



2022-23 ANNUAL REVIEW

THEA BOWMAN LEADERSHIP ACADEMY

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Education One, L.L.C.

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Report 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 performance in each indicator found in the school's Accountability Plan Performance Framework (APPF). Indicators measure the school's Academic, Financial, and Organizational capabilities. Quantitative and qualitative data is gathered throughout the year from document submissions, routine site visits, assessment results, board meeting attendance, stakeholder meetings, and survey conclusions.

Evidence of each indicator's ratings is reported to the school's Board of Directors during regularly scheduled board meetings throughout the school year, when data is available. Through continuous monitoring, Education One is able to identify trends in data over time, address key areas of concern, and highlight successes on a more frequent basis. While the process involves significant time commitments, Education One believes that this high level of accountability, coupled with strong collaboration and partnerships, supports 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: School Board Chair, School Leader, and EMO/ESP/Superintendent, if applicable. A final copy of each school's Annual Review is posted on Education One's website, www.education1.org, for public viewing.

Part I: Academic Performance

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

Overall Rating for Academic Performance	Year 1	Year 2	Year 3	Year 4 (Extension)	Year 5 (Extension)	Year 6 (Extension)
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Does Not Meet Standard	Not Applicable	Does Not Meet Standard	Does Not Meet Standard		

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

Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Local Academic Performance	Instruction	AS	N/A	MS	AS		
	Attendance	AS	N/A	DNMS	AS		
	Post-Secondary Support	AS	AS	AS	DNMS		
	High School Graduation on Track	N/A	N/A	N/A	AS		
	Achievement on Benchmark Assessment: Reading	N/A	N/A	DNMS	DNMS		
	Achievement on Benchmark Assessment by Subgroup: Reading	N/A	N/A	DNMS	DNMS		
	Achievement on Benchmark Assessment: Math	N/A	N/A	DNMS	DNMS		
	Achievement on Benchmark Assessment by Subgroup: Math	N/A	N/A	DNMS	AS		
	Growth on Benchmark Assessment: Reading	N/A	N/A	AS	AS		
	Growth on Benchmark Assessment by Subgroup: Reading	N/A	N/A	DNMS	AS		
	Growth on Benchmark Assessment: Math	N/A	N/A	DNMS	MS		
Growth on Benchmark Assessment by Subgroup: Math	N/A	N/A	DNMS	AS			
State Academic Performance	Achievement on State Summative Assessment: Reading 3-8	DNMS	N/A	N/A	N/A		
	Achievement on State Summative Assessment: Reading 11	DNMS	N/A	N/A	DNMS		
	Achievement by Subgroup: Reading 3-8	N/A	N/A	N/A	N/A		
	Achievement by Subgroup: Reading 11	N/A	N/A	N/A	DNMS		
	Achievement on State Summative Assessment: Math 3-8	DNMS	N/A	N/A	N/A		

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
State Academic Performance, cont.	Achievement on State Summative Assessment: Math 11	DNMS	N/A	N/A	DNMS		
	Achievement by Subgroup: Math 3-8	N/A	N/A	N/A	N/A		
	Achievement by Subgroup: Math 11	N/A	N/A	N/A	DNMS		
	Growth on State Summative Assessment Reading	AS	N/A	N/A	N/A		
	Growth on State Summative Assessment by Subgroup Reading	N/A	N/A	N/A	N/A		
	Growth on State Summative Assessment Math	AS	N/A	N/A	N/A		
	Growth on State Summative Assessment by Subgroup Math	N/A	N/A	N/A	N/A		
	Comparison to Local Schools	DNMS	N/A	AS	DNMS		
	Reading Proficiency-Grade 3	MS	N/A	MS	ES		
	Graduation Rate	MS	MS	DNMS	DNMS		
	College and Career Readiness	MS	DNMS	N/A	N/A		
Federal Academic Performance	Federal Accountability Rating	DNMS	N/A	N/A	DNMS		
	Chronic Absenteeism	DNMS	MS	N/A	DNMS		
	Closing Achievement Gaps	N/A	N/A	N/A	N/A		
	Strength of Diploma	N/A	N/A	N/A	ES		

LOCAL ACADEMIC PERFORMANCE

Instruction: Education One measures and evaluates Instruction during regularly scheduled site visits. During these visits, classroom walkthroughs are conducted, assessing the appropriate implementation of the following instructional best practices:

- Instructional delivery possesses the appropriate level of rigor and relevance, whereas rigor is defined as complexity and relevance is defined as culturally affirming;
- 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 grade level standards; and
- The curriculum is implemented according to its design.

Classroom observation data is compiled to identify overarching trends across the school, both in commendations and recommendations. The school receives points (1-4) for each area observed based on the percentage of classrooms showing a concern. Points are then weighted based on the effect size the component has on student achievement and growth. The school's overall rating coincides with the sum of those weighted points. The rubric for Instruction is as follows:

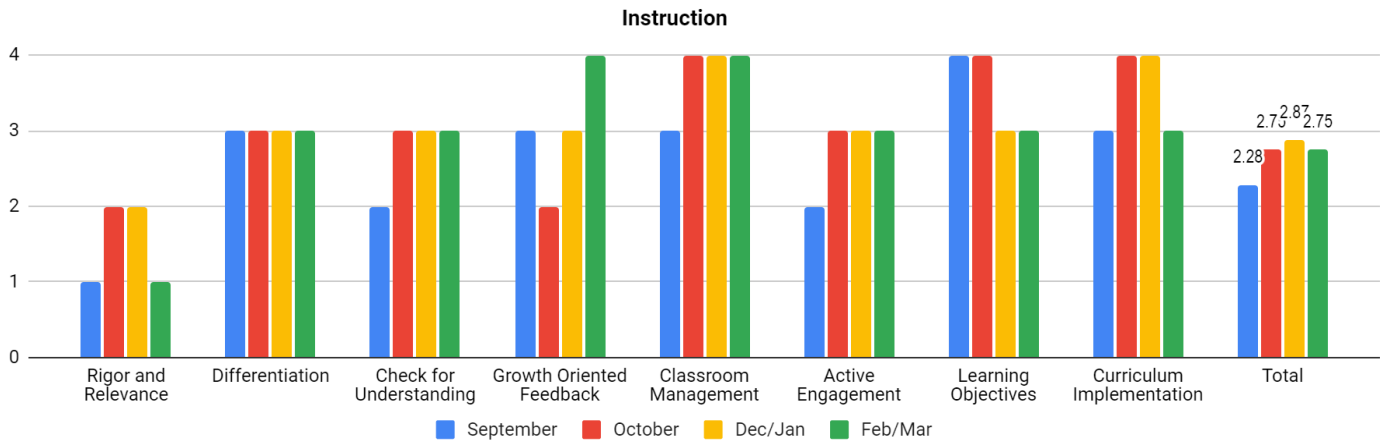
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school receives a score of 4.	The school receives a score within the range of 3.0-3.9.	The school receives a score within the range of 2.0-2.9.	The school receives a score within the range of 1.0-1.9.

The following table provides data collected throughout the 2022-23 school year and indicates the percentage of classrooms that showed a concern in each observable best practice. Boxes highlighted in yellow indicate an area that was a concern in at least a half of the classrooms observed and were recommended as areas of possible focus and/or improvement with the school's leadership team and Board of Directors during regularly scheduled site visits and board meetings.

The school was visited a total of six times throughout the 2022-23 school year. Due to the number of classrooms to observe, site visits in December and January, as well as February and March, were combined as one larger observation to include all grade levels in the rating to drive next steps.

2022-23 Site Visit Percentage of Classrooms Showing a Concern								
	Rigorous and Relevant Delivery	Differentiated Strategies	Checks for Understanding	Timely, Growth Feedback	Classroom Management	Active Engagement	Learning Objectives and Standards	Curriculum Implementation
Sept	59%	17%	41%	31%	10%	48%	3%	10%
Oct	37%	11%	15%	33%	0%	30%	7%	7%
Dec + Jan	41%	16%	31%	19%	0%	22%	9%	6%
Feb + Mar	57%	20%	30%	7%	0%	27%	10%	13%

The following graph illustrates the progress of each best practice 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.



Based on the qualitative and quantitative evidence collected throughout the 2022-23 school year, Thea Bowman Leadership Academy (TBLA) receives a rating of **Approaching Standard**, according to the school's Accountability Plan Performance Framework, with an average instructional rating of 2.7 points.

Attendance: 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 is as follows:

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

Attendance Breakdown					
Kindergarten	91%	✗	Seventh Grade	91%	✗
First Grade	89%	✗	Eighth Grade	94%	✗
Second Grade	91%	✗	Ninth Grade	93%	✗
Third Grade	90%	✗	Tenth Grade	94%	✗
Fourth Grade	86%	✗	Eleventh Grade	95%	✔
Fifth Grade	90%	✗	Twelfth Grade	89%	✗
Sixth Grade	91%	✗	Whole School	91%	✗
Key: ✔ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard					

Post-Secondary Support: Education One measures the quality of a high school's post-secondary support by looking for the following characteristics:

- Students are prepared for rigorous post-secondary opportunities through challenging coursework (e.g., Advance Placement courses, internships, independent study);
- Students are motivated and prepared for post-secondary academic opportunities through high expectations;
- Sufficient material resources and personnel guidance are available to students for post-secondary options, including dual-enrollment options; and
- Graduation requirements meet or exceed graduation standard requirements for the state of Indiana.

The rubric for Post-Secondary Support is as follows:

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

TBLA, with support from its educational service provider, Phalen Leadership Academies (PLA) has worked since the beginning of this charter term (2019-20) to streamline and increase opportunities and expectations for students in grades 9-12 in order to be successful post-graduation. The school is in partnership with various entities to provide dual credit course options for students and continues to implement Edmentum online learning program to supplement rigorous course materials, lessons, and experiences.

