's board of directors and leadership on a monthly basis. The rubric for Governance is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
	The governing board complies with and presents no concerns in the indicator characteristics.	The governing board presents concerns in a minimal number of indicator characteristics with a credible plan to address the issues.	The governing board presents concerns in a majority of the indicator characteristics and/or does not have a credible plan to address the issues.

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 2019-20 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.

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 5/7 members at each meeting or 71.4%. 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 Framework.

English Language Learner Compliance: To ensure that laws and requirements are being upheld and English Language Learner (ELL) students are being serviced appropriately, Education One conducts an ELL site visit on a quarterly basis and looks for evidence that ILP goals are established, current, appropriately communicated with the classroom teacher, and are implemented. The rubric for English Language Learner Compliance is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
	The school complies with all state and federal English Language Learner laws and provides appropriate documentation as evidence meeting each component.	The school presents concerns with documentation and/or compliance in a minimal number of indicator components and has a credible plan to address the issues.	The school presents concerns with documentation and/or compliance in a minimal or majority of the indicator components and/or provides no evidence of a credible plan to address the issues.

Due to the school's lack of ELL population, TBLA receives a rating of **Not Applicable** for this indicator.

Special Education Compliance: To ensure that laws and requirements are being upheld and students with special needs are being serviced appropriately, Education One conducts a special education site visit on a quarterly basis and looks for evidence that IEP goals are established, current, appropriately communicated with the classroom teacher, and are implemented. Similarly, the school must provide evidence that disciplinary actions are appropriate, legal, equitable, and fair as well as the percentage of disciplinary actions of SPED students does not exceed the percentage of students identified as SPED. The rubric for Special Education Compliance is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
	The school complies with all state and federal special education laws and provides appropriate documentation as evidence meeting each component.	The school presents concerns with documentation and/or compliance in a minimal number of indicator components and has a credible plan to address the issues.	The school presents concerns with documentation and/or compliance in a minimal or majority of the indicator components and/or provides no evidence of a credible plan to address the issues.

Education One's Compliance Officer visited and/or reviewed documents for TBLA in September, November, February, and May during the 2019-20 school year. The school received a rating of Meets Standard in September. However, in November school received the rating of Does Not Meet Standard, which led to a formal Special Education audit by Education One. The following areas of concern were noted:

- Communication of IEP accommodations to staff, both returning or newly hired;
- IEPs at the middle/high campus were not be revisited or revised for newly enrolled students to ensure accommodations and goals could be met by the school;
- Appropriate amount of time of inclusion support noted in IEPs was not being provided at the middle/high campus; and

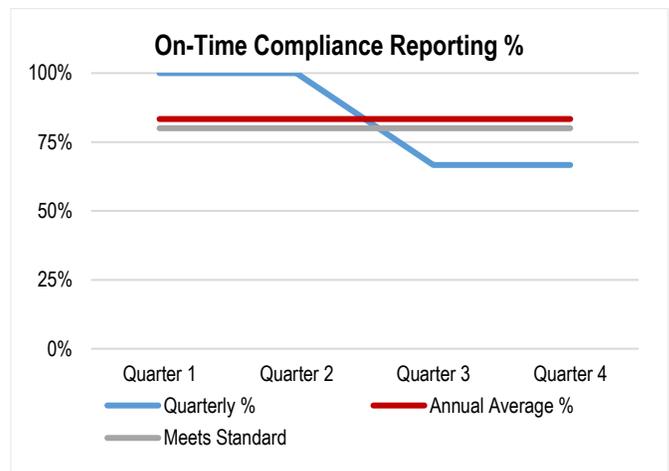
- Verbiage used in the IEPs didn't coincide with the school allowing students to choose when or if they go to the resource room.

The school was placed on a corrective action plan with various action steps to support school in creating processes and procedures to correct the four areas listed above. The leadership team and Special Education staff at TBLA was able to complete the action steps laid out in the corrective action plan. However, the school still received a rating of Does Not Meet Standard. It was not until the May compliance check where the evidence of the processes and procedures put in place were working to support the school in receiving a rating of Meets Standard. The school receives a rating of **Approaching Standard** knowing that there is a credible plan to address issues that were found during the 2019-20 school year.

Charter Accountability Reporting Requirements: Education One requires its schools to submit monthly reports consistent with state reporting and what is required of the authorizer to maintain according to legislation. The school is measured by timely submission of reports, compliance in terms of the school's charter, policies, and federal and state laws, proactive and productive collaboration with the board to meeting governance obligations, and participation during scheduled meetings with Education One. The rubric for Charter Accountability Reporting Requirements is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
	The school complies with and presents no concerns in the indicator characteristics.	The school presents concerns in a minimal number of characteristics and has a credible plan to address the issues.	The school presents concerns in a minimal or majority of characteristics and/or with no credible plan to address the issues.

