



2023-24 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 produces 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, 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/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 measures designed to assess the school's success in local, state, and federal academic standards and goals. All measures are noted in the school's Accountability Plan Performance Framework.

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

Is the school's educational program successful?

Performance Rubric	Meets Standard	The school complies with and presents minimal to no concerns in the indicator measures.
	Approaching Standard	The school presents some concerns in the indicator measures. There is a credible plan to address the issues.
	Does Not Meet Standard	The school presents concerns in some of the indicator measures with no credible plan to address the issues OR the school presents concerns in a majority of indicator measures with or without a credible plan to address the issues.

What does the Overall Rating for Academic Performance mean?

Year 1	<p>The school received a rating of Does Not Meet Standard, indicating that the school presented concerns in some or a majority of indicator measures, with or without a credible plan to address the issues. The school was held accountable to 16 measures. The school received a rating of Does Not Meet Standard in seven of the measures. Areas of concern included how students performed on the state summative assessment, both in proficiency and subgroup proficiency. Similarly, the school did not outperform local comparison schools to indicate a quality choice option. Attendance, specifically chronic absenteeism, was also a concern.</p> <p>The state closed schools in March of 2020 due to the COVID-19 pandemic, causing the school to go to an instructional delivery method that was not consistent with its normal model. Prior to the pandemic, however, identified areas of improvement were discussed frequently with the school leadership team.</p> <p>The school was placed on an Emergency Accountability Plan for its failure to show improvement in these key areas of academic performance over the course of its previous charter. The following areas were required to show improvement during the 2020-21 school year:</p> <ul style="list-style-type: none"> ● Retaining teachers and staff to ensure programming is consistently offered to students to fulfill graduation requirements and pathways; ● Implement processes and procedures as it pertains to Special Education to ensure IEP accommodations and goals are being met; ● Implement best practices as it pertains to academic growth (focusing on math) to specifically provide students with instruction that is challenging, rigorous, and differentiated; ● Track and analyze attendance data at all levels to identify ways in which to improve attendance; and ● Develop and support staff on school-wide expectations surrounding instruction, classroom management, discipline, and communication with students and parents.
Year 2	<p>The school received an overall rating of Not Applicable for the 2020-21 school year due to the COVID-19 pandemic. Schools across the state were tasked with providing various instructional delivery methods for students based on health and safety guidelines provided by their county's local health department. Delivery methods, such as in-person, remote, or hybrid models, consistently changed for each school in Education One's portfolio throughout the 2020-21 school year based on COVID-19 related data and guidance. State assessments were canceled the year prior and local assessments were inconsistent at best for this school year. While data was collected and</p>

	<p>instructional practices monitored, all schools received a rating of Not Applicable. However, TBLA continued to require overall improvement in the following areas:</p> <ul style="list-style-type: none"> • Creating processes and procedures to establish high expectations for 7-12 staff, surrounding instruction and rigorous content offerings; • Implementing plans for collaboration between Special Education and General Education teachers; and • Utilizing academic data and outcomes to identify root causes of observed deficiencies and create quantifiable action plans for improvement.
<p style="text-align: center;">Year 3</p>	<p>The school received a rating of Does Not Meet Standard, indicating that the school presented concerns in some or majority of indicator measures, with or without a credible plan to address the issues. The school was held accountable to 13 measures. The school received a rating of Does Not Meet Standard in seven of the measures. Student achievement and growth on the local benchmark assessment did not meet standard and the school's graduation rate decreased to only 66%. Overall the school did not evidence growth in the areas of deficiency from the previous school year. There was still required improvement in the following areas:</p> <ul style="list-style-type: none"> • Improving processes and procedures to establish high expectations for 7-12 staff, surrounding instruction and rigorous content offerings; • Implementing plans for collaboration between Special Education and General Education teachers; and • Utilizing academic data and outcomes to identify root causes of observed deficiencies and create quantifiable action plans for improvement. <p>The 2021-22 was a renewal year for TBLA. The school received a 3-year extension on their 3-year charter term due to COVID-19 pandemic.</p>
<p style="text-align: center;">Year 4</p>	<p>The school received a rating of Does Not Meet Standard, indicating that the school presented concerns in a some or majority of indicator measures, with or without a credible plan to address the issues. The school was held accountable to 22 measures. The school received a rating of Does Not Meet Standard in 12 of the measures. Local benchmark assessment continued to illustrate students were not meeting standards for grade level proficiency. Similarly, students in grade 11 had significantly lower passing percentages on both the SAT Evidence Based Reading and Writing and SAT math assessment than schools in the local community and the state overall. The school continued to underperform in math for grades 3-8 and in both English/Language Arts and math in high school grades. The school's graduation rate continued to be more than 20 points below the state average and chronic absenteeism maintained its high rate from previous school years. The school was placed on Tier III Probationary Status, indicating a required School Improvement Plan for the 2023-24 school year, with a focus on the following:</p> <ul style="list-style-type: none"> • Proficiency on ILEARN and SAT • Proficiency of Special Education Students on ILEARN and Local Benchmark Assessments • Improved Instructional Capacity in High School Grades • College and Career Coursework Offerings. <p>Also, the school required improvement in the following areas:</p> <ul style="list-style-type: none"> • Conducting 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; • Implementing established curriculums and instructional delivery structures with fidelity; • Implementing a local assessment for 9-12 students; and • Improving post-secondary opportunities at the high school level.
<p style="text-align: center;">Year 5</p>	<p>The school received an overall rating of Does Not Meet Standard, indicating that the school presented concerns in some or majority of indicator measures, with or without a credible plan to address the issues. The school was held accountable to 35 measures. The school received a rating of Does Not Meet Standard in 16 of the measures. The school continues to underperform compared to the state on both summative assessments, the ILEARN and SAT assessment. Compared to local schools on those similar assessments, TBLA was also underperforming in math across all grade levels and in all content areas at the high school level. College and career coursework was significantly lower than state average and the state's overall goal, when looking at the most recent data provided by the Indiana Department of Education. Chronic absenteeism continued to be high and has been since pre-pandemic.</p> <p>At the local level, instructional capacity was limited amongst new teachers to the school as well as from some legacy teachers. Students were not being provided with instructional opportunities that will prepare them for college and/or careers. Students with the most need academically (Free/Reduced Lunch students, Special Education students, and students performing in the bottom 25%) were progressing towards proficiency at rates that do not meet standard, especially compared to their peers' outcomes, in both reading and math. Finally, when looking at how legacy students perform to non-legacy students, there was no evidence that the school's programming is better than options in the community or schools students may have come from, as legacy students perform similar to or lower than non-legacy students in both reading and math and in all grade levels served at the school.</p>

The school was placed on Tier III Probationary Status for the 2023-24 school year and required a School Improvement Plan that focused on:

- Proficiency on ILEARN and SAT
- Proficiency of Special Education Students on ILEARN and Local Benchmark Assessments
- Improved Instructional Capacity in High School Grades
- College and Career Coursework Offerings.

Specific goals for each of the areas were created, including specialized rubrics to indicate meeting standard by the end of the 2023-24 school year. Those outcomes can be found in the [School Improvement Plan](#) section of the Annual Review, found after Part I: Academic Performance.

The recent evaluation of Thea Bowman Leadership Academy's performance has revealed a critical and urgent situation: it has failed to meet nearly all of the goals outlined in the School Improvement Plan. This shortfall spans several key areas, significantly impacting TBLA's students' educational experience and future prospects. The areas of concern include academic performance, where test scores and overall achievement levels have not improved as anticipated. Additionally, the quality of instruction at the high school remains inadequate, falling short of providing the educational experience essential for the students' success upon graduation.

This failure to meet improvement goals necessitates immediate and decisive action. The urgency of the situation cannot be overstated, as it directly affects the quality of education and the potential success of students. It is imperative that TBLA address these issues with the utmost seriousness and dedication to turn around the current trajectory. The consequences of inaction are severe, risking not only the educational outcomes of students but also the broader reputation and effectiveness of the school. This report underscores the critical need for a reassessment of strategies and a renewed commitment to achieving educational objectives.

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
State and Federal Academic Performance	Federal Accountability Rating	DNMS	N/A	N/A	DNMS	DNMS	
	Proficiency on State Summative Assessment: E/LA (3-8)	DNMS	N/A	N/A	N/A	DNMS	
	Proficiency by Subgroup: E/LA (3-8)	N/A	N/A	N/A	N/A	AS	
	Proficiency on State Summative Assessment: Math (3-8)	DNMS	N/A	N/A	N/A	DNMS	
	Proficiency by Subgroup: Math (3-8)	N/A	N/A	N/A	N/A	AS	
	Proficiency on State Summative Assessment: E/LA (11)	DNMS	N/A	N/A	DNMS	DNMS	
	Proficiency by Subgroup: E/LA (11)	N/A	N/A	N/A	DNMS	DNMS	
	Proficiency on State Summative Assessment: Math (11)	DNMS	N/A	N/A	DNMS	DNMS	
	Proficiency by Subgroup: Math (11)	N/A	N/A	N/A	DNMS	DNMS	
	Growth on State Summative Assessment: E/LA (3-8)	AS	N/A	N/A	N/A	MS	
	Growth by Subgroup: E/LA (3-8)	N/A	N/A	N/A	N/A	MS	
	Growth on State Summative Assessment: Math (3-8)	AS	N/A	N/A	N/A	MS	
	Growth by Subgroup: Math (3-8)	N/A	N/A	N/A	N/A	AS	
	Pass or Pass+ Status Growth: E/LA (3-8)	N/A	N/A	N/A	N/A	MS	
	Did Not Pass Status Growth: E/LA (3-8)	N/A	N/A	N/A	N/A	MS	
	Pass or Pass+ Status Growth: Math (3-8)	N/A	N/A	N/A	N/A	AS	
	Did Not Pass Status Growth: Math (3-8)	N/A	N/A	N/A	N/A	AS	
	Comparison to Local Schools	DNMS	N/A	AS	DNMS	DNMS	
	3rd Grade Literacy	MS	N/A	MS	ES	ES	
	6th Grade Math	N/A	N/A	N/A	N/A	ES	
	Graduation Pathways Completion	MS	MS	DNMS	DNMS	MS	
	College and Career Credentials	N/A	N/A	N/A	N/A	N/A	
	College and Career Coursework	AS	DNMS	DNMS	DNMS	DNMS	
	Diploma Strength	N/A	N/A	N/A	ES	ES	
Chronic Absenteeism	DNMS	MS	N/A	DNMS	DNMS		

	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	DNMS	
	Attendance	AS	N/A	DNMS	AS	AS	
	High School Graduation on Track	N/A	N/A	N/A	AS	MS	
	Progress Towards Proficiency: E/LA	N/A	N/A	N/A	N/A	AS	
	Progress Towards Proficiency by Subgroup: E/LA	N/A	N/A	N/A	N/A	DNMS	
	Progress Towards Proficiency: Math	N/A	N/A	N/A	N/A	MS	
	Progress Towards Proficiency by Subgroup: Math	N/A	N/A	N/A	N/A	AS	
	Historical Proficiency 3-8: E/LA	N/A	N/A	N/A	N/A	DNMS	
	Historical Proficiency 3-8: Math	N/A	N/A	N/A	N/A	DNMS	
	Historical Proficiency 9-11: E/LA	N/A	N/A	N/A	N/A	DNMS	
	Historical Proficiency 9-11: Math	N/A	N/A	N/A	N/A	DNMS	

STATE AND FEDERAL ACADEMIC PERFORMANCE

Federal Accountability Rating

The Every Student Succeeds Act (ESSA) was signed into law in December 2015. ESSA required states to submit consolidated plans regarding state academic standards, assessments, state accountability systems, and school support and improvement activities. Indiana’s Consolidated State Plan was approved in January 2019. More information on the plan can be found [here](#). The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school receives a rating of Exceeds Expectations for the most recent school year.	The school receives a rating of Meets Expectations for the most recent school year.	The school receives a rating of Approaches Expectations for the most recent school year.	The school receives a rating of Does Not Meet Expectations for the most recent school year. OR The school receives a rating of Approaches Expectations three or more consecutive years.