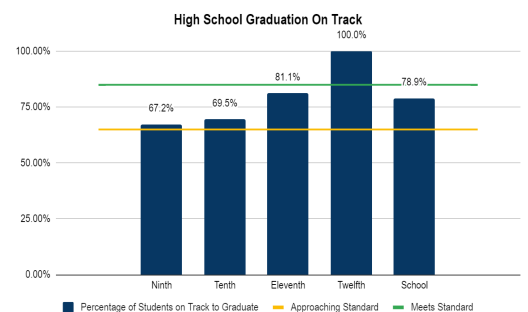
The appropriate foundational pieces are in place for rigorous student experiences and high expectations. However, the school continues to evidence a lack of programming that motivates and prepares students for postsecondary opportunities. In 2021, only 19.7% of students from the most recent grade 12 cohort passed an Advanced Placement exam or a dual credit course. This percentage has steadily decreased overtime since 2018, where the school saw 57% of students obtaining college and career coursework credentials.

The overall percentage of students who completed graduation pathway requirements was only 69.2%, indicating a lack of material resource and/or personnel guidance available to students. Similar to college and career coursework credentials, this percentage has also declined overtime, with 85% of students having completed graduation requirements in 2018. Based on these trends, the school presents concerns in two of the indicator characteristics and **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework.

High School Graduation On Track: Education One measures the school's ability to ensure students are earning the expected number and types of credits annually in order to graduate on time. Data is collected on a semi-annual basis to monitor this sub-indicator, however, the school receives an overall rating based on end of year data collection. The rubric for High School Graduation on Track is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students earning the expected number and type of credits in order to graduate on time is 85% or greater.	The percentage of students earning the expected number and type of credits in order to graduate on time is between 65.0 and 84.9%.	The percentage of students earning the expected number and type of credits in order to graduate on time is less than 65.0%.

At the time of this report, 78.9% of students earned the expected number and type of credits to graduate within four years. This is the first year Education One has collected data to measure the percentage of students on track to graduate. TBLA is **Approaching Standard**, according to the school's Accountability Plan Performance Framework.



Achievement on Benchmark Assessment: The success of the schools implementation of its educational model and programming is measured by analyzing the achievement results of legacy students attending the school. A legacy student is defined as having attended the school for a minimum of two years.

Education One requires all schools in its portfolio to measure student progress multiple times throughout the school year using an assessment tool selected by the school. TBLA utilized the Northwest Evaluation Association (NWEA) tool Measures of Academic Progress (MAP) during the 2022-23 school year. This computer adaptive assessment assesses students in reading and math and is aligned to grade level standards. Individual ratings for both reading and math achievement of legacy students are reported on an annual basis, utilizing end of year assessment results. The rubric for this sub-indicator is as follows:

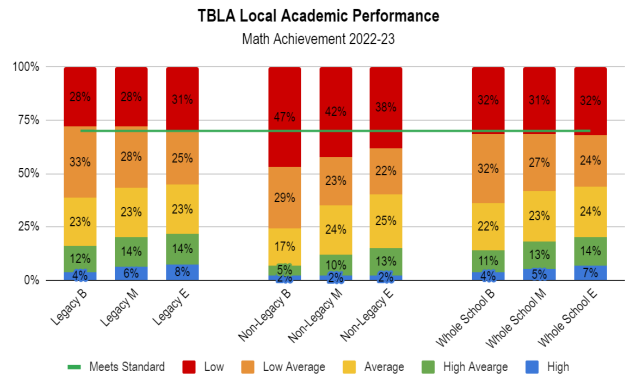
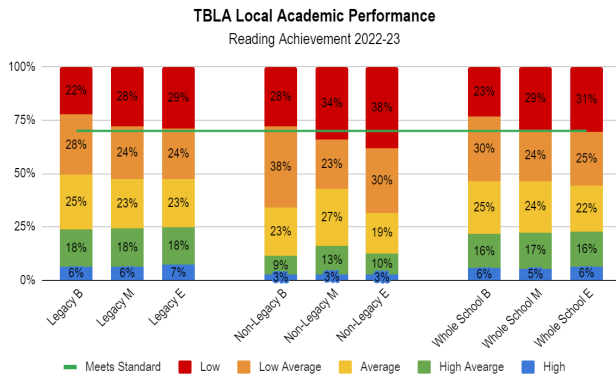
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
80.0% or more of legacy students demonstrated grade level proficiency according to benchmark assessment standards.	70.0-79.9% of legacy students demonstrated grade level proficiency according to benchmark assessment standards.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

During the 2022-23 school year, TBLA gave its benchmark assessment in the fall, winter, and spring. These results were consistently collected, analyzed, and discussed to identify areas of immediate improvement and/or celebration.

The 'Average,' 'High Average,' and 'High' categories signify students who demonstrated grade level proficiency. However, these categories represent percentile rankings. An increase in the percentage of students in these categories indicates that students outgrew their academic peers enough to obtain higher achievement scores. A decrease in the percentage of these categories would then signify that students did not grow enough to maintain similar achievement levels as their academic peers. It does not necessarily mean that students went backwards in their achievement.

At the beginning of the year, 49.4% of TBLA legacy students were performing on grade level in reading and 38.7% in math. The percentage of legacy students performing on grade level decreased by 2 points in reading but increased by 6 points in math. The following table and graphs illustrate the achievement of legacy students in reading and math for the 2022-23 school year, compared to their non-legacy peers and the school's overall achievement percentage.

		Reading			Math		
	Population %	BOY Achievement	EOY Achievement	Change	BOY Achievement	EOY Achievement	Change
Legacy Students	81%	49.4%	47.4%	-2.0	38.7%	44.7%	+6.0
Non-Legacy Students	19%	34.2%	31.6%	-2.5	24.1%	40.2%	+16.1
Whole School	100%	46.6%	44.5%	-2.1	36.0%	43.9%	+7.8



The following tables indicate the percentage of all students enrolled at TBLA, both legacy and non-legacy, by grade level and whole school, that met achievement targets on the end of the year benchmark assessment in reading and math.

Reading				
Grade Level	Number of Students	Number of Students with Average+ Achievement Status	Percentage of Grade Level Achievement	Achievement Target Rating
Kindergarten	44	28	64%	✘
First Grade	40	5	13%	✘
Second Grade	57	17	30%	✘
Third Grade	46	21	46%	✘
Fourth Grade	33	15	46%	✘
Fifth Grade	53	25	47%	✘
Sixth Grade	40	26	65%	✘
Seventh Grade	51	30	59%	✘
Eighth Grade	60	22	37%	✘
Whole School	424	189	45%	✘

Key: ✓ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard

Math				
Grade Level	Number of Students	Number of Students with Average+ Achievement Status	Percentage of Grade Level Achievement	Achievement Target Rating
Kindergarten	45	26	58%	✘
First Grade	40	15	38%	✘
Second Grade	58	31	53%	✘
Third Grade	47	34	72%	✔
Fourth Grade	44	16	36%	✘
Fifth Grade	54	18	33%	✘
Sixth Grade	58	17	29%	✘
Seventh Grade	63	22	35%	✘
Eighth Grade	63	27	43%	✘
Whole School	472	206	44%	✘

Key: ✓ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard

Reading: 47.4% of legacy students were considered proficient on the reading NWEA assessment. At this time last year, 42.7% of legacy students were considered proficient, an increase of 4.7 points. Education One commends the school for seeing a positive increase from the previous school year. However, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework.

Math: 44.7% of legacy students were considered proficient on the math NWEA assessment. At this time last year, only 23.9% of legacy students were considered proficient. Education One commends the school for an excellent increase of 20.8 points. The school, however, receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework.

Subgroup Achievement on Benchmark Assessment: Successful implementation of the educational model is also monitored by analyzing the results of the school's represented subgroups to ensure equitable opportunities are provided for all students enrolled and achievement gaps are closing. The school receives separate annual ratings in reading and math for each of the following subgroups with 20 or more students, based on benchmark assessment results:

- English Learner;
- Gender;
- Race;
- Socioeconomic Status; and
- Special Education

The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
<p>The percentage of students in the identified subgroup increased overall achievement by more than 15.0% from beginning of the year to end of the year.</p> <p style="text-align: center;">OR</p> <p>80.0% or more of students in the identified subgroup demonstrated grade level achievement at the end of the year, according to benchmark assessment standards.</p>	<p>The percentage of students in the identified subgroup increased overall achievement by 10.0-15.0% from beginning of the year to end of the year.</p> <p style="text-align: center;">OR</p> <p>70.0-79.9% or more of students in the identified subgroup demonstrated grade level achievement at the end of the year, according to benchmark assessment standards.</p>	<p>The percentage of students in the identified subgroup increased overall achievement by 7.5-9.9% from beginning of the year to end of the year.</p> <p style="text-align: center;">OR</p> <p>60-69.9% or more of students in the identified subgroup demonstrated grade level achievement at the end of the year, according to benchmark assessment standards.</p>	<p>The percentage of students in the identified subgroup increased overall achievement by less than 7.5% from beginning of the year to end of the year.</p> <p style="text-align: center;">OR</p> <p>Less than 60.0% of students in the identified subgroup demonstrated grade level achievement, according to benchmark assessment standards.</p>

The following table illustrates the achievement of each subgroup of students in reading and math for the 2022-23 school year, based on beginning and end of year assessment results. Data for subgroups with less than 20 students is suppressed for confidentiality purposes.