During the 2019-20 school year, a PLA representative was primarily responsible for submitting compliance documents to Education One. Documents such as employee spreadsheets, board meeting minutes, academic data, and quarterly reports were submitted completely and mostly on 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. Ms. Simmons and her leadership team were consistently and actively engaged in meetings with Education One and maintained sufficient communication with Education One between scheduled meetings. Thus, TBLA receives a rating of **Meets Standard** according to their Accountability Plan Performance Framework.



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 indicators designed to measure how well a school is providing the appropriate conditions for stakeholder success. All indicators are noted in the school’s Accountability Plan Performance Framework.

Overall Rating	Year 1	Year 2	Year 3
	2019-20	2020-21	2021-22
	Not Applicable		

Is the school’s educational program successful?		
Performance Targets	Exceeds Standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below.
	Meets Standard	The school complies with and presents no concerns in the sub-indicators below.
	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.
	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.

Sub-Indicator Ratings	Sub-Indicators	Rating
	School-Wide Satisfaction	N/A
	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 rubric for School-Wide Satisfaction is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
	The average percentage of parents, students, and staff reporting overall satisfaction is at or above 80.0%.	The average percentage of parents, students, and staff reporting overall satisfaction is between 70.0 and 79.9%.	The average percentage of parents, students, and staff reporting overall satisfaction is less than 70.0%.

Due to the circumstances surrounding the worldwide pandemic and the school going to remote learning in March of 2020, the school was unable to provide a survey that would yield both the quality and quantity of responses to measure this indicator. Therefore, the school receives a rating of **Not Applicable**.

Survey Participation: While survey participation is not a metric that is calculated in the Accountability Plan Performance Framework, 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.

Due to the lack of survey data for the 2019-20 school year for reasons stated above, the school receives a rating of **Not Applicable** for this indicator.

Part V: Continuous Learning Plan

Starting in March 2020, Indiana school buildings were closed to traditional face to face instruction and remote learning was implemented throughout the state due to the worldwide COVID-19 pandemic. Eventually the governor of Indiana would close school buildings for the remainder of the school year, June 30, 2020. As a response to this extensive closure the Indiana Department of Education required all traditional public, public charters, and private schools to submit a Continuous Learning Plan (CLP) that covered the following areas:

- Delivery of Learning;
- Achievement and Attendance; and
- Staff Development

Thea Bowman Leadership Academy submitted their CLP by the deadline provided by the state and it was accepted by officials as written. The Education One team met with the leadership team of TBLA on a bi-weekly basis to support in the implementation of the plan and provide resources and feedback as needed.

Delivery of Learning: TBLA implemented a remote learning plan that combined digital and paper/pencil learning based of family wants and needs. Any resources that students and families needed in order to continue learning were provided by the school in a timely manner. TBLA continued to provide Special Education services based off of IEPs through telehealth initiatives and TBLA staff support. The leadership team and staff maintained transparent and consistent communication of expectations of remote learning with students and parents through various communications systems, emails, and outreach based on family feedback.

Achievement and Attendance: With the support of its CMO, Phalen Leadership Academies, TBLA teachers created standards based teaching videos that were uploaded to an eLearning website and used by students to continue their learning and progress towards achievement related to those grade level standards. Students without access to technology were provided with paper/pencil activities. Attendance was documented through the students' interaction with these various digital avenues and weekly check-ins with students and families. The school documented attendance at 73.7%.

Staff Development: Education One commends TBLA for utilizing this time to drive professional development not only in the CLP but also to further develop staff to improve upon general best practices and curriculum development. Staff meetings were held on a weekly basis but the leadership team also provided one-on-one support to teachers as needed.

Part VI: 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, 2019-20 was a challenging year for Thea Bowman Leadership Academy; however, Education One commends the school for the following:

- 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
- Response to COVID-19 closures in the midst of leadership restructuring and planning for the K-12 in one building conversion

Throughout the 2019-20 school year, TBLA struggled with implementing rigorous academic programs, effective disciplinary procedures, and school climate and culture, specifically in grades 7-12.

Education One placed TBLA in its third tier of support during the 2019-20 school year, requiring an Emergency Accountability Plan (EAP) with implementation components and timelines to target observed deficits that were non-negotiable. With instability in key leadership positions throughout the first semester and the move to remote learning due to the worldwide pandemic during the second, the implementation of the EAP was inconsistent. The school will continue to implement an EAP during the 2020-21 school year as it moves to a model of serving all K-12 students at one campus with one School Leader. Monitoring of this plan will occur on a weekly basis, in conjunction with the school's Accountability Plan Performance Framework. 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 2020-21 school year:

- Retaining teachers and staff to ensure programming can be consistently offered to students to fulfill graduation requirements and pathways
- Implement processes and procedures as it pertains to Special Education to ensure IEPs accommodations and goals are being met
- Implement best practices as it pertains to academic growth (focusing on math) to specifically provide students with instruction that is challenging, rigorous, and differentiated
- Track and analyze attendance data at all levels to identify ways in which to improve attendance
- Develop and support staff on school-wide expectations surrounding instruction, classroom management, discipline, and communication with students and parents