A school receives one overall, summative rating based on the weighted points earned for each applicable federal measure. The table below represents the school’s designations for each measure, as well as the school’s overall designation. The rating reflects a school’s achievement with respect to performance goals for the State. Data utilized for the ratings is from the 2022-23 school year. The measures included within the Federal Accountability system are also further defined and rated throughout the State and Federal Academic Performance section of this review.

Overall Designation	Does Not Meet Expectations		
Achievement: E/LA (3-8)	Does Not Meet Expectations	Achievement: Math (3-8)	Does Not Meet Expectations
Growth: E/LA (3-8)	Does Not Meet Expectations	Growth: Math (3-8)	Does Not Meet Expectations
Closing the Gaps: E/LA (3-8)	Does Not Meet Expectations	Closing the Gaps: Math (3-8)	Does Not Meet Expectations
Student Attendance (3-8)	Does Not Meet Expectations	Student Attendance (9-12)	Meets Expectations
Achievement: E/LA (9-12)	Does Not Meet Expectations	Achievement: Math (9-12)	Does Not Meet Expectations
Graduation Rate (9-12)	Approaches Expectations	Strength in Diploma (9-12)	Does Not Meet Expectations

Based on the information released by the Federal Department of Education, Thea Bowman Leadership Academy (TBLA) receives a rating of **Does Not Meet Standard** based on the school’s Accountability Plan Performance Framework. A rating of Does Not Meet Expectations, according to the state of Indiana, identifies a school that has not met the state’s standard for performance. Students are inconsistent in achieving performance standards. A “does not meet expectations” school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school may be identified for targeted support and improvement by the Indiana Department of Education.

Proficiency on State Summative Assessment

Education One measures the success of the school’s educational model by comparing the percentage of students achieving grade level proficiency to state results, utilizing Indiana’s summative assessment. Students included in the percentage used for comparison are legacy students. A legacy student is defined as having attended the school for a minimum of three years.

The rubric for this measure is as follows:

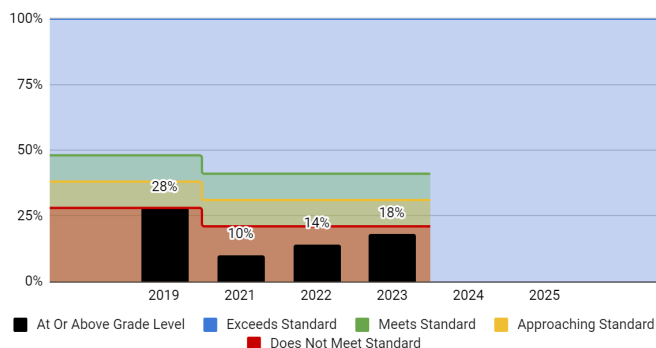
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of legacy students at or above grade level proficiency exceeds the state's percentage of students at or above proficiency.	The percentage of legacy students at or above grade level proficiency is within 0-10.0%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

Students in grades three through eight at TBLA participated in Indiana's state summative assessment, the Indiana Learning Evaluation Assessment Readiness Network (ILEARN) test. ILEARN is administered each spring to measure grade-level standard proficiency and annual growth for students in grades three through eight. Students in grade 11 participated in the Scholastic Aptitude Test (SAT). This assessment, administered in late winter, is considered a Graduation Qualifying Exam (GQE) in the state of Indiana and can be used as a graduation requirement.

All data utilized in this measure's review is from the 2022-23 school year. The following graphs illustrate the historical trends of the school and state passing rates throughout the school's current charter term defined within this review. All students, regardless of legacy status, are included.

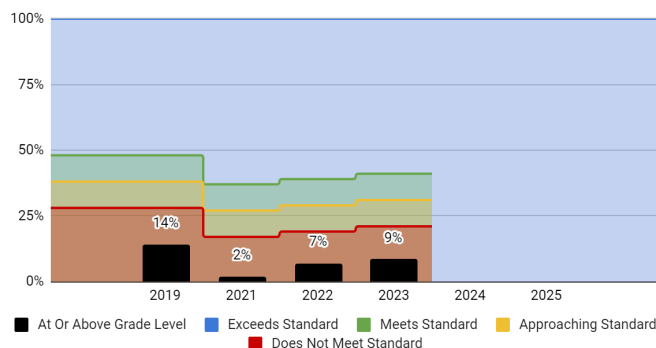
TBLA Proficiency on State Summative Assessment: E/LA 3-8

Charter Term: 2019-2025



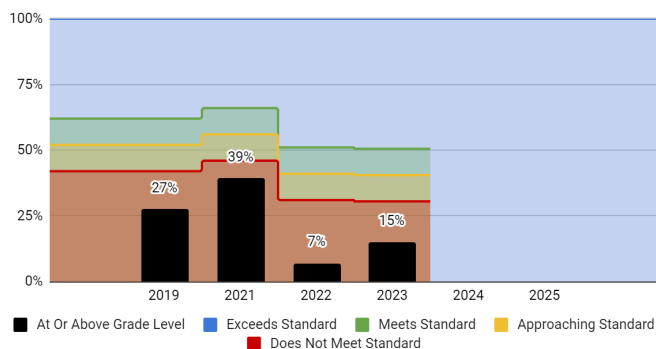
TBLA Proficiency on State Summative Assessment: Math 3-8

Charter Term: 2019-2025



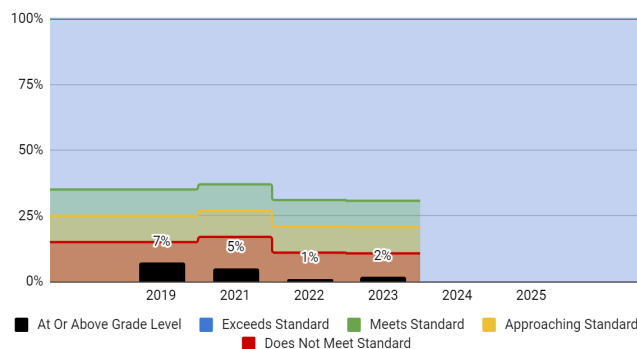
TBLA Proficiency on State Summative Assessment: E/LA 10-11

Charter Term: 2019-2025



TBLA Proficiency on State Summative Assessment: Math 10-11

Charter Term: 2019-2025



English/Language Arts: In Indiana, 41% of students in grades three through eight met or exceeded standards on the 2023 English/Language Arts ILEARN assessment. At TBLA, 18% of students met or exceeded standards on the same assessment. With a difference of 23 points, the school **Does Not Meet Standard**. Despite an increasing percentage of students meeting performance standards, it's evident that the rate of improvement is not adequate and has not compared with the state overall since the implementation of the ILEARN assessment.

51% of Indiana eleventh grade students passed the Evidence Based Reading and Writing SAT assessment in 2023. At TBLA, only 15% of students passed this graduation qualifying exam. With a difference of 36 points, the the school **Does Not Meet Standard**, continuing the trend of exhibiting historical passing percentages that fall well below the meets standard metric.

Math: In Indiana, 41% of students in grades three through eight met or exceeded standards on the 2023 math ILEARN assessment. At TBLA, 9% of students met or exceeded standards on the same assessment. With a difference of 32 points, the school **Does Not Meet Standard**. The recent data reveals a troubling trend of minimal gains in the percentage of students meeting performance standards across various grade levels.

31% of Indiana eleventh grade students passed the math SAT assessment in 2023. At TBLA, only 2% of students passed this graduation qualifying exam. With a difference of 29 points, the school **Does Not Meet Standard**. The persistent lack of improvement raises significant concerns about the effectiveness of current strategies and the overall academic environment.

Subgroup Proficiency on State Summative Assessment

Successful implementation of the educational model is also monitored by comparing the results of the school's represented subgroups to state's results of the same subgroups on Indiana's summative assessment. The school receives annual ratings in English/Language Arts and Math for each of the following subgroups with 10 or more students:

- English Learner (EL);
- Race;
- Socioeconomic Status (F/R Lunch); and
- Special Education (SPED).

The rubric used for this measure is as follows:

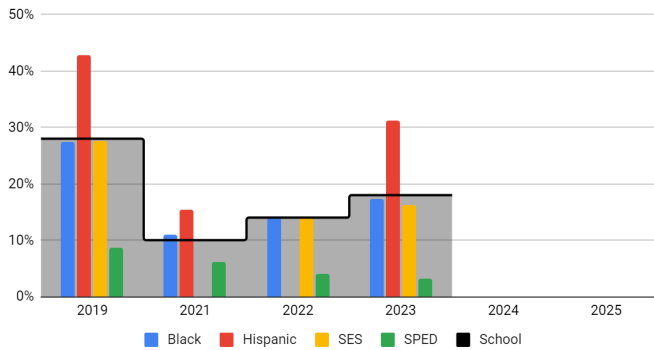
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students within the identified subgroup at or above grade level proficiency exceeds the state's percentage of students at or above proficiency in the same subgroup.	The percentage of students within the identified subgroup at or above grade level proficiency is within 0-10.0% of the state's percentage of students at or above proficiency in the same subgroup.	The percentage of students within the identified subgroup at or above grade level proficiency is within 10.1-20.0% of the state's percentage of students at or above proficiency in the same subgroup.	The percentage of students within the identified subgroup at or above grade level proficiency is more than 20.0% from the state's percentage of students at or above proficiency in the same subgroup.

If a the state's passing percentage of a subgroup was less than 20%, the following rubric is utilized:

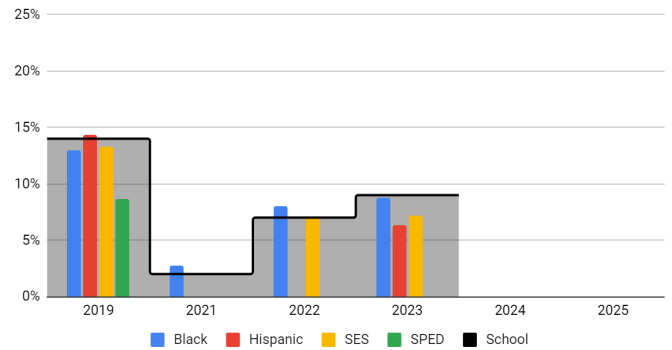
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students within the identified subgroup at or above grade level proficiency exceeds the state's percentage of students at or above proficiency in the same subgroup.	The percentage of students within the identified subgroup at or above grade level proficiency is within 75% of the state's passing percentage.	The percentage of students within the identified subgroup at or above grade level proficiency is within 50.0-74.9% of the state's passing percentage.	The percentage of students within the identified subgroup at or above grade level proficiency is less than 50% of the state's passing percentage.

The following graphs illustrate the proficiency trends of the subgroups served throughout the school's current charter term defined within this review.

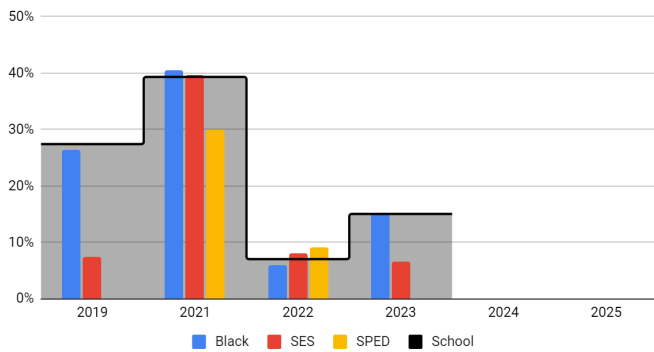
TBLA Subgroup Proficiency on State Summative Assessment: E/LA 3-8
Charter Term: 2019-2025



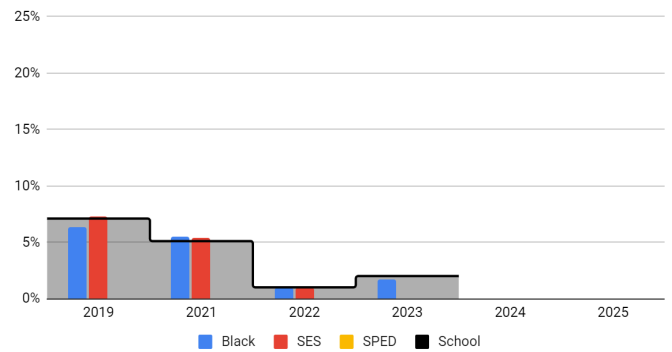
TBLA Subgroup Proficiency on State Summative Assessment: Math 3-8
Charter Term: 2019-2025



TBLA Subgroup Proficiency on State Summative Assessment: E/LA 10-11
Charter Term: 2019-2025



TBLA Subgroup Proficiency on State Summative Assessment: Math 10-11
Charter Term: 2019-2025



The following table highlights 2023 results and how they compare to the state for students in grades three through eight.