Subgroup Breakdown									
Subgroup	Pop. %	Reading				Math			
		% of BOY Grade Level Achievement Legacy Students	% of EOY Grade Level Achievement Legacy Students	Change	Achievement Target Rating	% of BOY Grade Level Achievement Legacy Students	% of EOY Grade Level Achievement Legacy Students	Change	Achievement Target Rating
Whole School	100%	49%	47%	-2	✗	39%	45%	+6	✗
Female	52%	51%	49%	-2	✗	40%	43%	+3	✗
Male	48%	47%	46%	-1	✗	37%	47%	+10	✔
Black	97%	49%	48%	-1	✗	39%	44%	+5	✗
Hispanic	2%	50%	25%	-25	✗	25%	38%	+13	✔
SPED	7%	24%	18%	-6	✗	8%	5%	-3	✗

Key: ✔ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard

Reading: Overall, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework. All subgroups had a rating of Does Not Meet Standard.

Math: Overall, the school receives a rating of **Approaching Standard**, according to the school's Accountability Plan Performance Framework. Male and Hispanic subgroups were rated as Meets Standard.

Growth on Benchmark Assessment: Education One analyzes the percentage of students who meet or exceed growth targets established by the school's benchmark assessment. Students included in this percentage took the benchmark assessment at the beginning and end of the year. The school receives separate annual ratings for both reading and math. The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
60.0% or more of students met or exceeded established growth targets.	50.0-59.9% of students met or exceeded established growth targets.	40.0-49.9% of students met or exceeded established growth targets.	Less than 40.0% of students met or exceeded established growth targets.

The following tables indicate the percentage of students that met growth targets by the end of the year benchmark assessment in reading and math.

Reading				
Grade Level	Number of Students	Number of Students Meeting Growth Target	Percentage of Students Meeting Growth Target	Growth Target Rating
Kindergarten	44	20	46%	✘
First Grade	37	1	3%	✘
Second Grade	57	23	40%	✘
Third Grade	47	22	47%	✘
Fourth Grade	33	19	58%	✔
Fifth Grade	53	29	55%	✔
Sixth Grade	40	25	63%	✔
Seventh Grade	51	33	65%	✔
Eighth Grade	60	28	47%	✘
Whole School	422	200	47%	✘
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard				

Math				
Grade Level	Number of Students	Number of Students Meeting Growth Target	Percentage of Students Meeting Growth Target	Growth Target Rating
Kindergarten	45	25	56%	✔
First Grade	39	10	26%	✘
Second Grade	58	30	52%	✔
Third Grade	47	35	75%	✔
Fourth Grade	44	19	43%	✘
Fifth Grade	54	21	39%	✘
Sixth Grade	58	33	57%	✔
Seventh Grade	63	35	56%	✔
Eighth Grade	63	43	68%	✔
Whole School	471	251	53%	✔
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard				

Reading: 47.4% of students met growth targets on the reading NWEA assessment, an increase of almost 7 points from the 2021-22 school year. TBLA receives a rating of **Approaching Standard**, according to the school's Accountability Plan Performance Framework.

Math: 53.3% of students met growth targets on the math NWEA assessment, an increase of 17 points from the previous school year. Education One commends the school for this incredible increase in percentage of students meeting their math growth targets. The school receives a rating of **Meets Standard**, according to the school's Accountability Plan Performance Framework.

Subgroup Growth on Benchmark Assessment: Growth is also measured through the lens of subgroups served at the school. The school receives separate annual ratings in reading and math for each of the following subgroups with 20 or more students, based on benchmark assessment results:

- English Learner;
- Gender;
- Race;
- Socioeconomic Status; and
- Special Education

The rubric for Subgroup Student Achievement on Benchmark Assessment is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
60.0% or more of students in the identified subgroups met or exceeded typical growth expectations.	50.0-59.9% of students in the identified subgroups met or exceeded typical growth expectations.	40.0-49.9% of students in the identified subgroups met or exceeded typical growth expectations.	Less than 40.0% of students in the identified subgroups met or exceeded typical growth expectations.

The following table illustrates the growth made by each subgroup of students in reading and math for the 2022-23 school year based on end of year assessment data and how those percentages rate against the indicator's rubric. Data for subgroups with less than 20 students is suppressed for confidentiality purposes.

Subgroup Breakdown					
Subgroup	Pop. %	Reading		Math	
		Percentage of Students Meeting Growth Target	Growth Target Rating	Percentage of Students Meeting Growth Target	Growth Target Rating
Whole School	100%	48%	✘	53%	✔
Female	52%	47%	✘	49%	✘
Male	48%	48%	✘	58%	✔
Black	97%	48%	✘	53%	✔
Hispanic	2%	50%	✔	57%	✔
SPED	7%	48%	✘	38%	✘
Key: ✔ = Exceeds Standard, ✔ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet Standard					

Reading: Overall, the school receives a rating of **Approaching Standard** according to the school's Accountability Plan Performance Framework. The majority of subgroups were approaching standard, with the exception of Hispanic students, who were meeting standard.

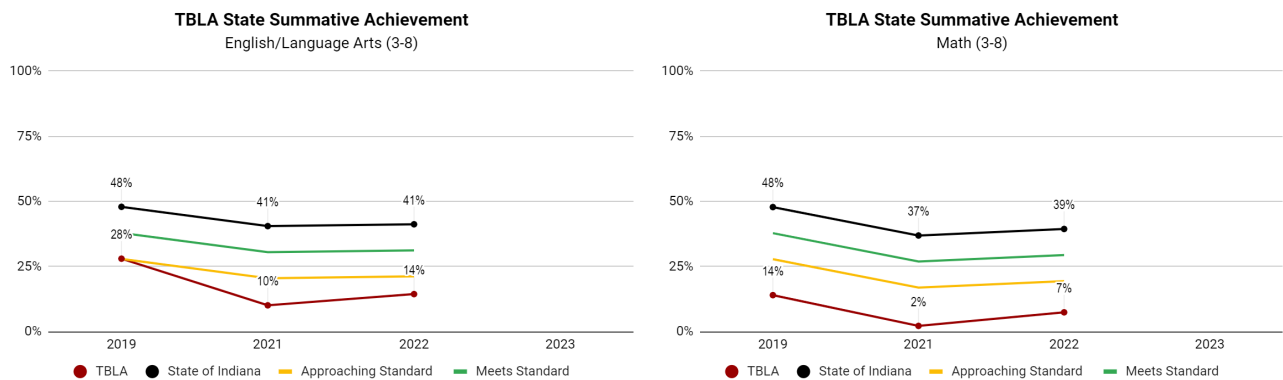
Math: The school receives a rating of **Approaching Standard**. While the majority of subgroups were meeting standard, Female students were approaching standard and Special Education students did not meet standard.

STATE ACADEMIC PERFORMANCE

Achievement on Summative Assessment: Education One measures the school's educational model by comparing the percentage of students achieving grade level proficiency to the state's results. Students included in the percentage used for comparison are legacy students, as defined above in local academic performance. The rubric for Legacy Student Achievement on Summative Assessment is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of legacy students achieving grade level proficiency is greater than the state's percentage.	The percentage of legacy students achieving grade level proficiency is within 0-10.0% of the state's percentage.	The percentage of legacy students achieving grade level proficiency is within 10.1-20.0% of the state's percentage.	The percentage of legacy students achieving grade level proficiency is 20.0% or more less than the state's percentage.

The corresponding charts illustrate trend data for legacy students' achievement compared to the state of Indiana on the Indiana Learning Evaluation Assessment Readiness Network (ILEARN) assessment, which is administered each spring to summatively measure grade-level standard achievement and annual growth for students in grades three through eight. ILEARN was first implemented in the spring of 2019. Due to the COVID-19 pandemic, all state testing was canceled in 2020 but was re-established in 2021.

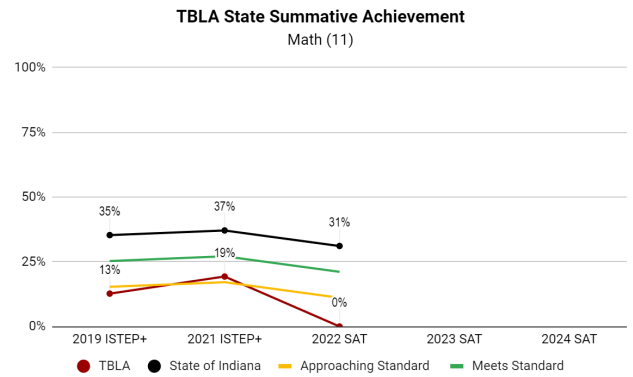
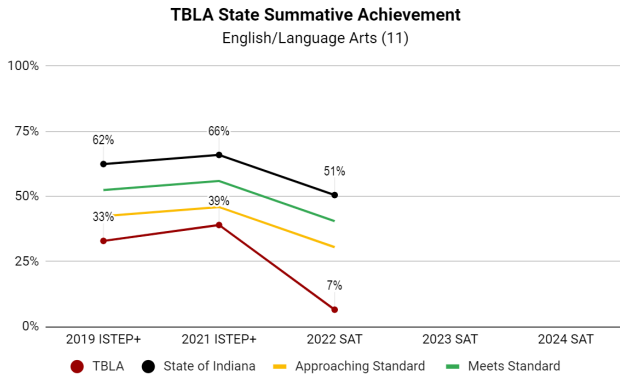


English/Language Arts: In Indiana, 41% of students in grades three through eight met or exceeded grade-level standards on the 2022 English/Language Arts ILEARN Assessment. At TBLA, 14% of legacy students in similar grades met or exceeded grade-level standards. Due to harmless legislation, the school receives a rating of **Not Applicable**.

Math: In Indiana, 39% of students in grades three through eight met or exceeded grade-level standards on the 2022 Math ILEARN Assessment. At TBLA, 7% of legacy students in similar grades met or exceeded grade-level standards. Due to harmless legislation, the school receives a rating of **Not Applicable**.

Students in grade eleven are also summatively assessed. The 2021-22 school year was the first year in which the Scholastic Assessment Test (SAT) was administered as a graduation requirement. Previously, students in grade ten were assessed utilizing the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+).

The corresponding charts illustrate trend data for legacy students' achievement compared to the state of Indiana on the ISTEP+ and SAT assessment since 2019.



English/Language Arts: In Indiana, 51% of students in grade eleven met or exceeded grade-level standards on the 2022 English/Language Arts SAT Assessment. At TBLA, 7% of legacy students in similar grades met or exceeded grade-level standards. Therefore, the school receives a rating of **Does Not Meet Standard**, with a passing percentage 44% from the state of Indiana.

Math: In Indiana, 31% of students in grade eleven met or exceeded grade-level standards on the 2022 Math SAT Assessment. At TBLA, 0% of legacy students in similar grades met or exceeded grade-level standards. Therefore, the school receives a rating of **Does Not Meet Standard**, with a passing percentage 30% from the state of Indiana.

Subgroup Achievement on Summative Assessment: Similar to legacy student achievement, Education One compares the percentage of students in each subgroup served at the school who met or exceeded grade-level standards to the state's percentage of each similar subgroup. This indicator measures how successful the implementation school's educational model is in serving special populations found in the community that may be underrepresented across the state as a whole. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students in the identified subgroups demonstrating grade level achievement is greater than the state's percentage.	The percentage of students in the identified subgroups demonstrating grade level achievement is within 0-10.0% of the state's percentage.	The percentage of students in the identified subgroups demonstrating grade level achievement is within 10.1-20.0% of the state's percentage.	The percentage of students in the identified subgroups demonstrating grade level achievement is more than 20.0% from the state's percentage.

The following tables illustrate the percentage of students that met or exceeded grade-level standards on the state summative assessment by subgroup for the 2021-22 school year on the ILEARN assessment. Data for subgroups with less than 20 students is suppressed for confidentiality purposes.

Subgroup Breakdown: English/Language Arts ILEARN 3-8						
Subgroup	School Population %	School % of Students Meeting or Exceeding Standards	State Population %	State % of Students Meeting or Exceeding Standards	Difference	Rating
Whole School	100%	14%	100%	41%	-27	X
Free/Reduced Lunch	71%	14%	44%	27%	-13	X
Female	52%	13%	49%	45%	-32	X
Male	48%	15%	51%	37%	-22	X
Black	95%	15%	12%	19%*	-4	X
Special Education	11%	4%	16%	13%*	-9	X
Key: ✓ = Exceeds Standard, ✔ = Meets Standard, ✗ = Approaching Standard, ✘ = Does Not Meet Standard						

*Student subgroups with a state passing percentage less than 20% need to be within at least half of the state's subgroup passing percentage to approach standard and within a quarter to meet standard.

Subgroup Breakdown: Math ILEARN 3-8						
Subgroup	School Population %	School % of Students Meeting or Exceeding Standards	State Population %	State % of Students Meeting or Exceeding Standards	Difference	Rating
Whole School	100%	7%	100%	39%	-32	X
Free/Reduced Lunch	71%	7%	44%	25%	-18	X
Female	52%	7%	49%	37%	-30	X
Male	48%	8%	51%	42%	-34	X
Black	95%	8%	12%	15%*	-7	X
Special Education	11%	0%	16%	16%*	-16	X
Key: ✓ = Exceeds Standard, ✔ = Meets Standard, ✗ = Approaching Standard, ✘ = Does Not Meet Standard						

*Student subgroups with a state passing percentage less than 20% need to be within at least half of the state's subgroup passing percentage to approach standard and within a quarter to meet standard.

English/Language Arts: The school did not meet standard in any of the identified subgroups in English/Language Arts. The school was approaching standard for Free/Reduced Lunch students and Black students. Due to harmless legislation, the school receives a rating of **Not Applicable**.

Math: Similarly, the school did not meet standard in any of the identified subgroups in math, with the exception of approaching standard for Free/Reduced Lunch students and Black students. Due to harmless legislation, the school receives a rating of **Not Applicable**.

The following tables illustrate the percentage of students that met or exceeded grade-level standards on the state summative assessment by subgroup for the 2021-22 school year on the SAT assessment. Data for subgroups with less than 20 students is suppressed for confidentiality purposes.

Subgroup Breakdown: English/Language Arts SAT						
Subgroup	School Population %	School % of Students Meeting or Exceeding Standards	State Population %	State % of Students Meeting or Exceeding Standards	Difference	Rating
Whole School	100%	7%	100%	51%	-44	X
Free/Reduced Lunch	71%	8%	36%	34%	-26	X
Female	52%	7%	50%	54%	-47	X
Male	48%	6%	50%	47%	-41	X
Black	95%	7%	11%	25%	-18	X
Special Education	11%	9%	13%	16%*	-7	X
Key: ✓ = Exceeds Standard, ✔ = Meets Standard, ✗ = Approaching Standard, ✘ = Does Not Meet Standard						

*Student subgroups with a state passing percentage less than 20% need to be within at least half of the state's subgroup passing percentage to approach standard and within a quarter to meet standard.

Subgroup Breakdown: Math SAT						
Subgroup	School Population %	School % of Students Meeting or Exceeding Standards	State Population %	State % of Students Meeting or Exceeding Standards	Difference	Rating
Whole School	100%	0%	100%	31%	-31	X
Free/Reduced Lunch	71%	0%	36%	15%	-15	X
Female	52%	0%	50%	30%	-30	X
Male	48%	0%	50%	33%	-33	X
Black	95%	0%	11%	10%*	-10	X
Special Education	11%	0%	13%	7%*	-7	X
Key: ✓ = Exceeds Standard, ✔ = Meets Standard, ✗ = Approaching Standard, ✘ = Does Not Meet Standard						

*Student subgroups with a state passing percentage less than 20% need to be within at least half of the state's subgroup passing percentage to approach standard and within a quarter to meet standard.

English/Language Arts: The school did not meet standard in any of the identified subgroups in English/Language Arts. The school was approaching standard for Black students. Overall, TBLA receives a rating of **Does Not Meet Standard** for subgroup English/Language Arts achievement on the SAT.

Math: The school had no subgroups that had any students passing the math SAT. TBLA receives a rating of **Does Not Meet Standard** for subgroup achievement in math.

Growth on Summative Assessment: Under the Indiana Growth Model, the Indiana Department of Education compares each student's growth on the state summative assessment from one year to the next and determines whether students made low, average, or high growth when compared to their academic peers. For more information, click [here](#). To measure student growth overall, Education One uses the school's median growth percentile (MGP), which summarizes student growth percentiles by ordering individual student growth percentiles from lowest to

highest, and identifying the middle score, or the median. MGPs range from 1 (lowest) to 99 (highest). An MGP of 50 indicates average growth. The rubric is as follows:

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

Reading: TBLA had an MGP of 34 for the 2022 ILEARN assessment. Due to harmless legislation, the school receives a rating of **Not Applicable**.

Math: TBLA had an MGP of 44.5 for the 2022 ILEARN assessment. Due to harmless legislation, the school receives a rating of **Not Applicable**.

Subgroup Growth on Summative Assessment: Education One measures the success of the school's educational model by analyzing the percentage of students in each of the school's represented subgroups who are on target to become proficient or maintain proficiency of English/Language Arts and Mathematics standards based on growth exhibited. Student growth percentiles are used to determine whether students are making adequate growth annually to make these targets. The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students in the identified subgroup who are on target to become proficient or maintain proficiency is greater than the state's percentage.	The percentage of students in the identified subgroup who are on target to become proficient or maintain proficiency is within 0-10.0% of the state's percentage.	The percentage of students in the identified subgroup who are on target to become proficient or maintain proficiency is within 10.1-20.0% of the state's percentage.	The percentage of students in the identified subgroup who are on target to become proficient or maintain proficiency is more than 20.0% from the state's percentage.

Growth data was not publicly released by the state of Indiana for the 2022 state summative assessment by subgroup. Therefore, the TBLA receives a rating of **Not Applicable** for Subgroup Student Growth on Summative Assessment.

Comparison to Local Schools: Education One compares its portfolio schools to surrounding community 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. Achievement and growth results from the state summative assessment are utilized to identify how Education One schools are performing against their comparative local schools. The table below indicates the comparison schools for TBLA, based on the subgroups served and location are:

School Name	Economically Disadvantaged	English Learner	Special Education	Location
Thea Bowman Leadership Academy	71%	0%	10.9%	
Aspire Charter Academy	64%	0%	16.0%	2 miles
Beveridge Elementary School	86%	.32%	16.3%	2 miles
21st Century Charter School	80%	.30%	13.9%	3 miles
Daniel Hale Elementary School	85%	1.1%	15.9%	5 miles
Gary Lighthouse Charter School	100%	2.4%	14.6%	7 miles

To meet standard, a school's overall performance in both achievement and growth outpaces the comparison schools at least 75% of the time. The rubric for Comparison to Local Schools is as follows:

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 50.0% of the time.

The following tables identify the performance measures that TBLA outperformed local schools, which are highlighted in green. Students in grades 3-8 outperformed local schools 70% of the time in achievement for both English/Language Arts and Math. In terms of growth, however, the school only had a higher percentage of students meeting growth targets 20% of the time. The high school did not outperform in any content areas in achievement. Growth was not an available metric for the 2022 SAT administration. As a whole school, TBLA's overall performance in proficiency and growth outpaced local schools 34.6% of the time. Therefore, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework.