Subgroup Information			English/Language Arts				Math			
Subgroup	School Population	State Population	School Passing %	State Passing %	Difference	Rating	School Passing %	State Passing %	Difference	Rating
Black	93%	13%	17.0%	19.7%	-2.7	MS	9.0%	16.2%	-7.2	AS
Hispanic	4%	14%	31.0%	27.1%	+3.9	ES	6.0%	25.9%	-19.9	AS
F/R Lunch	70%	49%	16.0%	27.2%	-11.2	AS	7.0%	26.7%	-19.7	AS
SPED	9%	18%	3.0%	13.1%	-10.1	DNMS	0.0%	16.8%	-16.8	DNMS

The following table highlights 2023 results and how they compare to the state for students in grade 11.

Subgroup Information			English/Language Arts				Math			
Subgroup	School Population	State Population	School Passing %	State Passing %	Difference	Rating	School Passing %	State Passing %	Difference	Rating
Black	93%	13%	15.0%	26.2%	-11.2	AS	2.0%	9.2%	-7.2	DNMS
F/R Lunch	70%	49%	7.0%	34.2%	-27.2	DNMS	0.0%	15.4%	-15.4	DNMS

English/Language Arts: For students in grades three through eight, the school’s largest racial subgroup, Black students, performed similar to the state, while Hispanic students, though a small portion of the schools overall population, outperformed other Hispanic students across the state. There were significant disparities in academic proficiency among various subgroups of students, such as those who may receive Free/Reduced Lunch and those with disabilities, when compared to the state. Overall, the school is **Approaching Standard** for elementary and middle school students.

Upon review of disaggregated data for students in eleventh grade, it’s clear that certain subgroups, such as students from economically disadvantaged backgrounds, consistently perform below their peers in key academic areas. Overall, the school is **Does Not Meet Standard** for high school students.

Math: Comparison to state subgroups for students in elementary and middle school were inadequate, with no subgroups meeting or exceeding standard. There remains concern of growing proficiency gaps for students from economically disadvantaged backgrounds. Overall, the school is **Approaching Standard**.

For students in eleventh grade, overall passing percentages for both identified subgroups were far below the expected metric. the school is **Does Not Meet Standard** for high school students with little to no students in either subgroup passing this assessment.

Growth on State Summative Assessment

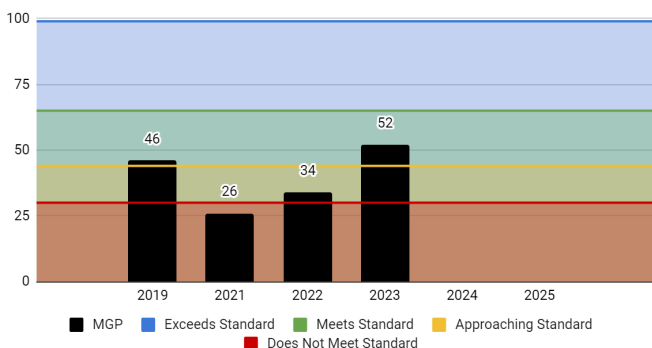
Education One measures the success of the school’s implementation of its educational model by analyzing the amount of academic progress students make in a given year compared to other students with similar histories of academic proficiency. For more information on how the state of Indiana calculates growth, click [here](#). The school receives annual ratings for growth in English/Language Arts and Math, utilizing data from the state summative assessment. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school’s Median Growth Percentile is greater than 65.	The school’s Median Growth Percentile is between 45 and 65.	The schools’ Median Growth Percentile is between 30 and 45.	The school’s Median Growth Percentile is less than 30.

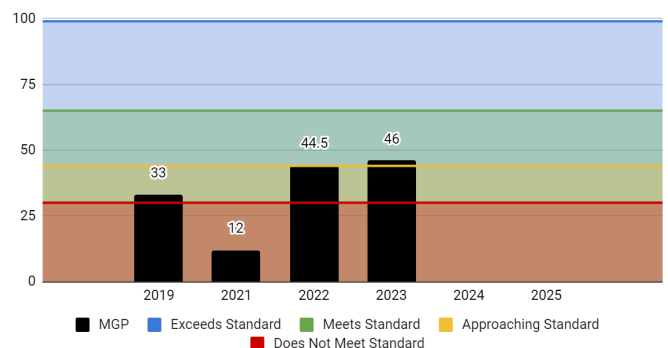
The Median Growth Percentile (MGP) is calculated utilizing individual Student Growth Percentiles (SGP) and finding the median, or midpoint, of those numbers. An SGP describes the relationship between the student’s previous scores and their current year’s score and compares that difference to the same student’s academic peers. An academic peer is defined as a student in the same grade who had similar scores on previous assessments.

The MGP indicates how the school grew its students as well as or better than other schools that serve similar achieving students. The following graphs illustrate the MGP trends throughout the school’s current charter term defined within this review.

TBLA Growth on State Summative Assessment: E/LA 3-8
Charter Term: 2019-2025



TBLA Growth on State Summative Assessment: Math 3-8
Charter Term: 2019-2025



English/Language Arts: TBLA had an MGP of 52 based on 2023 ILEARN assessment results. Therefore, the school **Meets Standard**. The recent data indicates a positive trend in the school's Median Growth Percentile, but the rate of improvement has not increased the proficiency of students to even an approaching standard rate.

Math: TBLA had an MGP of 46 based on 2023 ILEARN assessment results. Therefore, the school **Meets Standard**. The rate of improvement was stagnant from the previous school year. With a passing percentage below 10%, a much more aggressive MGP will be required to progress towards proficiency.

Subgroup Growth on State Summative Assessment

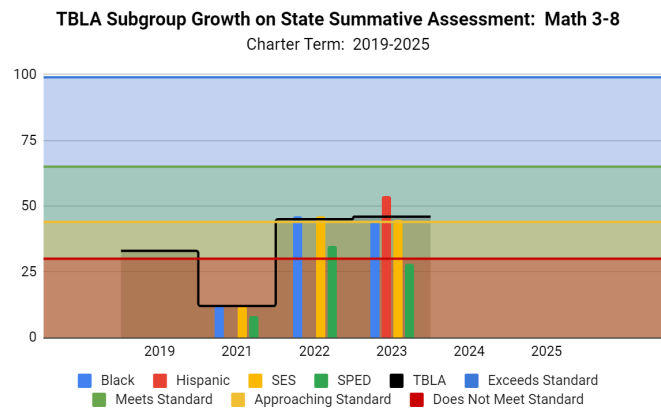
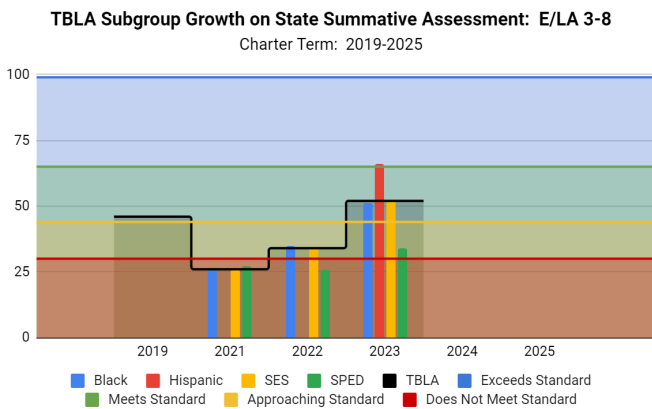
Education One measures the success of the school's implementation of its educational model by analyzing the amount of academic progress subgroups make in a given year compared to other students with similar histories of academic proficiency. The school receives annual ratings for growth in English/Language Arts and Math utilizing data from the state summative assessment.

- English Learner (EL);
- Race;
- Socioeconomic Status (F/R Lunch); and
- Special Education (SPED).

The rubric used for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The subgroup's Median Growth Percentile is greater than 65.	The subgroup's Median Growth Percentile is between 45 and 65.	The subgroup's Median Growth Percentile is between 30 and 45.	The subgroup's Median Growth Percentile is less than 30.

The following graphs illustrate the growth trends of the subgroups served throughout the school's current charter term defined within this review.



English/Language Arts: Two of the school's larger subgroups, Black and Free/Reduced Lunch students, are performing consistently with the school, while Hispanic students have a much greater MGP than their peers. Special Education students, however, continue to see a much lower growth percentile than their peers. Overall, the school **Meets Standard**.

Math: Black students, which make up over 90% of the school's population, had an MGP that was approaching standard. Students from economically disadvantaged backgrounds barely made the meets standard metric. Special Education students continue to exhibit less growth than their peers, with an MGP that does not meet standard. Overall, the school is **Approaching Standard** with significant populations not meeting standard and/or gaps in growth among peer groups

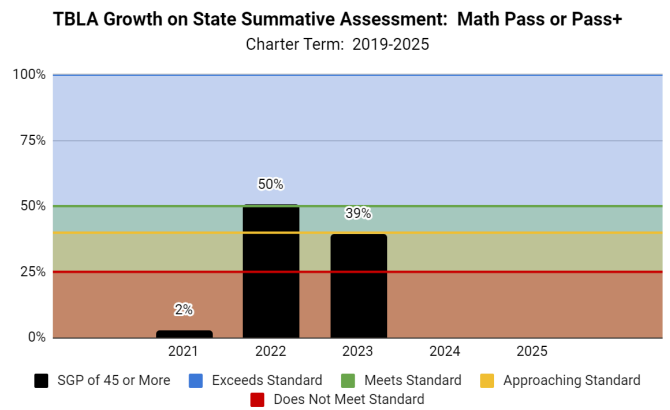
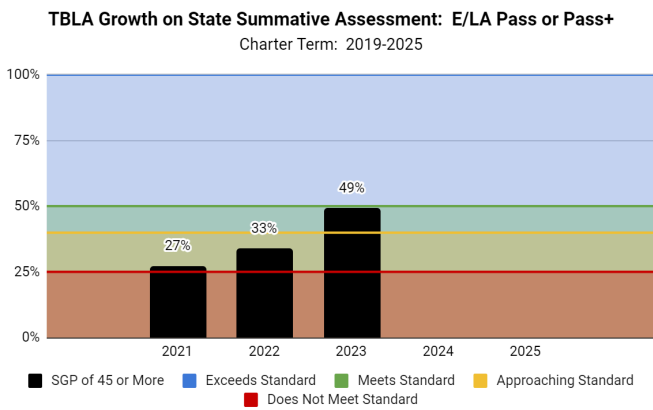
Passing Status Growth on State Summative Assessment

Education One analyzes the percentage of students whose growth supports the maintenance of or obtaining proficiency. The school receives separate annual ratings for students based on previous proficiency status of 'Pass/Pass+' or 'Did Not Pass' for both English/Language Arts and Math.

Pass or Pass+ Students: The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 50.0% of students with a previous status of Pass or Pass+ have an SGP of at least 45.	40.0-50.0% of students with a previous status of Pass or Pass+ have an SGP of at least 45.	25.0-39.9% of students with a previous status of Pass or Pass+ have an SGP of at least 45.	Less than 25.0% of students with a previous status of Pass or Pass+ have an SGP of at least 45.

The following graphs illustrate the growth trends of students with previous pass or pass+ status served throughout the school's current charter term defined within this review.