Comparison School Data: ILEARN Grades 3-8				
School Name	E/LA Achievement %	Math Achievement %	E/LA Growth %	Math Growth %
TBLA	14%	7%	19%	4%
21st Century Charter School of Gary	12%	8%	20%	7%
Aspire Charter Academy	29%	14%	39%	16%
Beveridge Elementary School	3%	3%	15%	6%
Daniel Hale Williams Elementary School	10%	4%	29%	13%
Gary Lighthouse Charter School	11%	4%	16%	7%

Comparison School Data: SAT Grade 11				
School Name	E/LA Achievement %	Math Achievement %	E/LA Growth %	Math Growth %
TBLA	7%	0%	N/A	N/A
21st Century Charter School of Gary	11%	1%	N/A	N/A
Gary Lighthouse Charter School	14%	3%	N/A	N/A
West Side Leadership Academy	15%	3%	N/A	N/A

Reading Proficiency- Grade 3: The purpose of the Indiana Reading Evaluation and Determination (IREAD-3) assessment is to measure foundational reading standards through grade three. IREAD-3 evaluates reading skills of third grade students to ensure they can read proficiently before fourth grade. 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 this sub-indicator 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's passing percentage.	The percentage of students receiving a passing score after both spring and summer assessments is within 0-10.0% of the state's 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's passing percentage.	The percentage of students receiving a passing score after both spring and summer assessments is greater than 20.0% of the state's passing percentage.

In 2021-22, TBLA had a passing rate of 82.9% on IREAD-3. The state of Indiana's passing percentage was 81.6%. By outperforming the state by 1.3 points, the school receives a rating of **Exceeds Standard**. While not measured comparatively, the following table illustrates how third grade students at TBLA outperformed compared to similar local public charter and traditional schools, which are highlighted in green.

Comparison School Data: IREAD-3					
Thea Bowman Leadership Academy	21st Century Charter School of Gary	Aspire Academy	Beveridge Elementary	Daniel Hale Williams Elementary	Gary Lighthouse Charter School
82.9%	65.5%	78.1%	23.3%	64.6%	54.4%

Graduation Rate: Education One monitors the four-year cohort graduation rate of each of its high schools and how it compares to the state of Indiana as a whole. The graduation rate measures the percentage of students that successfully completed all requirements to move on from high school within four years. The rubric for Graduation Rate is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school's graduation rate is greater than the state's graduation rate.	The school's graduation rate is within 0-10.0% of the state's graduation rate.	The school's graduation rate is within 10.1-15.0% of the state's graduation rate.	The school's graduation rate is more than 15.0% away from the state's graduation rate.

Official graduation rates are released well into the next academic year in the state of Indiana. Therefore, 2021-22 cohort data was utilized for this sub-indicator rating. The state of Indiana saw a four-year cohort graduation rate of 86.4% in 2021-22. TBLA's graduation rate was 69.2%. With a difference of 17.2% the school receives a rating of **Does Not Meet Standard**, for Graduation Rate.

College and Career Readiness: Similar to Graduate Rate, graduates in the most recently finalized cohort enrolled in the school are included when reporting college and career readiness information. This sub-indicator measures whether students are prepared for postsecondary life by achieving college or career credentials while still in high school. This includes:

- Industry Certification;
- Completion of at least three hours of College-Level Courses;
- Passing score on an Advanced Placement exam; or
- Passing score on the International Baccalaureate exam.

Education One measures the success of a school's ability to prepare its graduates for college and/or careers by comparing the percentage of students meeting at least one of the above qualifications to that of the state. The rubric 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's average percentage.	The percentage of students prepared for college and/or careers is within 0-10.0% of the state's average percentage.	The percentage of students prepared for college and/or careers is within 10.1-15.0% of the state's average percentage.	The percentage of students prepared for college and/or careers is more than 15.0% away from the average state's percentage.

Data needed to measure this sub-indicator was not publicly released for the 2022 cohort. Therefore, the school receives a rating of **Not Applicable**.

FEDERAL ACADEMIC PERFORMANCE

Federal Accountability Rating: In accordance with Every Student Succeeds Act (ESSA), Indiana developed a federal accountability system to drive student success where each school's performance is measured in relation to the respective statewide performance goals, and reflected by the following designations:

- Exceeds Expectations
- Meets Expectations
- Approaches Expectations
- Does Not Meet Expectations

To learn more about Indiana's federal accountability system and ESSA click [here](#). The rubric for Federal Accountability Rating 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.

The table below represents the school's designations for each of the statewide goals as well as the overall designation. Data utilized for these designations was from the 2021-22 school year. The school received a designation of Does Not Meet Expectations and receives a rating of **Does Not Meet Standard**.

Overall Designation	Does Not Meet Expectations		
Elementary and Middle School Indicators			
Achievement: E/LA	Does Not Meet Expectations	Achievement: Math	Does Not Meet Expectations
Growth: E/LA	Does Not Meet Expectations	Growth: Math	Does Not Meet Expectations
Closing the Gaps: E/LA	Does Not Meet Expectations	Closing the Gaps: Math	Does Not Meet Expectations
Language Proficiency for EL	No Rating	Addressing Chronic Absenteeism	Does Not Meet Expectations
High School Indicators			
Achievement: E/LA	Does Not Meet Expectations	Achievement: Math	Does Not Meet Expectations
Growth: E/LA	No Rating	Growth: Math	No Rating
Graduation Rate	Approaching Expectations	Diploma Strength	Does Not Meet Expectations
Language Proficiency for EL	No Rating	Addressing Chronic Absenteeism	Does Not Meet Expectations

Chronic Absenteeism The state's student attendance goal measures whether students are considered "model attendees." A "model attendee" is a persistent attendee, a student who is in attendance for at least 96% of his or her enrolled days during the school year, or an improving attendee, a student whose attendance improved by at least three percentage points from the prior school year. Education One measures the success of a school's model attendee rate by comparing it to the state's rate. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The model attendee rate is greater than the state's percentage.	The model attendee rate is within 0-10.0% of the state's percentage.	The model attendee rate is within 10.1-20.0% of the state's percentage.	The model attendee rate is more than 20.0% away from the state's percentage.

Data utilized for this sub-indicator is from the previous school year. In 2021-22, TBLA had a model attendee rate of 29.1%, while the state's rate was 60.1%. Therefore, the school receives a rating of **Does Not Meet Standard**.

Closing Achievement Gaps: Education One utilizes data from the school's most recent state summative assessment to measure growth towards becoming proficient or maintaining proficiency of grade-level standards in reading and math for the lowest performing 25% of students in the school. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students performing in the bottom 25% becoming proficient or maintaining proficiency is greater than the state's percentage.	The percentage of students performing in the bottom 25% becoming proficient or maintaining proficiency is within 0-10.0% of the state's percentage.	The percentage of students performing in the bottom 25% becoming proficient or maintaining proficiency is within 10.1-20.0% of the state's percentage.	The percentage of students performing in the bottom 25% becoming proficient or maintaining proficiency is more than 20.0% away from the state's percentage.

The state did not release public data regarding closing achievement gaps. Therefore the school receives a rating of **Not Applicable**.

Strength of Diploma: Diploma strength measures whether students completed the requirements of Indiana's Core 40 diploma designation or higher, and did not receive a waiver from any graduation requirements. Education One monitors each of its high schools and how it compares to the state of Indiana as a whole. The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school's diploma strength was greater than the state's diploma strength.	The school's diploma strength was within 0-10.0% of the state's diploma strength.	The school's diploma strength was within 10.1-15.0% of the state's diploma strength.	The school's diploma strength was more than 15.0% away from the state's diploma strength.

Data utilized for this sub-indicator is from the previous school year. In 2021-22, 96.3% of TBLA graduates in the grade 12 cohort earned a Core 40 designation diploma or higher. The state's percentage was 90.6%. With a diploma strength percentage greater than the state by 5.7 points, the school receives a rating of **Exceeds Standard**.

Part II: Financial Performance

The Financial Performance section 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 for Financial Performance	Year 1	Year 2	Year 3	Year 4 (Extension)	Year 5 (Extension)	Year 6 (Extension)
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Approaching Standard	Approaching Standard	Meets Standard	Meets Standard		

Is the school in good financial standing?		
Performance Rubric	Exceeds Standard	The school consistently and effectively complies with and presents no concerns in the indicators below.
	Meets Standard	The school complies with and presents no concerns in the indicators below.
	Approaching Standard	The school presents concerns in a minimal number of 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 indicators with no evidence of a credible plan to address the issues; or the school requires an Improvement Plan.

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Financial Performance	Financial Management	MS	MS	MS	MS		
	Enrollment Variance	AS	ES	AS	MS		
	Current Ratio	MS	MS	MS	MS		
	Days Cash	DNMS	MS	MS	MS		
	Debt/Default Delinquency	MS	MS	MS	MS		
	Debt to Asset Ratio	DNMS	DNMS	MS	MS		
	Debt Service Coverage	N/A	N/A	N/A	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 deficiency or weaknesses with the school's financial controls; and
- Submission of quarterly financial statements that are timely, complete, and able to be utilized to assess financial indicators.

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

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

The State Board of Accounts received the financial audit for TBLA in May of 2023 for the period July 1, 2021 to June 30, 2022. The audit was prepared in accordance with established guidelines. Two findings were identified with an official response from Phalen Leadership Academies Treasurer and the school's board of directors. The school regularly submitted complete quarterly financial statements that were utilized to assess financial indicators throughout the school year. With no significant deficiencies, the school receives a rating of **Meets Standard** for the 2022-23 school year.

Enrollment Variance: Indiana calculates its state tuition support for schools based on the number of students enrolled in September and February of the same school year. Enrollment variance measures the schools ability to create a budget centered on an appropriate enrollment target. The rubric for this indicator 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 submitted an enrollment report of 853 students as of October 1, 2022. By February 2023, the school's enrollment decreased to 793, also based on the submitted report. With a budgeted enrollment 825, the enrollment variance in September was 103% and 96% in February. With an average enrollment variance of 99.5%, TBLA receives a rating of **Meets Standard**.

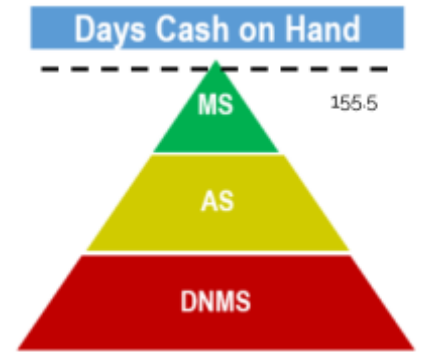
Current Ratio: With regard to its current ratio, the school's current assets (cash or other assets that can be accessed in the next 12 months) exceed its current liabilities (debt obligations due in the next 12 months) with a ratio of 11.9 and therefore, the school receives a rating of **Meets Standard** on their Accountability Plan Performance Framework for Current Ratio. The rubric 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 indicator shows how many more days after June 30, 2023 the school would be able to operate. The rubric for Days Cash is:

Meets Standard	Approaching Standard	Does Not Meet Standard
Days cash on hand is at least 60 days. OR between 30 and 60 days cash and one-year trend is positive.	Days cash on hand is at least between 15-30 days. OR between 30 and 60 days cash and one-year trend is negative.	Days cash is less than 15 days.

Based on the most current quarterly financials, TBLA has 155.5 days cash on hand. The school has more than double the required days cash on hand and, therefore, **Meets Standard**.



Debt/Default Delinquency: This metric is determined by both the auditor's 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 that summary, the school receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

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. Based on the most current financial statements, the school receives a rating of **Meets Standard**, according to the debt to asset ratio indicator, with a ratio of 0.83. 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 tracks the school's debt service coverage on a quarterly basis, similar to the other financial indicators. This indicator was not available for the school during the 2022-23 school year. The school receives a rating of **Not Applicable**.

Part III: Organizational Performance

The Organizational Performance review gauges the academic and operational leadership of the school. Part III of this review consists of various indicators designed to measure how well the school's administration and the school's Board of Directors comply with the terms of their charter agreement, applicable compliance requirements and laws, and authorizer expectations. All indicators are noted in the school's Accountability Plan Performance Framework.

Overall Rating for Organizational Performance	Year 1	Year 2	Year 3	Year 4 (Extension)	Year 5 (Extension)	Year 6 (Extension)	
		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
		Approaching Standard	Approaching Standard	Approaching Standard	Does Not Meet Standard		

Is the school's organizational structure successful?		
Performance Rubric	Exceeds Standard	The school consistently and effectively complies with and presents no concerns in the indicators below.
	Meets Standard	The school complies with and presents no concerns in the indicators below.
	Approaching Standard	The school presents concerns in a minimal number of 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 indicators with no evidence of a credible plan to address the issues; or the school requires an Improvement Plan.

Accountability Plan Performance Framework Indicators		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Governing Board	Focus on High Academic Achievement	MS	AS	AS	DNMS		
	Commitment to Exemplary Governance			DNMS	DNMS		
	Fiduciary Responsibilities			AS	DNMS		
	Strategic Planning and Oversight			DNMS	DNMS		
	Legal and Regulatory Compliance			AS	DNMS		
School Leader	Leadership	MS	MS	MS	MS		
Compliance	Reporting Requirements	MS	MS	DNMS	DNMS		
	Special Education Compliance	AS	MS	MS	AS		

GOVERNING BOARD

Focus on High Achievement: Education One expects governing boards to consistently work towards fulfilling the mission of the school and promises of the charter, and to know whether or not students are on track for high-level academic achievement, as evidenced by the following characteristics:

- Board members believe in the mission of the school;
- Agree on the definition of academic excellence (high-level academic achievement);
- Assume ultimate responsibility for school and student success;
- Understand how student achievement is measured in the school;
- Use student data to inform board decisions; and
- Review indicators of student success regularly to measure progress toward school goals.

Characteristics of the commitment to exemplary board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

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 the indicator characteristics with a credible plan to address the issues.	<p>The governing board presents concerns in a majority of the indicator characteristics and/or does not have a plan to address issues.</p> <p style="text-align: center;">OR</p> <p>The governing board presents concerns in a minimal number of the indicator characteristics and does not have a plan to address issues.</p>

A focus on high achievement begins with board members who believe in the mission of the school and an agreement of what the definition of academic excellence is. Members of the Thea Bowman Leadership Academy board believe in the mission of the school however there is not a clear consensus on the definition of what high-level academic achievement is across the board. This is evidenced through a lack of clear goals for the school's Education Management Organization, Phalen Leadership Academies (PLA), in regards to academic performance. Student data is consistently provided to the board by the school leadership team, PLA, and Education One for regular review. The board has the necessary understanding of how student achievement is measured but there has been no observable use of this data to inform board decisions.

At the time of this report, the governing board presents concerns in a minimal number of indicator characteristics. However, the board has been advised throughout the 2021-22 and 2022-23 school year to participate in strategic planning to set goals surrounding the areas of organization, academics, and philanthropic support. No such plan has been provided to Education One at this time. Therefore, the governing board receives a rating of **Does Not Meet Standard** according to its Accountability Plan Performance Framework due to a lack of a plan to address issues.

Commitment to Exemplary Governance: Education One measures the quality of a governing board through their commitment to exemplary governance, as evidenced by their ability to build and maintain a high-functioning and engaged board, and the implementation of best governance practices. More specifically, exemplary boards exhibit the following characteristics:

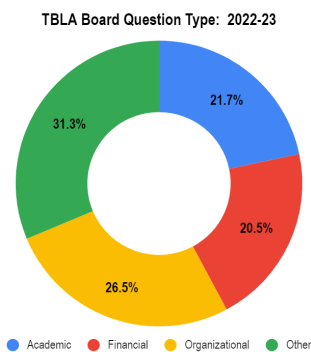
- Recruit and maintain a full slate of excellent board members who bring diverse skills, experiences, partnership opportunities, etc.;
- Election of a board chair who can successfully lead the board and engage all members;
- Timely removal of disengaged members from the board;
- Investment in the board's development, through orientation for new members and ongoing training for existing members;

- Clearly defined roles and responsibilities for officers, committees, and board members;
- Employment of a robust committee structure to accomplish board work strategically and efficiently;
- Engagement during meetings through questioning, commenting, etc. based on a comprehensive review of all board materials prior to the meeting;
- Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Executive Director of Education One; and
- Timely distribution of board meeting materials to Education One prior to any publicly held meeting, that includes academic, financial, and organizational updates.

Characteristics of the commitment to exemplary board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

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 the indicator characteristics with a credible plan to address the issues.	<p>The governing board presents concerns in a majority of the indicator characteristics and/or does not have a plan to address issues.</p> <p style="text-align: center;">OR</p> <p>The governing board presents concerns in a minimal number of the indicator characteristics and does not have a plan to address issues.</p>

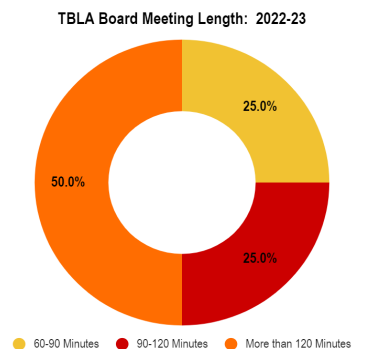
Throughout the 2022-23 school year, the TBLA board maintained a full slate of board members, with both resignations and additions to the board. Currently the board is composed of six members with skill sets in business, community engagement, education, and finance. It would be appropriate for the board to work to recruit additional members with legal expertise.



The board was led by Board President Eve Gomez for the 2022-23 school year. Board members had an average attendance rate of 87.5% while employing monthly meetings from July 2022 through June 2023.

Engagement in public meetings and committee structures have improved from years past. Still, most questions or comments came from 50% of the board, who averaged four or more questions regarding academic, financial, and organizational performance, as well as questions or comments that did not necessarily fall under those performance categories. Other members' engagement, however, was limited to an average of less than two questions or comments per meeting. Questions were evenly distributed amongst performance areas of academics, financials, and organization.

While the board has done a better job of engaging during meetings and creating committee structures, evidence of effective governance in driving the organization forward has not been observed. Almost 1/3 of comments made or questions posed did not fall under the aforementioned performance areas. This percentage of other comments or questions increased from 7% during the 2021-22 school year to 31% in 2022-23. 25% of meetings during the 2021-22 school year were 90-120 minutes long, with the majority of meetings taking only 30-60 minutes. During the 2022-23 school year, 75% of meetings were longer than 90 minutes, with the majority of meetings lasting longer than two hours.



This increase is evidence that board engagement is not driven by the performance indicators outlined in the school's Accountability Plan Performance Framework to regularly monitor progress towards goals even though board meeting materials were compiled and sent by PLA in a timely fashion to support board engagement during public meetings. It also indicates that while the board has worked to implement committee structures and executive sessions, the work done in those meetings is not transferred appropriately to the public meeting.

At the time of this report, the board presents concerns in a majority of the indicator characteristics. There has not been movement in removing disengaged members from the board. There has been no investment in a robust board development plan to truly orient new board members to TBLA or provide ongoing board training for existing members. Finally, substantial concerns remain around the timely communication of any and all deficiencies to the Executive Director at Education One.

As noted in the previous measure, the board has been directed and advised to participate in strategic planning to remedy the concerns noted in this section. No such plan has been communicated about or provided to Education One at this time. Therefore, the governing board receives a rating of **Does Not Meet Standard** according to its Accountability Plan Performance Framework.