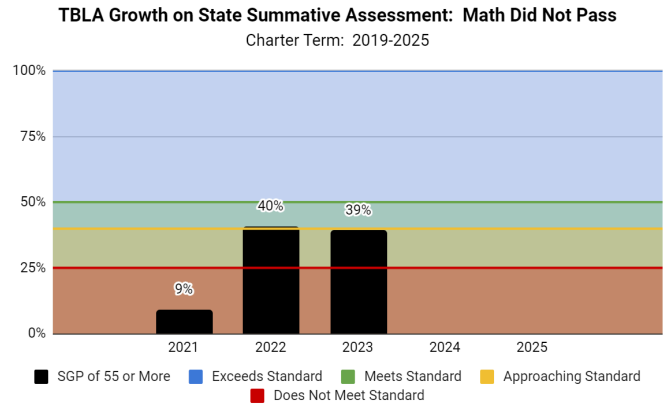
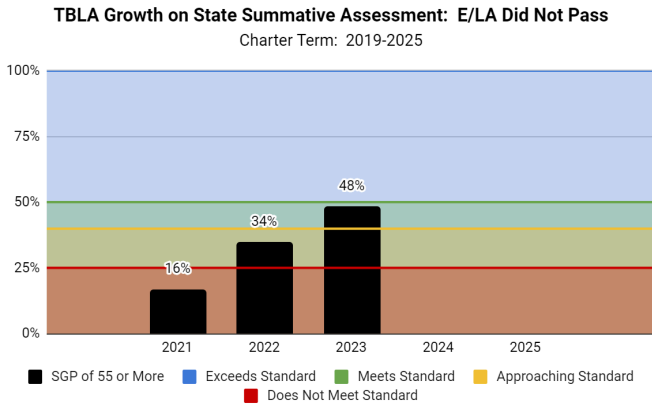
English/Language Arts: 49% of 'Pass or Pass+' students had an SGP of at least 45 on the 2023 English/Language Arts assessment. The school receives a rating of **Meets Standard**. The school has observed growth among passing students, ensuring that they maintain proficiency and continue to progress academically.

Math: 39% of 'Pass or Pass+' students had an SGP of at least 45 on the 2023 math assessment. The school receives a rating of **Approaching Standard**. Upon analyzing student data, it is observed that a substantial number of students who meet proficiency standards on their assessment are not demonstrating sufficient growth in their academic performance over time. The lack of growth raises concerns about the effectiveness of the instructional practices and support systems in fostering continuous improvement among all students.

Did Not Pass Students: The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 50.0% of students with a previous status of Did Not Pass have an SGP of at least 55.	40.0-50.0% of students with a previous status of Did Not Pass have an SGP of at least 55.	25.0-39.9% of students with a previous status of Did Not Pass have an SGP of at least 55.	Less than 25.0% of students with a previous status of Did Not Pass have an SGP of at least 55.

The following graphs illustrate the growth trends of students with previous did not pass status served throughout the school's current charter term defined within this review.



English/Language Arts: 48% of 'Did Not Pass' students had an SGP of at least 55 on the 2023 English/Language Arts assessment. The school receives a rating of **Meets Standard**. The recent data indicates a positive trend in the school's growth towards proficiency, but the rate of improvement has not increased the proficiency of students to even an approaching standard rate.

Math: 39% of 'Did Not Pass' students had an SGP of at least 55 on the 2023 math assessment. The school receives a rating of **Approaching Standard**. The rate of improvement was stagnant from the previous school year. With a passing percentage below 10%, a much more aggressive MGP will be required to progress towards proficiency.

Comparison to Local Schools

Education One compares its public charter schools to surrounding traditional and/or charter public schools that serve students with similar demographics and are within 10 miles of the school's location to ensure a quality choice is being provided to the community. Proficiency and/o growth results from Indiana's summative assessment in English/Language Arts and Math are utilized to calculate this measure. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school's overall performance in proficiency and growth outpaces comparison schools 100% of the time.	The school's overall performance in proficiency and growth outpaces comparison schools 75.0-99.9% of the time. OR The school is meeting or exceeding standard in proficiency and median growth measures.	The school's overall performance in proficiency and growth outpaces comparison schools 50.0-74.9% of the time. OR The school is meeting or exceeding standard in proficiency or median growth measures.	The school's overall performance in proficiency and growth outpaces comparison schools less than 50.0% of the time.

The following table indicates the comparison schools for TBLA, based on the location and subgroups served.

School Name	English/Learner Population	F/R Lunch Population	SPED Population	Distance from School
TBLA	0%	70%	8%	
21st Century Charter School of Gary	0%	76%	13%	6.6 miles
Beveridge Elementary School	1%	82%	18%	1.9 miles
Daniel Hale Williams Elementary School	1%	77%	17%	4.6 miles
Aspire Charter Academy	0%	98%	16%	1.9 miles
Gary Lighthouse Charter School	3%	100%	14%	6.6 miles
West Side Leadership Academy	1%	79%	18%	1.8 miles

The following tables illustrate the performance measures that TBLA outperformed the aforementioned local schools, which are highlighted in green.

School Name	E/LA Proficiency	Math Proficiency	E/LA Growth	Math Growth
TBLA: 3-8	18%	9%	27%	7%
21st Century Charter School of Gary	11%	9%	20%	6%
Beveridge Elementary School	6%	2%	25%	11%
Daniel Hale Williams Elementary School	9%	6%	13%	10%
Aspire Charter Academy	28%	20%	41%	22%
Gary Lighthouse Charter School	15%	9%	25%	15%

School Name	E/LA Proficiency	Math Proficiency
TBLA: 11	15%	2%
21st Century Charter School of Gary	15%	1%
Gary Lighthouse Charter School	17%	2%
West Side Leadership Academy	21%	4%

Overall, TBLA outperformed comparison schools 42% of the time when looking at proficiency and growth. The data indicating that the school is not outperforming comparison schools is a reminder of the importance of focusing on students' academic needs and providing comprehensive support. Targeted interventions, resources, and professional development to address areas of weakness and improve student outcomes must become a priority, specifically when comparative data is so low compared to peers across the state.

The school must critically examine the strategies and approaches employed that have not led to improved outcomes. It's essential to identify effective practices and scale them up while discontinuing those that have proven ineffective. Therefore, the school receives a rating of **Does Not Meet Standard**.

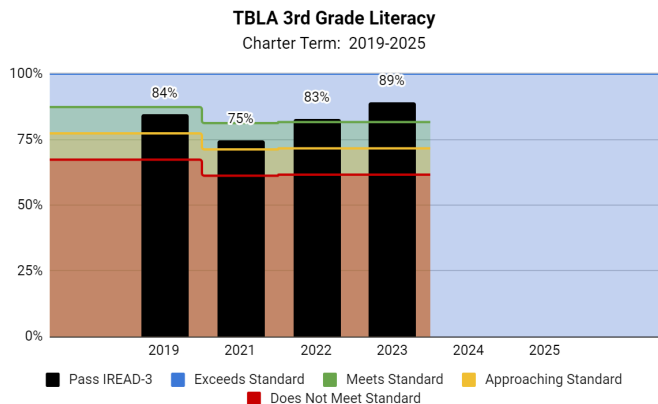
3rd Grade Literacy

The 3rd Grade Literacy measure calculates the percentage of grade 3 students demonstrating proficiency after the summer administration of the Indiana Reading Evaluation and Determination (IREAD-3) assessment. This summative assessment evaluates foundational reading standards through grade 3 to ensure all students are reading proficiently moving into grade 4. Education One compares the school's passing percentage to the passing percentage of the state.

The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of grade 3 students receiving a passing score is greater than the state's passing percentage.	The percentage of grade 3 students receiving a passing score is within 0-10.0% of the state's passing percentage.	The percentage of grade 3 students receiving a passing score is within 10.1-20.0% of the state's passing percentage.	The percentage of grade 3 students receiving a passing score is greater than 20.0% of the state's passing percentage.

The following graph illustrates the trends of third grade students passing this assessment throughout the school's current charter term defined within this review. The state of Indiana has created a statewide goal, however, that the IREAD-3 passing rate be 95% by 2027.



In 2023, TBLA had a passing rate of 89% on the IREAD-3 assessment. The state of Indiana's passing percentage was 82%. With a positive difference of 7 points, the school receives a rating of **Exceeds Standard** according to their Accountability Plan Performance Framework.

The school's success on the IREAD-3 assessment underscores the importance of consistent, highly qualified teaching staff on the school's third grade team, who value the importance of differentiation and rigorous instructional opportunities for their students.

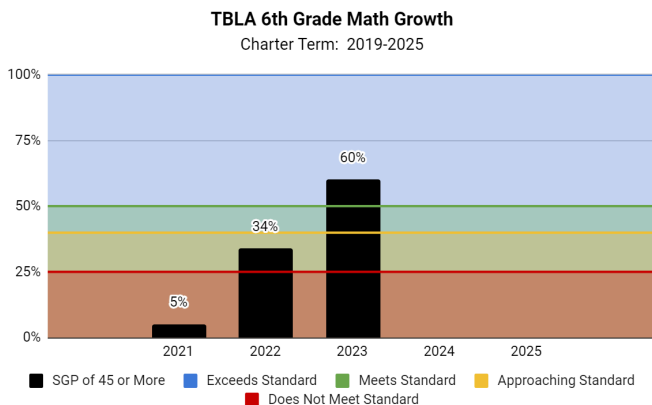
6th Grade Math

The 6th Grade Math Growth measure calculates the percentage of grade six students meeting their individual growth targets on the state's summative math assessment. These targets are determined based on individual student performance and academic needs. The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 50.0% of grade 6 students have an SGP of at least 45.	40.0-50.0% of grade 6 students have an SGP of at least 45.	25.0-39.9% of grade 6 students have an SGP of at least 45.	Less than 25.0% of grade 6 students have an SGP of at least 45.

The graph illustrates the trends of sixth grade students with an SGP of at least 45 on the ILEARN math assessment throughout the school's current charter term defined within this review.

In 2023, 60% of sixth grade students had an SGP of at least 45 on the ILEARN math assessment. Therefore, the school receives a rating of **Exceeds Standard** according to their Accountability Plan Performance Framework.

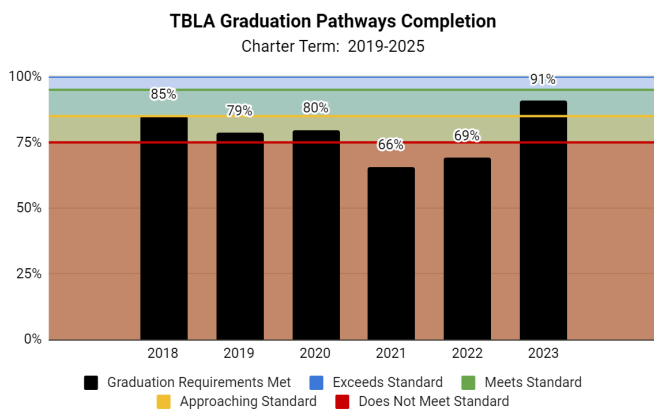


Graduation Pathways Completion

Education One assesses a school's ability to support students in completing Indiana's graduation requirements. This measure illustrates the percentage of students in the most current grade 12 cohort that completed state requirements for graduating in four years. This is also commonly referred to as a graduation rate. Data is collected from the previous school year. The rubric for this measure is as follows and follows current goals the state of Indiana has:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 95.0% of grade 12 students complete graduation requirements.	85.0%-95.0% of grade 12 students complete graduation requirements.	75.0-84.9% of grade 12 students complete graduation requirements.	Less than 75.0% of grade 12 students complete graduation requirements.

The following graph illustrates the trends of the school's graduation rates throughout the school's current charter term defined within this review. Official graduation rates are released well into the next academic year in the state of Indiana.



The state of Indiana saw a four-year cohort graduation rate of 95% in 2022-23. TBLA's graduation rate was 91%. Based on this percentage, the school receives a rating of **Meets Standard** for Graduation Pathways Completion.