Fiduciary Responsibilities: Education One measures the quality of a governing board through their commitment to managing resources responsibly, expanding awareness of the program, and raising funds to support the program. More specifically, exemplary boards exhibit the following characteristics:

- Ensure that all members understand the school's finances, and receive necessary training;
- Review financial data regularly and carefully, using it to make sound decisions that protect the school's short- and long-term sustainability;
- Approve a budget each year that allocates resources strategically and aligns with the student performance goals of the school;
- Set and meet realistic fundraising goals through donor engagement to provide additional resources the school needs;
- Require that each board member make the school a top personal philanthropic priority each year; and
- Understand the political context of public charter schools and advocate for policies that promote and support the charter sector.

Characteristics of quality board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

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 the indicator characteristics with a credible plan to address the issues.	<p>The governing board presents concerns in a majority of the indicator characteristics and/or does not have a plan to address issues.</p> <p style="text-align: center;">OR</p> <p>The governing board presents concerns in a minimal number of the indicator characteristics and does not have a plan to address issues.</p>

Based on submitted board meeting minutes and attendance at regularly scheduled meetings, the board reviewed and approved financial data appropriately. The board maintained a balanced budget during the 2022-23 school year and created a financial committee to meet more frequently for an in-depth analysis of finances that were presented during public board meetings. Education One commends the board for prioritizing salary and performance incentive pay structures to support teacher retention and recruitment.

As previously mentioned, no evidence has been provided to Education One that strategic planning has occurred and/or goals have been created to drive the organization forward in regards to fundraising, which was a recommendation made by Education One in the school's 2021-22 Annual Review. Members of the board have not fully utilized connections or resources to support the school in fulfilling its mission, whether that be through philanthropic efforts or personal time volunteering. As such, the school receives a rating of **Does Not Meet Standard** according to its Accountability Plan Performance Framework with a minimal number of concerns but no plan to address these areas.

Strategic Planning and Oversight: Education One believes that an effective governing board determines the strategic direction of a school, understands and respects the balance between oversight and management, and evaluates and holds school leaders and management partners accountable. More specifically, strong boards exhibit the following characteristics:

- Oversee the development of a clear strategic plan that reflects the board's vision and priorities for the school's future;
- Set annual goals for the school, board, and each board committee;
- Organize the board, its committees, and all meetings in order to meet the school's annual goals and strategic plan;
- Ensure the school leader has the autonomy and authority to manage the school while maintaining strong and close oversight of outcomes;
- Collaborate with the school leader in a way that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback/addressing concerns, engaging the school leader in school improvement plans and setting goals for the future;
- Maintain an up-to-date school leader and board succession plan; and
- Conduct a formal evaluation of the school leader, management partner/Education Service Provider (if applicable) and completion of a board self-evaluation, at least annually, and hold each stakeholder accountable for results.

Characteristics of quality board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

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 the 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 plan to address issues. OR The governing board presents concerns in a minimal number of the indicator characteristics and does not have a plan to address issues.

In April of 2023, the board completed and submitted a self-assessment, evaluating strengths and areas for improvement, in relation to the school's Accountability Plan Performance Framework. This provided the board with an opportunity to evaluate their performance in order to set goals and plan strategically for the future. The self-assessment that was submitted to Education One did not include appropriate or relevant evidence to support the ratings provided.

At the time of this report, no evidence has been provided to Education One that strategic planning has occurred and/or goals have been created to drive the organization forward. Education One has worked to support the board

in facilitating a strategic planning session on multiple occasions throughout the 2022-23 school year, in order to ensure the board is operating in compliance with their Accountability Plan Performance Framework.

Collaboration between the board and school leader has not been conducive to support the success of the school. The board has not maintained appropriate boundaries between the school leader and the board in regards to management versus governance. There have been multiple examples of board overreach throughout the 2022-23 school year. It is evident that the board does not have a clear understanding of their roles and responsibilities as a board and how to fulfill them.

It is the board's responsibility to determine which programs are consistent with the organization's mission and what resources are needed in order for the school to meet their goals. The board has contracted with PLA as their Education Service Provider (ESP). Annually the board is required to conduct a formal evaluation of their ESP in accordance with their Accountability Plan Performance Framework. Over the course of the school's current charter term (four years) no formal evaluation of PLA has occurred. Also, at the time of this report, no evidence has been provided that a school leader or board member succession plan exists. This is extremely concerning as this was noted in the school's 2021-22 Annual Review.

Based on these findings, the school receives a rating of **Does Not Meet Standard** according to its Accountability Plan Performance Framework with a concern in the majority of areas and no plan provided to Education One to address these concerns.

Legal and Regulatory Compliance: Education One monitors whether or not a governing board adheres to the legal and ethical duties of care, as well as meets all expectations set forth in the charter agreements and bylaws. More specifically, legally compliant boards exhibit the following characteristics:

- Hold all meetings in compliance with Indiana's Open Door Law;
- Maintain the highest standards of public transparency by accurately documenting meeting proceedings and board decisions;
- Adherence to all terms set forth in the charter agreement;
- Comply with established board policies and procedures, including those established in the by-laws;
- Conduct routine revisions of policies and procedures, as necessary;
- Adherence to all state and federal laws, including requirements set forth by the SBOA and/or IRS; and
- Apply sound business judgment by avoiding conflicts of interest, maintaining liability insurance, observing tax requirements, etc.

Characteristics of quality board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

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 the 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 plan to address issues. OR The governing board presents concerns in a minimal number of the indicator characteristics and does not have a plan to address issues.

All meetings during the 2022-23 school year were held in compliance with Indiana's Open Door Law and met all state and federal laws. The board maintained public transparency standards, documenting meetings and board decisions. The board adhered to all state and federal laws, Sound business judgements have been applied to avoid conflict of

interests, maintain liability insurance, and observe tax requirements. The board has also retained new legal counsel in spring of 2023 to support members in legal and regulatory compliance items.

The board continues to present concerns, however, in conducting routine revision of policies and procedures as necessary. This was a concern outlined in the 2021-22 Annual Review. At the time of this report, no evidence or plan has been provided to Education One that this deficiency has been addressed. With a concern in a minimal number of the indicator characteristics and no plan to address issues, the school receives a rating of **Does Not Meet Standard** according to its Accountability Plan Performance Framework.

SCHOOL LEADER

Leadership: Education One measures the quality of the school's leadership team by looking for the following characteristics:

- Demonstration of sufficient academic and leadership experience;
- Leadership stability in key administrative positions;
- Communication with internal and external stakeholders;
- Clarity of roles and responsibilities among school staff;
- Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner; and
- Consistency in providing information to and consulting with the schools' 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. The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school leadership team complies with and presents no concerns in the indicator characteristics.	The school leadership team presents concerns in a minimal number of the 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. OR The school leadership team presents concerns in a minimal number of the indicator characteristics but does not have a credible plan to address the issues.

Marisa Simmons served as school leader for TBLA during the 2022-23 school year. She has completed her second full year as leader of all grades served at the school. Previously, Ms. Simmons led the school's K-6 program during the school's current charter term. Throughout this time, Principal Simmons has demonstrated sufficient academic and leadership experience.

During this school year, stability in key administrative positions at the school level were observed and carried over from the 2021-22 school year. This has not been the case for TBLA in years past, especially in middle and high school leadership roles. The roles and responsibilities of school staff were clear throughout the 2022-23 school year. There were some significant staffing resignations and terminations that occurred at the end of the year. While Education One commends Ms. Simmons for having high standards of performance of staff, there will need to be intentional effort and support for all new staff moving into the 2023-24 school year.

Ms. Simmons has exhibited appropriate communication with key stakeholders and consistently provides information to and consults with the school's board of directors. When timely communication may have been lacking with Education One, Principal Simmons worked to remedy the issue quickly and maintained appropriate lines of

communication thereafter. She continues to work with students, families, and staff to increase or maintain overall satisfaction of the school, as exhibited by Part IV of this report.

School Leader Simmons was an active participant in all meetings involving Education One to work towards improvement in the school's overall performance levels. Post-COVID-19 performance metrics have improved in both reading and math at the local level. Reading proficiency has increased by 5 points and math proficiency has increased by 10 points since the 2020-21 school year. The percentage of students meeting growth targets has increased by 23 points in reading and 17 points in math since the 2020-21 school year. These types of growth increases are what is required to overcome the learning loss observed by the pandemic.

Based on this summary, the school receives a rating of **Meets Standard** according to its Accountability Plan Performance Framework.

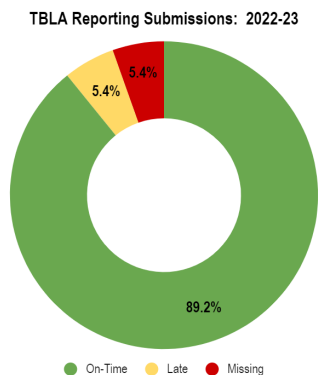
COMPLIANCE

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. Education One reports the following characteristics to the governing board on a monthly basis:

- Submission of all required compliance documentation in a timely manner as set forth by Education One, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation;
- Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws;
- Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations; and
- Participation in scheduled meetings with Education One

The rubric for this sub-indicator is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school complies with and presents no concerns in the sub-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. OR The school presents concerns in a minimal number of characteristics with no credible plan to address the issues.



Throughout the 2022-23 school year, TBLA submitted 89% of reports on time and 5% of reports were late. At the time of this report 5% of reports were still missing, including:

- Copy of ESP evaluation;
- Projected budget for the upcoming fiscal year; and
- Board approved minutes from February, March, and April.

The school requested an extension for two of the missing items, both of which require board oversight and involvement. Both extension deadlines were missed.

There was participation with Education One during scheduled meetings, however there are concerns with proactive and productive collaboration with the governing board and ESP in meeting governance obligations, as mentioned throughout the Governing Board section of the report.

The school receives a rating of **Does Not Meet Standard** according to its Accountability Plan Performance Framework as it presents concerns in two of the characteristics within this measure and Education One has not been provided with a credible plan to address the issues at the time of this report.

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 compliance check on a quarterly basis and looks for the following components:

- Evidence that IEP goals are established, current, and up to date;
- Case conference meetings occur in compliance with all state and federal laws;
- Evidence of high quality interventions and IEPs are appropriately communicated with the classroom teacher and implemented;
- Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to services
- Evidence that disciplinary actions are appropriate, legal, equitable, and fair;
- Staff to student ratios are adequate for providing services, in accordance with state and federal guidelines; and
- The percentage of disciplinary actions of SPED students does not exceed the percentage of students identified as SPED.

The rubric for this sub-indicator is as follows:

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

The following table identifies the ratings TBLA received from the compliance checks conducted during the 2022-23 school year.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Meets Standard ● Desktop Monitoring	Approaching Standard ● Desktop Monitoring ● Site Visit	Approaching Standard ● Desktop Monitoring ● Site Visit	Meets Standard ● Desktop Monitoring

Ten percent of the school's population were Special Education students during the 2022-23 school year. The Special Education team at the school level consisted of a Case Manager, a teacher for pull-out services for elementary, middle, and high school grade levels, and various instructional assistants to support push-in services. Overall staffing was appropriate for the number of students being served and staff understood legal obligations. The school also received support in compliance from PLA.

Education One conducted desktop monitoring of the school's IEPs each quarter. Based on a random 10% selection of files, the school evidenced IEPs with current goals and that case conferences were happening appropriately. Data that was submitted on a monthly basis to Education One indicates that any discipline actions taken against Special Education students were appropriate, legal, equitable, and fair. While making up 10% of the population, discipline of Special Education students only made up 5% of total disciplinary actions of the school overall.

The school began to receive Approaching Standard ratings during Quarter 2 and Quarter 3 based on observations of services being provided in both push-in and pull-out settings. There was a lack of evidence of high quality interventions and IEPs being appropriately implemented. The school's Case Manager worked to provide professional development to support this deficiency but there is still improvement needed in ensuring high quality interventions are being implemented consistently.

Based on the qualitative and quantitative evidence collected, the school receives a rating of **Approaching Standard** according to its Accountability Plan Performance Framework.

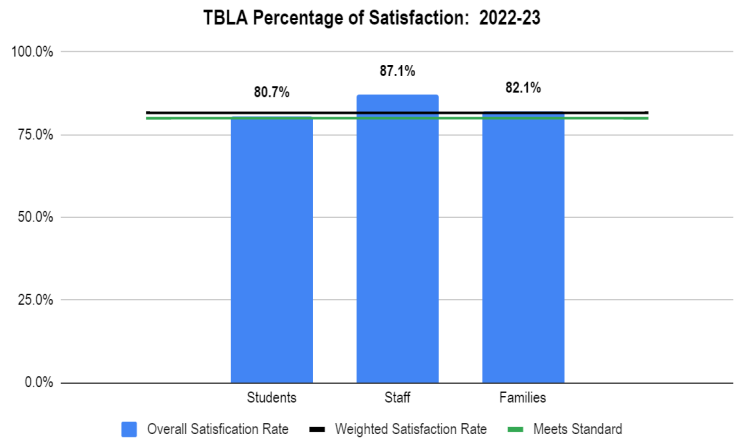
Part IV: School Climate

Education One requires its schools to conduct an annual third-party survey of all stakeholders, that include staff, students, and families, to gauge the school's effectiveness in carrying out its mission and vision. Results should be used to drive programming, policies, and procedure changes, if necessary.

Overall Rating for School Climate	Year 1	Year 2	Year 3	Year 4 (Extension)	Year 5 (Extension)	Year 6 (Extension)
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Not Applicable	Meets Standard	Meets Standard	Meets 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%.

The graph illustrates the satisfaction rate of each stakeholder as well as the overall weighted average. With a satisfaction rate of 81.6%, the school receives a rating of **Meets Standard**.



While survey participation is not a metric that is measured in the Accountability Plan Performance Framework, understanding the survey's population size as well as the 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 indicates the number of completed responses the survey received. Population size and sample size are listed for each stakeholder in the table below.

TBLA's Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	746	614	82.3%
Staff	87	62	71.3%
Families	460	322	70.0%

Education One believes a participation rate of at least 70% validates the satisfaction rate of each stakeholder. All surveys had a participation rate at or above this standard, validating the results of all stakeholders and indicating strong satisfaction with TBLA from students, staff, and families.

Part V: Next Steps

Does the school or organization require interventions moving forward?

All schools receive high-quality authorization practices to ensure that any areas of deficiency are not due to inadequate authorization. Education One couples oversight and support to ensure that each school remains autonomous in a structure of high expectations and continuous improvement. The authorizer utilizes a Tiered System of Support Rubric to tier each of its schools on a bi-annual basis at the end of the 2nd and 4th quarter of the school year. Schools can be moved in and out of tiered levels based on need at any point throughout the school year.

Education One utilizes the school's performance against the Accountability Plan Performance Framework indicators to tier each school and monitors progress towards meeting standard of those indicators through the following supports:

- **Site Visits:** Members of the Education One accountability team and the school's leadership team conduct classroom walkthroughs to identify overall commendations and recommendations to ensure that instructional best practices are being implemented throughout the school.
- **Compliance Checks:** Members of the Education One accountability team monitor files and implementation of EL/SPED programs of the school to ensure that applicable laws, regulations, and best practices are followed with these special populations.
- **Academic Support Checks:** Members of the Education One accountability team collaborate with school leadership teams to help them reach more school specific goals, analyze data, and formulate improvement plans to ensure that schools are on track to meeting their accountability goals set forth in the Accountability Plan Performance Framework.
- **Board Meetings and Support Checks:** Members of the Education One Team attend regularly scheduled board meetings of each of its schools to monitor board governance indicators and provide status updates to all stakeholders on the school's academic, financial, and organizational performance. The Board Chair meets with the Executive Director on a regular basis to discuss progress towards goals and formulate next steps for improvement or areas of concern.

Schools that receive an overall rating of "Does Not Meet Standard" in any performance area of the Annual Review will automatically be placed in Tier III and will require a school improvement plan.

Tiered Supports

	Tier I Weighted Points: 3.0-4.0 from State and Federal Academic Rubric	Tier IIa Weighted Points: 3.0-4.0 from Local Academic Rubric	Tier IIb Weighted Points: 2.0-2.9 from Local Academic Rubric	Tier III Weighted Points: 1.0-1.9 from Local Academic Rubric
Site Visit	The school receives a site visit in Quarter 1 and 3.	The school receives a site visit in Quarter 1-3.	The school receives bi-monthly site visits from September to March.	The school receives monthly site visits from September to March.
Compliance Checks	Schools receive quarterly compliance checks regardless of Tier. These checks may increase in level or quantity based on the discretion of the authorizer and level of urgency in any compliance deficiency.			
Support Check-In	The school participates in a data dive at the end of the school year during its annual review.	The school participates in data dives after each major assessment administered, with a focus on school specific goals.	The school participates in data dives after each major assessment administered, with a focus on school specific goals. The school participates in discussing site visit next steps and/or school initiatives.	The school participates in data dives after each major assessment administered, with a focus on school specific goals. The school has a school improvement plan.
Board Meeting and Checks	Education One attempts to attend all regularly scheduled board meetings. Board chairs participate in quarterly checks with Education One, regardless of Tier. These checks may increase in level or quantity based on the discretion of the authorizer and level of urgency in any compliance deficiency.			

Education One commends the school for the following:

Academic Performance

- Increase in proficiency and growth percentages of students in math throughout the 2022-23 school year as well as the increase in comparison to end of year results from the 2021-22 school year; and
- Outperformance of local schools and the state of Indiana on the 2022 IREAD-3 assessment.

Financial Performance

- Exceeding enrollment targets at the beginning of the school year;
- Maintaining a strong days cash balance, more than double the meets standard metric, throughout the school year; and
- Decreasing the debt to asset ratio consistently throughout the school year, maintaining a meets standard rating.

Organizational Performance

- Employing a committee structure to accomplish board work outside of public meetings;
- Prioritizing a salary and incentive pay structure to support teacher retention and recruitment; and
- Communication and collaboration between the school leadership team and stakeholders, including staff, students and families, as measured by the end of year satisfaction survey.

2023-24 Next Steps:

Thea Bowman Leadership Academy received the following overall ratings in the three main performance areas of the Accountability Plan Performance Framework for the 2022-23 school year:

- Academic Performance: **Does Not Meet Standard**
- Financial Performance: **Meets Standard**
- Organizational Performance: **Does Not Meet Standard**

Based on ratings of Does Not Meet Standard in both Academic and Organizational Performance, the school will be required to be on a school improvement plan to rectify areas of concern. The plan will include the following next steps for the 2023-24 school year:

Academic Performance

- Conduct regular in-person and differentiated professional development of all core content teachers regarding curriculum and instructional best practices, with a strong focus on grades 9-12;
- Implement established curriculums and instructional delivery structures with fidelity;
- Implement a local assessment for 9-12 students; and
- Improve post-secondary opportunities at the high school level.

Organizational Performance

- Define academic excellence, create specific goals around academic expectations, and use data to drive decision making at the board level;
- Participate in a third party board training regarding effective board governance;
- Communicate timely of any organizational, leadership, academic, fiscal, or facility deficiencies to the Executive Director of Education One and Phalen Leadership Academies;
- Provide resources and/or funds towards philanthropic support of the organization's goals;
- Oversee the development of a clear strategic plan that reflects the board's vision and priorities for the school's future, setting annual goals for the school, board, and each board committee;
- Ensure the school leader has the autonomy and authority to manage the school while maintaining strong and close oversight of outcomes; and
- Conduct routine revisions of policies and procedures.