College and Career Credentials

Education One measures its high school's ability to provide students with high quality college and career credentials. Data collected to calculate this measure is from the Indiana Commission on Higher Education and local student information systems. High quality college and career credentials include earning an associates degree, Indiana College Core (ICC), Technical Certificate (TC), Certificate of

Graduation (CG), or Certificate (CT). The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 60.0% of grade 12 students earn high quality college and/or career credentials.	40.0-60.0% of grade 12 students earn high quality college and/or career credentials.	20.0%-39.9% of grade 12 students earn high quality college and/or career credentials. OR The percentage of grade 12 students who earn high quality college and/or career credentials is less than 20.0% but is greater than the local school district.	Less than 20.0% of grade 12 students earn high quality college and/or career credentials.

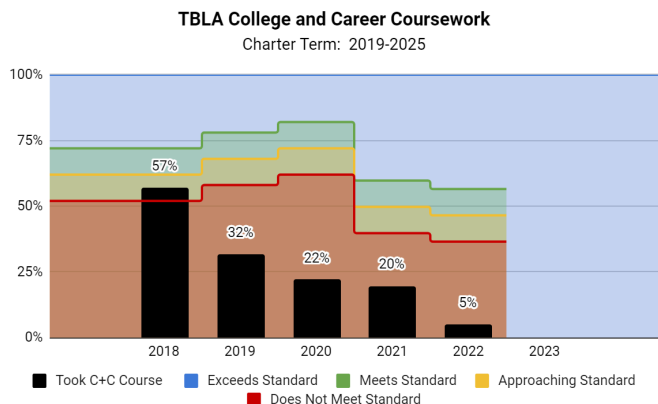
The school has not had enough data to be publicly displayed for this indicator and receives a rating of **Not Applicable**.

College and Career Coursework

The College and Career Coursework measure focuses on the percentage of students in the most recent grade 12 cohort who met the criteria for completing college credit. Data used for this measure is collected by the IDOE from the Advanced Placement (AP) test vendor and the school. Students included in this percentage have passed an AP assessment or Dual Credit course.

The rubric is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of grade 12 students who met the College and Career Coursework criteria is greater than the state's percentage.	The percentage of grade 12 students who met the College and Career Coursework criteria is within 0-10.0% of the state's percentage.	The percentage of grade 12 students who met the College and Career Coursework criteria is within 10.1-20.0% of the state's percentage.	The percentage of grade 12 students who met the College and Career Coursework criteria is greater than 20.0% from the state's percentage.



Current data indicates that the 2022 cohort had 5% of students pass an AP exam or take a Dual Credit course. This is the most recent data released by the state at the time of this report.

The corresponding graph illustrates trends over time for TBLA. Low passing rates may indicate resource allocation issues within the school. The school has limited resources and struggles to provide the necessary support and infrastructure for AP or Dual Credit programs, leading to lower student success rates. Also, the school's curriculum does not adequately prepare students for the rigor of AP or college-level coursework. This is due to gaps in instruction,

lack of alignment with course objectives, and a lack of highly qualified teachers and staff. The school receives a rating of **Does Not Meet Standard**.

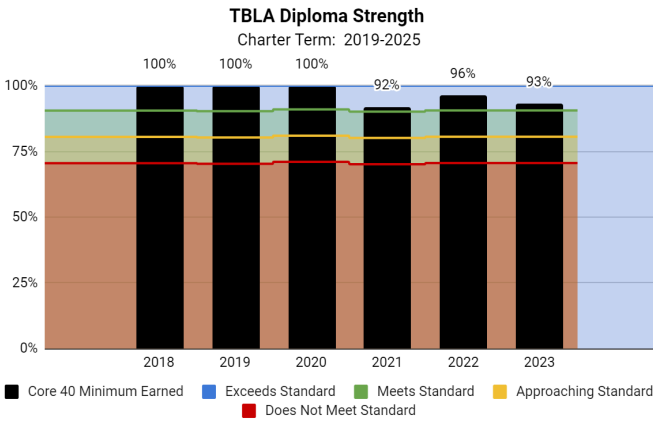
Diploma Strength

Education One measures its high schools effectiveness in providing rigorous and relevant experiences for students to be prepared for college and/or careers. The Diploma Strength measure calculates the percentage of students in the most recent grade 12 cohort who earned any of the following Indiana diploma designations:

- Core 40;
- Academic Honors;
- Technical Honors;
- Academic and Technical Honors; and
- International Baccalaureate

Data is collected by the IDOE from individual schools from the previous school year. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of grade 12 students who earned an above-named diploma is greater than the state's percentage.	The percentage of grade 12 students who earned an above-named diploma is within 0-10.0% of the state's percentage.	The percentage of grade 12 students who earned an above-named diploma is within 10.1-20.0% of the state's percentage.	The percentage of grade 12 students who earned an above-named diploma is greater than 20.0% from the state's percentage.

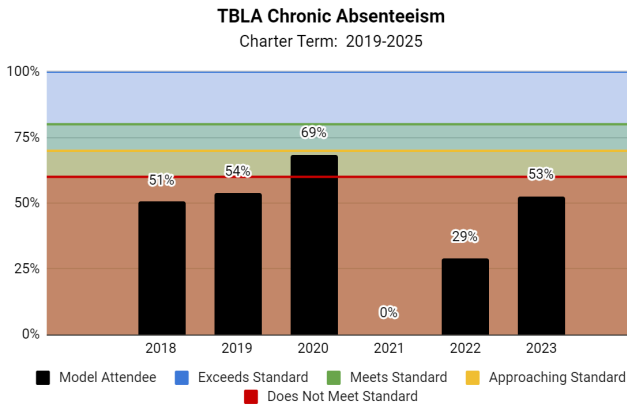


In 2022-23, TBLA had 93% of grade 12 students earn at least a Core 40 Indiana Diploma. In that same year, the state of Indiana had 91% of grade 12 students earn similar diplomas. With a positive difference of 2 points, the school receives a rating of **Exceeds Standard**. The following graph illustrates trends in diploma strength for TBLA.

Chronic Absenteeism

Chronic absenteeism is the rate of students who have been absent from school for at least 10 percent of the school year, for any reason. The school receives an overall rating for this measure at the end of the year based on data submitted to the IDOE and ESSA goals created by the state of Indiana. The rubric for this indicator is as follows.

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 80.0% of students had a model attendee rate.	70.0-80.0% of students had a model attendee rate.	60.0-69.9% of students had a model attendee rate.	Less than 60.0% of students had a model attendee rate.



The following graph illustrates trends over time for TBLA throughout its current charter term.

Based on the current model attendee rate of 53%, the school receives a rating of **Does Not Meet Standard**. Chronic absenteeism may suggest that a significant number of students are disengaged or lack motivation to attend school regularly. High rates of chronic absenteeism may correlate with lower academic performance and proficiency levels in the school.

LOCAL ACADEMIC PERFORMANCE

Instruction

Education One evaluates this measure on a monthly, quarterly, or bi-annual basis during scheduled site visits, where classroom observations are conducted to monitor the implementation of the following instructional best practices:

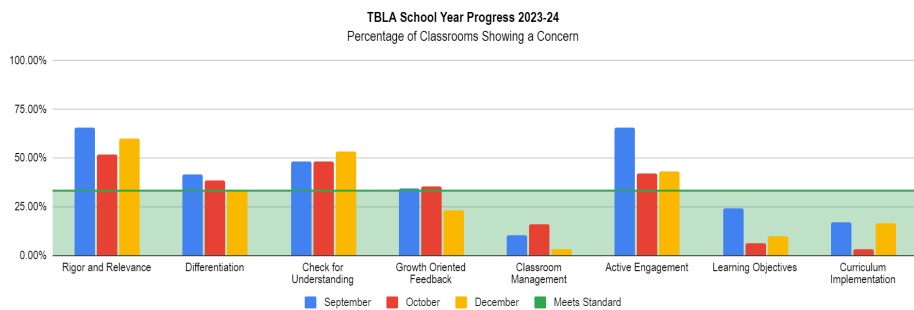
- **Rigor and Relevance:** Instructional delivery possesses the appropriate level of rigor and relevance, whereas rigor is defined as complexity and relevance is defined as culturally affirming.
- **Differentiated Instruction:** Differentiation in a classroom refers to the practice of tailoring instruction to meet the diverse needs of students.
- **Checks for Understanding:** Checks for understanding are strategies used by teachers to assess whether students have grasped the material being taught. These checks help teachers gauge student comprehension and inform instructional decisions.
- **Growth Feedback:** Growth feedback in a classroom focuses on providing constructive input that encourages and supports students in their academic and personal development.
- **Classroom Management:** Effective classroom management is crucial for creating a positive and productive learning environment.
- **Active Engagement:** Active engagement in a classroom refers to students being fully involved, participating, and invested in their learning.
- **Learning Objectives:** Learning objectives are specific, measurable, and observable statements that describe what students should know or be able to do by the end of a lesson, unit, or course.
- **Curriculum Implementation:** Curriculum implementation refers to the process of putting educational plans and materials into practice in the classroom.

Classroom observation data is compiled to identify overarching trends across the school. The overall score is based on the percentage of classrooms that may not have implemented a component appropriately or at all when it would have been appropriate. This ties back to the school's overall capacity to provide a quality instructional experience. Each component is weighted based on its effect size on student proficiency and growth. Based on the percentage of classrooms with observed miss opportunities, points (1-4) are given to each component. The corresponding table illustrates the percentage to point conversion.

Points Received Key	
0-9.9% of Classrooms Showed Concern	4 points
10-33.2% of Classrooms Showed Concern	3 points
33.3-49.9% of Classrooms Showed Concern	2 points
50-100% of Classrooms Showed Concern	1 point

The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school receives an instructional rating of 3.5 to 4.0.	The school receives an instructional rating within the range of 3.0-3.4.	The school receives an instructional rating within the range of 2.0-2.9.	The school receives an instructional rating within the range of 1.0-1.9.



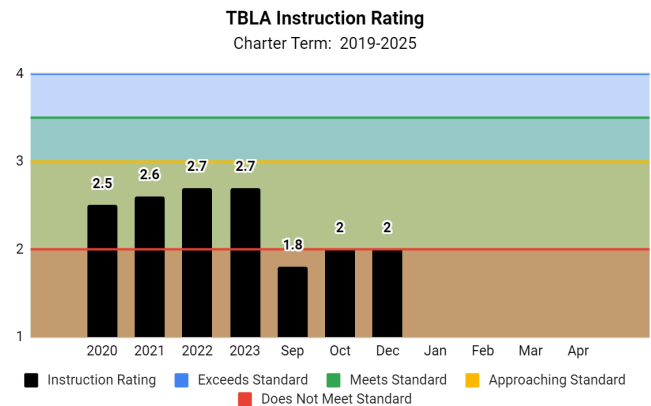
The corresponding graph illustrates the percentage of classrooms showing a concern in each observable best practice throughout the 2023-24 school year. The goal is for a bar to be within the green 'Meets Standard' shaded area of the graph.

To coincide with the graph, the following table indicates the actual percentage of classrooms where there was an observable concern.

	September	October	December	January	February	March	April
Rigor + Relevance	65.5%	51.6%	60.0%				
Differentiation	41.4%	38.7%	33.3%				
Checks for Understanding	48.3%	48.4%	53.3%				
Growth Oriented Feedback	34.5%	35.5%	23.3%				
Classroom Management	10.3%	16.1%	3.3%				
Active Engagement	65.5%	41.9%	43.3%				
Learning Objectives	24.1%	6.5%	10.0%				
Curriculum Implementation	17.2%	3.2%	16.7%				

Based on the school's federal, state, and local academic measure outcomes, the school was identified as a Tier III school, receiving site visits on an almost monthly basis during the 2023-24 school year. The following graph illustrates the school's instructional trend data throughout the current charter term (by year) and then the current school year (by month).

Observations were conducted of all core content classrooms, grades kindergarten through twelve. The school experienced significant turnover from the 2022-23 to the 2023-24 school year. Of teachers able to be observed, the average percentage of teachers new to the school was 34.4%.



From September through December, the school exhibited concerns in most of the instructional characteristics, specifically those that have the most impact on overall academic achievement and growth of students who are expected to graduate ready for college and/or careers. Students were not provided with opportunities to demonstrate their learning by completing tasks that validate their ability to analyze, synthesize, and/or evaluate new instructional content. Tasks did not consistently include the opportunity for students to respond to content through inquiry, interpretation, or engagement with peers. Oftentimes, students were not engaged in content that had an explicit connection to real-world applications.

TBLA students were not consistently grouped based on readiness or data outcomes. This came from a lack of formative assessment and/or less formal checks for understanding occurring to gather real-time feedback on student understanding or systems to be able to group students more frequently. This lack of differentiation created an environment in most classrooms where students were not given opportunities to actively contribute to class discussions, ask questions, share ideas, or respond to peers.

Quantitative and qualitative data of site visit outcomes was provided to the school's leadership team during a debrief after all the observations were conducted. Similar outcomes were shared publicly to the school's governing board at regularly scheduled board meetings, including any area that had 50% or more classrooms exhibiting misalignment to the best practice were recommended as areas of focus and improvement.

Both teams had access to the breakdown of instruction capacity of the school by grade level bands via email and the school's performance dashboard. That data is illustrated in the table below.

	September	October	December	January	February	March	April
School	1.8	2.0	2.0				
Kindergarten-Second Grade	1.5	1.9	2.1				
Third-Fifth Grade	1.8	2.1	1.8				
Sixth-Eighth Grade	2.3	1.8	2.2				
Ninth-Twelfth Grade	2.0	2.2	1.8				

Tables and graphs for the instruction measure are not complete for the site visits that would have been conducted from January through April of 2024, based on the school Tier III support status. In response to Education One's revocation decision, the school board filed a legal injunction in December 2023 which resulted in the cancellation of site visits for the duration of the 23-24 school year. Based on the qualitative and quantitative evidence collected throughout the 2023-24 school year, TBLA receives a rating of **Does Not Meet Standard** with an average instruction rating of 1.9 points.

Attendance

The school receives an overall rating for this measure at the end of the year based on data submitted to the IDOE. Average attendance is submitted to and reported out by Education One, however, on a monthly basis. Starting at the age of seven, students in Indiana are required to attend school regularly. IC 20-20-8-8 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. Attendance is calculated in the following way:

$$\frac{\text{Sum of Days Attended by Students}}{\text{Total Possible Days of All Students}}$$

The rubric for this measure is as follows:

Meets Standard	Approaching Standard	Does Not Meet Standard
The school's calculated attendance is at least 95.0%.	The school's calculated attendance is between 90.0 and 94.9%.	The school's calculated attendance is less than 90.0%

The table below identifies the average attendance rate per grade level and the school's overall average attendance rate. TBLA had an average attendance rate of 92% and, thus, is **Approaching Standard** according to the school's Accountability Plan Performance Framework.

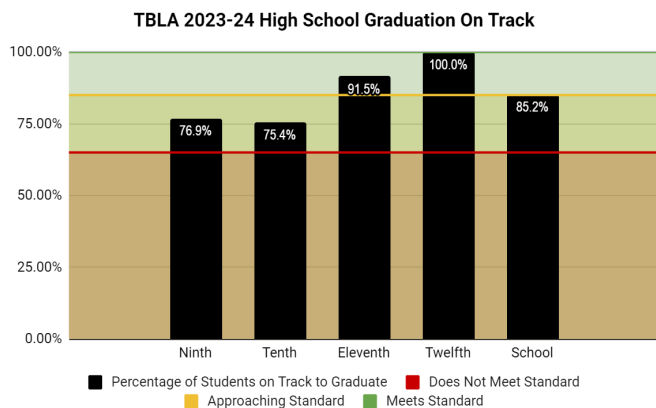
Attendance Breakdown					
Kindergarten	90%	X	Seventh	93%	X
First	90%	X	Eighth	94%	X
Second	89%	X	Ninth	95%	✓
Third	90%	X	Tenth	95%	✓
Fourth	89%	X	Eleventh	94%	X
Fifth	88%	X	Twelfth	96%	✓
Sixth	92%	X	Whole School	92%	X

Key: ✓ = Meets Standard, X = Approaching Standard, X = Does Not Meet Standard

High School Graduation on Track

Education One evaluates the school's ability to ensure students are earning the expected number and type of credits annually in order to graduate on time. Data is collected on a bi-annual basis to monitor this measure, however, the school receives an overall rating based on end of year data collection. The rubric 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 greater than 85.0%.	The percentage of students earning the expected number and type of credits in order to graduate on time is between 65.0 and 85.0%.	The percentage of students earning the expected number and type of credits in order to graduate on time is less than 65.0%.



The corresponding graph illustrates the percentage of students, by grade level, that are on track to graduate on time through earning the expected number and type of credits for that grade level.

With a school average of 85.2%, the Based on these findings, the school receives a rating of **Meets Standard**.

Progress Towards Proficiency

The success of the school's educational model is measured by analyzing the percentage of students who demonstrate grade level proficiency and/or those who are growing appropriately towards proficiency. Ratings for both reading and math are based on the results of the school's chosen

benchmark assessment and standards. The rubric for this sub-indicator is as follows:

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

During the 2023-24 school year, TBLA utilized the Northwest Evaluation Association (NWEA) tool Measures of Academic Progress (MAP). This computer adaptive assessment evaluates students in reading and math and is aligned to grade level standards. Results were consistently collected, analyzed, and discussed after each testing window to identify areas of immediate improvement and celebration. This assessment only calculated proficiency and growth of the school's kindergarten through eighth grade students.

The tables and graphs, on the following page, illustrate the overall proficiency and progress towards proficiency (whether or not a student maintained grade level proficiency or met growth targets) throughout the school year and current charter term.

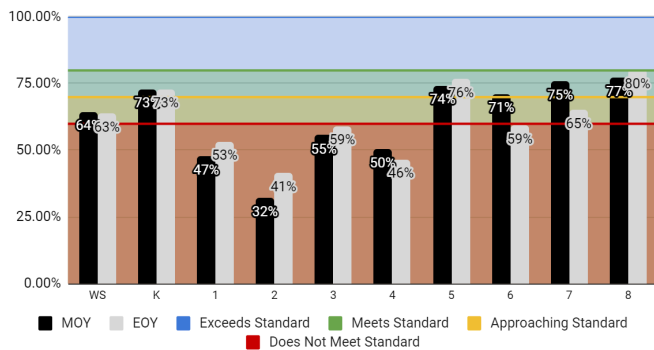
Progress Towards Proficiency: Reading							
	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Kindergarten	43%	55%	73%	✓	50%	73%	✓
First	44%	33%	47%	✗	33%	53%	✗
Second	13%	13%	32%	✗	21%	41%	✗
Third	47%	36%	55%	✗	33%	59%	✗
Fourth	46%	35%	50%	✗	38%	46%	✗
Fifth	50%	57%	74%	✓	55%	76%	✓
Sixth	51%	55%	71%	✓	39%	59%	✗
Seventh	52%	62%	75%	✓	51%	65%	✗
Eighth	45%	49%	77%	✓	65%	80%	✓
School	44%	46%	64%	✗	45%	63%	✗

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

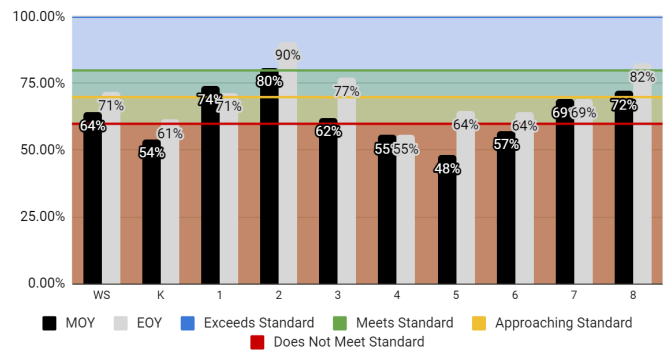
Progress Towards Proficiency: Math							
	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Kindergarten	32%	37%	54%	✗	41%	61%	✗
First	55%	53%	74%	✓	55%	71%	✓
Second	24%	46%	80%	✓	46%	90%	✓
Third	38%	42%	62%	✗	58%	77%	✓
Fourth	59%	38%	55%	✗	34%	55%	✗
Fifth	29%	29%	48%	✗	36%	64%	✗
Sixth	21%	14%	57%	✗	29%	64%	✗
Seventh	21%	33%	69%	✗	36%	69%	✗
Eighth	30%	36%	72%	✓	57%	82%	✓
School	32%	35%	64%	✗	44%	71%	✓

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

TBLA 2023-24 Progress Towards Proficiency: Grade Level
Reading



TBLA 2023-24 Progress Towards Proficiency: Grade Level
Math



Reading: 63% of students were considered proficient and/or met growth targets on the reading NWEA assessment. Therefore, the school receives a rating of **Approaching Standard**, according to the school's Accountability Plan Performance Framework. The analysis reveals a gap between desired proficiency levels and actual student performance, highlighting the urgency for comprehensive strategies to address this issue, specifically in grades first through fourth grade and sixth grade.

Math: 71% of students were considered proficient and/or met growth targets on the math NWEA assessment. Therefore, the school receives a rating of **Meets Standard**, according to the school's Accountability Plan Performance Framework. However, of the nine grade levels that took the assessment, over 50% did not meet standard. The school continues to face challenges with a significant portion of grade levels not meeting proficiency and growth standards.

Subgroup Progress Towards Proficiency

Similarly, Education One monitors the school's individual subgroup proficiency and growth results to ensure equitable opportunities are provided for all students enrolled. The school receives separate annual ratings in reading and math for each of the following subgroups with 10 or more students, based on benchmark assessment results and standards.

- Bottom 25%;
- English Learner;
- Race;
- Socioeconomic Status; and
- Special Education.

The rubric for this sub-indicator is as follows, for each subgroup:

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

The following tables and graphs illustrate proficiency and growth outcomes throughout the school year and current charter term. The population percentage is indicative of the testing population only, not the school overall.

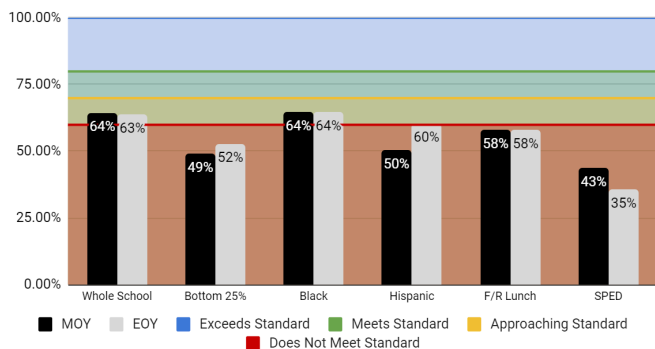
Progress Towards Proficiency: Reading								
	Population %	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Bottom 25%	24%	1%	8%	49%	✗	11%	52%	✗
Black	97%	44%	46%	64%	✗	45%	64%	✗
Hispanic	2%	40%	30%	50%	✗	40%	60%	✗
SPED	9%	26%	18%	43%	✗	8%	35%	✗
F/R Lunch	54%	41%	40%	58%	✗	39%	58%	✗
School	100%	44%	46%	64%	✗	45%	63%	✗

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

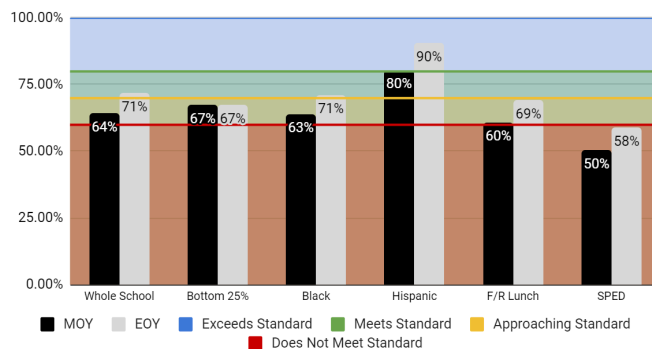
Progress Towards Proficiency: Math								
	Population %	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Bottom 25%	23%	0%	4%	67%	✘	9%	67%	✘
Black	97%	32%	35%	63%	✘	44%	71%	✔
Hispanic	2%	10%	30%	80%	✔	50%	90%	✔
SPED	8%	11%	8%	50%	✘	17%	58%	✘
F/R Lunch	55%	30%	32%	60%	✘	44%	69%	✘
School	100%	32%	35%	64%	✘	44%	71%	✔

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

TBLA 2023-24 Progress Towards Proficiency: Subgroup Reading



TBLA 2023-24 Progress Towards Proficiency: Subgroup Math



Reading: Upon review of disaggregated data, it's clear that certain subgroups, such as students from economically disadvantaged backgrounds, students with disabilities, and students in the bottom 25% of peer performance, consistently perform below their peers in key academic areas. The percentage of students meeting growth targets to progress them towards proficiency averaged 43%. Only 32% of Special Education students met growth targets alone by the end of the year assessment. Based on the lack of progress towards proficiency of three main subgroups of students, the school receives a rating of **Does Not Meet Standard**.

Math: Upon review of disaggregated data, it's clear that certain subgroups, such as students with disabilities, consistently perform below their peers in key academic areas. However, other subgroups, such as those performing in the bottom 25% and those from economically disadvantaged backgrounds, were able to perform within the range of approaching standard. Overall, the school receives a rating of **Approaching Standard**.

Historical Proficiency: K-8

The success of the school's educational model is measured by analyzing how legacy students perform compared to non-legacy students. A legacy student is identified by having attended the school for a minimum of three consecutive years.

The rubric for this sub-indicator is as follows:

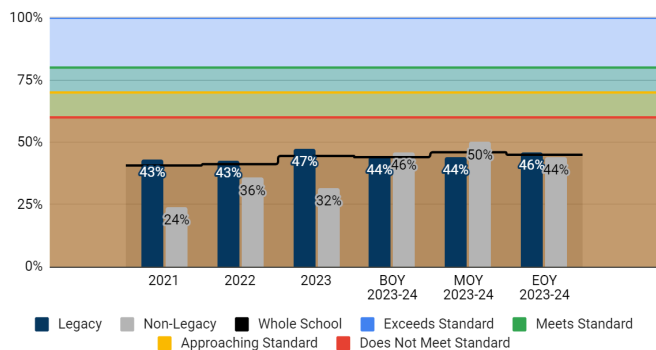
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
Legacy students outperform non-legacy students by more than 7.5% Or The percentage of legacy students meeting grade level proficiency standards is at least 80.0%.	Legacy students outperform non-legacy students by 5.0-7.5%. Or The percentage of legacy students meeting grade level proficiency standards is between 70.0-79.9%.	Legacy students outperform non-legacy students by 2.5-4.9%. Or The percentage of legacy students meeting grade level proficiency standards is between 60.0-69.9%.	Legacy students outperform non-legacy students by less than 2.5%. Or The percentage of legacy students meeting grade level proficiency standards is less than 60.0%

The following table and graphs illustrate historical proficiency of legacy, non-legacy, and the whole school throughout the schools current charter term. Legacy students are those who have been enrolled at the school for a minimum of three years in grades two through eight. Non-legacy students are those who have been enrolled for less than three years in the same grade levels. Kindergarten and first grade students are included in whole school averages but are not used in comparing legacy to non-legacy students. The ratings columns in the table below are indicative of the end of year proficiency percentage, only, for context of overall expectations and to provide stakeholders with a level of urgency.

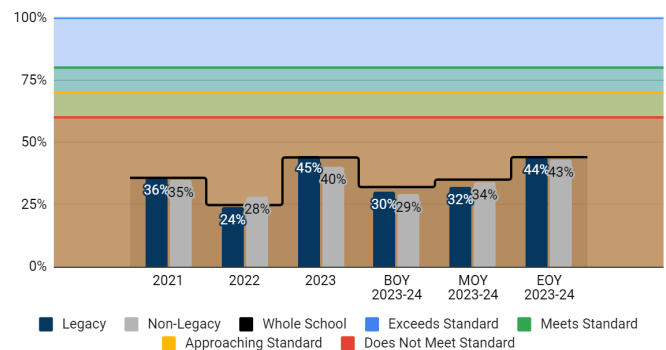
Historical Proficiency: K-8									
		Reading				Math			
	Population %	Baseline Proficiency	Mid-Year Proficiency	End of Year Proficiency	Rating	Baseline Proficiency	Mid-Year Proficiency	End of Year Proficiency	Rating
Legacy	51%	44%	44%	46%	✗	30%	32%	44%	✗
Non-Legacy	31%	46%	50%	44%	✗	29%	34%	43%	✗
School	100%	44%	46%	45%	✗	32%	35%	44%	✗

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

TBLA Legacy Student Proficiency: Reading K-8
Charter Term: 2019-2025



TBLA Legacy Student Proficiency: Math K-8
Charter Term: 2019-2025



Reading: At the end of the 2023-24 school year, 46% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 44% of non-legacy students. With a difference of two percentage points, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework.

Math: At the end of the 2023-24 school year, 44% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 43% of non-legacy students. With a difference of one percentage point, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework.

The data indicating that legacy students are not outperforming non-legacy students raises questions about the effectiveness of the school's model and instructional practices. It is a reminder of the importance of focusing on students' academic needs and providing comprehensive support. Targeted interventions, resources, and professional development to address areas of weakness and improve student outcomes must become a priority.

Historical Proficiency: 9-11

The success of the school's educational model is measured by analyzing how legacy students perform compared to non-legacy students. A legacy student is identified by having attended the school for a minimum of three consecutive years. The rubric for this sub-indicator is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
Legacy students outperform non-legacy students by more than 7.5% Or The percentage of legacy students meeting grade level proficiency standards is at least 80.0%.	Legacy students outperform non-legacy students by 5.0-7.5%. Or The percentage of legacy students meeting grade level proficiency standards is between 70.0-79.9%.	Legacy students outperform non-legacy students by 2.5-4.9%. Or The percentage of legacy students meeting grade level proficiency standards is between 60.0-69.9%.	Legacy students outperform non-legacy students by less than 2.5%. Or The percentage of legacy students meeting grade level proficiency standards is less than 60.0%

Students in grades nine and ten at TBLA participated in the Horizon Education benchmark assessment. This diagnostic assessment includes PSAT and SAT exam-like items as a benchmark solution for schools. The tool is meant to help school measure and analyze growth overtime and was implemented for the first time during the 2023-24 school year.

Education One would like to note the missed opportunity in not giving the diagnostic assessment to eleventh grade students prior to the administration of the SAT in the spring to support identifying those in need of differentiated and/or intensive preparation supports.

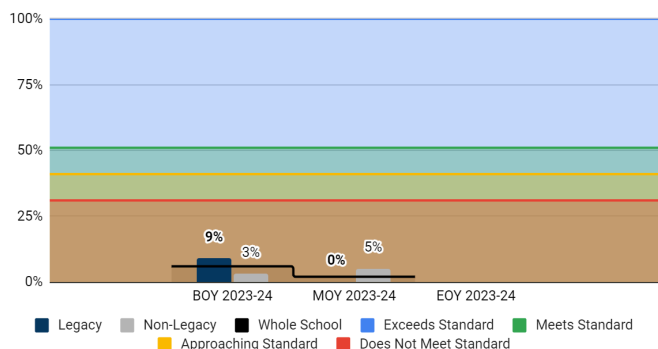
Similarly, the school did not conduct a spring diagnostic that would have provided them with meaningful planning and next steps to support eleventh grade students during the 2024-25 school year. It also would have given the school an indication of whether or not the school's program and/or intervention strategies were appropriate to continue or change for the next school year.

The following table below and graphs on the next page illustrate historical proficiency of legacy, non-legacy, and the whole school throughout the schools current charter term. Legacy students are those who have been enrolled at the school for a minimum of three years in grades nine through ten. Non-legacy students are those who have been enrolled for less than three years in the same grade levels. The ratings columns in the table below are indicative of the end of year proficiency percentage, only, for context of overall expectations and to provide stakeholders with a level of urgency

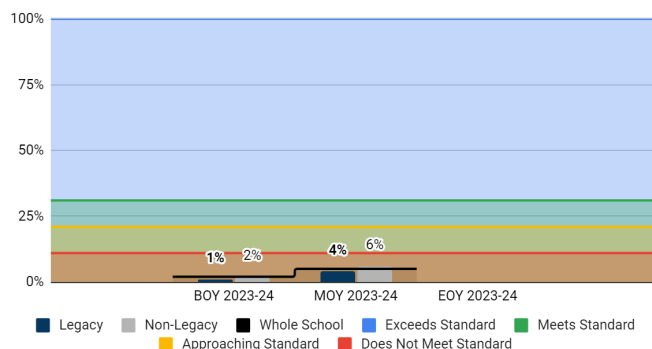
Historical Proficiency: 9-10									
		Reading				Math			
	Population %	Baseline Proficiency	Mid-Year Proficiency	End of Year Proficiency	Rating	Baseline Proficiency	Mid-Year Proficiency	End of Year Proficiency	Rating
Legacy	75%	9%	0%	Did Not Test	✗	1%	4%	Did Not Test	✗
Non-Legacy	25%	3%	5%	Did Not Test	✗	2%	6%	Did Not Test	✗
School	100%	6%	2%	Did Not Test	✗	2%	5%	Did Not Test	✗

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

TBLA Legacy Student Proficiency: Evidence Based Reading and Writing
Charter Term: 2019-2025



TBLA Legacy Student Proficiency: Math
Charter Term: 2019-2025



Reading: In the middle of the 2023-24 school year, 0% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 5% of non-legacy students. With non-legacy students outperforming legacy students, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework.

Math: In the middle of the 2023-24 school year, 4% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 6% of non-legacy students. With non-legacy students outperforming legacy students, the school receives a rating of **Does Not Meet Standard**, according to the school's Accountability Plan Performance Framework.

The data indicating that legacy students are not outperforming non-legacy students raises questions about the effectiveness of the school's model and instructional practices. It is a reminder of the importance of focusing on students' academic needs and providing comprehensive support. Targeted interventions, resources, and professional development to address areas of weakness and improve student outcomes must become a priority

Part Ia: School Improvement Plan

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 at the end of the 2nd and 4th quarter of each school year. Schools can be moved in and out of tiered levels based on quantitative and/or qualitative evidence, however, at any point throughout the school year.

Based on results from the school’s 2022-23 Annual Review, Thea Bowman Leadership Academy received a rating of **Does Not Meet Standard** in Academic Performance. The following measures were included in the school’s Improvement Plan. Ratings are from a collection of qualitative and quantitative data throughout the school year.

School Improvement Plan Measures	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Proficiency on State Summative Assessment: 3-8 E/LA	DNMS	DNMS	DNMS	DNMS
Proficiency on State Summative Assessment: 11 E/LA	DNMS	DNMS	DNMS	AS
Proficiency on State Summative Assessment: 3-8 Math	DNMS	DNMS	DNMS	DNMS
Proficiency on State Summative Assessment: 11 Math	DNMS	DNMS	DNMS	DNMS
Proficiency on State Summative Assessment: Special Education E/LA	DNMS	DNMS	DNMS	DNMS
Proficiency on State Summative Assessment: Special Education Math	DNMS	DNMS	AS	DNMS
Progress Towards Proficiency: Special Education Reading	DNMS	DNMS	DNMS	DNMS
Progress Towards Proficiency: Special Education Math	DNMS	DNMS	MS	ES
Instruction: 9-12	DNMS	DNMS	N/A	N/A
College and Career Coursework	DNMS	DNMS	DNMS	N/A

The recent evaluation of Thea Bowman Leadership Academy’s performance has revealed a critical and urgent situation: it has failed to meet nearly all of the goals outlined in the School Improvement Plan. This shortfall spans several key areas, significantly impacting TBLA’s students’ educational experience and future prospects. The areas of concern include academic performance, where test scores and overall achievement levels have not improved as anticipated. Additionally, the quality of instruction at the high school remains inadequate, falling short of providing the educational experience essential for students’ success upon graduation.

This failure to meet improvement goals necessitates immediate and decisive action. The urgency of the situation cannot be overstated, as it directly affects the quality of education and the potential success of students. It is imperative that TBLA address these issues with the utmost seriousness and dedication to turn around the current trajectory. The consequences of inaction are severe, risking not only the educational outcomes of students but also the broader reputation and effectiveness of the school. This report underscores the critical need for a reassessment of strategies and a renewed commitment to achieving educational objectives.

The specific outcomes of the measures in TBLA’s School Improvement Plan can be found on pages 31-37.

Proficiency on State Summative Assessment: Whole School

Students in grades three through eight at TBLA participated in Indiana’s state summative assessment, the Indiana Learning Evaluation Assessment Readiness Network (ILEARN) test. ILEARN is administered each spring to measure grade-level standard proficiency and annual growth for students in grades three through eight. Students in grade 11 participated in the Scholastic Aptitude Test (SAT). This assessment, administered in late winter, is considered a Graduation Qualifying Exam (GQE) in the state of Indiana and can be used as a graduation requirement. Historically, the school has not met standard when comparing proficiency to that of the state or when comparing to local schools within TBLA’s community.

Historical Notes + Evidence for ILEARN (3-8) to Create SIP Goal for 2023-24

In grades 3-8, proficiency has increased each testing administration since 2021 for both E/LA and math while the state of Indiana has performed consistently.

Students At or Above Proficiency			
	2021	2022	2023
English/Language Arts	11%	13% (+2)	18% (+5)
Math	2%	7% (+5)	9% (+2)

Focusing on the percentage of students below grade level proficiency, the school has seen larger decreases in this category since 2021, indicating students are most likely moving into the approaching proficiency, which is described as having nearly met current grade level standards by demonstrating some basic knowledge, application, and limited analytical skills. These students may require support to be on track for college and career readiness.

Students Below Proficiency			
	2021	2022	2023
English/Language Arts	64%	63% (-1)	57% (-6)
Math	87%	77% (-10)	69% (-8)

In grade 11, proficiency has increased since the SAT’s initial statewide implementation in 2022. The school saw an 8 point increase in English/Language Arts

Students At or Above Proficiency		
	2022	2023
English/Language Arts	7%	15% (+8)
Math	0%	2% (+2)

Focusing on the percentage of students below grade level proficiency, the school has seen larger decreases in this category since 2022, indicating students are most likely moving into the approaching proficiency, which is described as having nearly met current grade level standards by demonstrating some basic knowledge, application, and limited analytical skills. These students may require support to be on track for college and career readiness.

Students Below Proficiency		
	2022	2023
English/Language Arts	89%	73% (-16)
Math	92%	83% (-9)

Based on historical data, the school must evidence the following in English/Language Arts (3-8):

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students at or above grade level proficiency is greater than 28.0% in 2024. OR The percentage of students below proficiency decreases by more than 10.0% in 2024.	The percentage of students at or above grade level proficiency is between 25.0-28.0% in 2024. OR The percentage of students below proficiency decreases by 7.0-10.0% from 2023 to 2024.	The percentage of students at or above grade level proficiency is between 21.0-24.9% in 2024. OR The percentage of students below proficiency decreases by 3.0-6.9% from 2023 to 2024.	The percentage of students at or above grade level proficiency is less than 21.0% in 2024. OR The percentage of students below proficiency decreases by less than 3.0% from 2023 to 2024.

At the time of this report, ILEARN assessment results from the spring 2024 administration were still embargoed. However, based on preliminary results the school would have received a rating of **Does Not Meet Standard**, based on both the percentage of students at or above grade level proficiency as well as the decrease in percentage of students performing far below proficiency.

Based on historical data, the school must evidence the following in English/Language Arts (11):

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students at or above grade level proficiency is greater than 30.0% in 2024. OR The percentage of students below proficiency decreases by more than 15.0% in 2024.	The percentage of students at or above grade level proficiency is between 23.0-30.0% in 2024. OR The percentage of students below proficiency decreases by 10.0-15.0% from 2023 to 2024.	The percentage of students at or above grade level proficiency is between 20.0-22.9% in 2024. OR The percentage of students below proficiency decreases by 7.5-9.9% from 2023 to 2024.	The percentage of students at or above grade level proficiency is less than 20.0% in 2024. OR The percentage of students below proficiency decreases by less than 7.5% from 2023 to 2024.

At the time of this report, SAT assessment results from the spring 2024 administration were still embargoed. However, based on preliminary results the school would have received a rating of **Approaching Standard**, based on the percentage of students at or above grade level proficiency.

Based on historical data, the school must evidence the following in Math (3-8):

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students at or above grade level proficiency is greater than 19.0% in 2024. OR The percentage of students below proficiency decreases by more than 10.0% in 2024.	The percentage of students at or above grade level proficiency is between 19.0-24.0% in 2024. OR The percentage of students below proficiency decreases by 7.0-10.0% from 2023 to 2024.	The percentage of students at or above grade level proficiency is between 16.0-18.9% in 2024. OR The percentage of students below proficiency decreases by 3.0-6.9% from 2023 to 2024.	The percentage of students at or above grade level proficiency is less than 16.0% in 2024. OR The percentage of students below proficiency decreases by less than 3.0% from 2023 to 2024.

At the time of this report, ILEARN assessment results from the spring 2024 administration were still embargoed. However, based on preliminary results the school would have received a rating of **Does Not Meet Standard**, based on both the percentage of students at or above grade level proficiency as well as the decrease in percentage of students performing far below proficiency.

Based on historical data, the school must evidence the following in Math (11):

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of students at or above grade level proficiency is greater than 17.0% in 2024. OR The percentage of students below proficiency decreases by more than 15.0% in 2024.	The percentage of students at or above grade level proficiency is between 11.0-17.0% in 2024. OR The percentage of students below proficiency decreases by 10.0-15.0% from 2023 to 2024.	The percentage of students at or above grade level proficiency is between 7.0-10.9% in 2024. OR The percentage of students below proficiency decreases by 7.5-9.9% from 2023 to 2024.	The percentage of students at or above grade level proficiency is less than 7.0% in 2024. OR The percentage of students below proficiency decreases by less than 7.5% from 2023 to 2024.

At the time of this report, SAT assessment results from the spring 2024 administration were still embargoed. However, based on preliminary results the school would have received a rating of **Does Not Meet Standard**, based on the percentage of students at or above grade level proficiency.

The following table contains the progress monitoring notes maintained in the school's Accountability Plan Performance Framework. The school's chosen benchmarks, NWEA and Horizon, were used to monitor progress in increasing student proficiency. State Summative Assessments were given during the fourth quarter, which is why there are only notes in Quarters 1-3.

Current Status	Quarter 1 (Jul-Sept)	Quarter 2 (Oct-Dec)	Quarter 3 (Jan-Mar)
<p>September 2023: The school is currently performing 2 points less than where they were at this time last year in reading and 3 points in math based on NWEA results (K-8). The school does not have benchmark assessment results from 9-10 at this time.</p> <p>December 2023: The school has yet to take its benchmark assessment for MOY. However, the school has CFAs available through their EMO. Based on conversations with leadership on 11/29 the results of those CFAs may not be valid due to misalignment with curriculum pacing, technology, etc.</p> <p>7% of 9th and 10th grade students had a scale score on benchmark assessment predicting them to pass the EBRW SAT Assessment. 0% of 9th and 10th grade students had a scale score on benchmark assessment predicting them to pass the math SAT Assessment.</p> <p>February 2024: The schools 3-8 results from mid-year NWEA benchmark indicate the school is performing similarly to the 2023 mid-year benchmark in reading but 7 points below in math. Also, more students are performing in the low-average and low categories (<41 PR) in both reading and math during the current mid-year benchmark compared to the 2023 mid-year benchmark. (51% of 3-8 students in reading and 68% in math in 2024, compared to 48% and 61% in 2023). Based on these results, the school is on track to a rating of Does Not Meet Standard in reading and Does Not Meet Standard in math based on their SIP goals.</p> <p>The school's 9-10 results from the 2nd Horizon benchmark assessment indicate the school would have a passing rate of 2% in EBRW and 5% in Math. The percentage of students below proficiency increased from assessment 1 to assessment 2 in EBRW from 85% to 97%. In Math, the percentage of students below proficiency decreased from 71% at assessment 1 to 47% at assessment 2. Based on these results, the school is on track to a rating of Does Not Meet Standard in the reading SIP goal and Exceeding Standard in math.</p> <p><u>It is worth noting that the school did not take the opportunity to test the 11th grade students prior to the SAT to obtain baseline data and provide meaningful and/or intentional differentiated support for students in preparation for the assessment. So while the 9-10 data is evidencing growth in math specifically, it is hard to project ratings based on the lack of 11th grade data.</u></p>	DNMS	DNMS	DNMS

Proficiency on State Summative Assessment and Progress towards Proficiency on NWEA: SPED

Successful implementation of the educational model is monitored by comparing the results of the school's represented subgroups to state's results of the same subgroups on Indiana's summative assessment. Similarly, Education One monitors the school's individual subgroup proficiency and growth results from the local benchmark assessment to ensure equitable opportunities are provided for all students enrolled.

When looking at the school's Special Education subgroup, specifically, there has been consistent decrease in the percentage of students meeting grade level standards in English/Language Arts. In math, 100% of students have performed far below proficiency since 2022. Median growth percentiles have also been in the not meeting standard range post-COVID, indicating that this group of students is not growing towards proficiency.

Historical Notes + Evidence to Create SIP Goal for 2023-24

In grades 3-8, proficiency has increased each testing administration since 2021 for both E/LA and math while the state of Indiana has performed consistently.

Students At or Above Proficiency			
	2021	2022	2023
English/Language Arts	6%	4%	3%
Math	0%	0%	0%

Focusing on the percentage of students below grade level proficiency, the school has seen an increase in students in this category since 2021, indicating that students are not even growing to the approaching proficiency level.

Students Below Proficiency			
	2021	2022	2023
English/Language Arts	91%	92%	94%
Math	94%	100%	100%

Based on historical data, the school must evidence the following in English/Language Arts and math (SPED):

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
<p>The percentage of students below proficiency decreases by more than 20.0% from the 2023 to 2024 ILEARN.</p> <p>OR</p> <p>More than 63.0% of students demonstrate grade level proficiency standards or met growth targets on the reading NWEA.</p> <p>OR</p> <p>More than 53.0% of students demonstrate grade level proficiency standards or met growth targets on the math NWEA.</p>	<p>The percentage of students below proficiency decreases by 10.0-20.0% from the 2023 to 2024 ILEARN.</p> <p>OR</p> <p>55.0-63.0% of students demonstrate grade level proficiency standards or met growth targets on the reading NWEA.</p> <p>OR</p> <p>45.0-53.0% of students demonstrate grade level proficiency standards or met growth targets on the math NWEA.</p>	<p>The percentage of students below proficiency decreases by 7.5-9.9% from the 2023 to 2024 ILEARN.</p> <p>OR</p> <p>50.0-54.9% of students demonstrate grade level proficiency standards or met growth targets on the reading NWEA.</p> <p>OR</p> <p>40.0-43.0% of students demonstrate grade level proficiency standards or met growth targets on the math NWEA.</p>	<p>The percentage of students below proficiency decreases by less than 7.5% from 2023 to 2024 ILEARN.</p> <p>OR</p> <p>Less than 50.0% of students demonstrate grade level proficiency standards or met growth targets on the reading NWEA.</p> <p>OR</p> <p>Less than 40.0% of students demonstrate grade level proficiency standards or met growth targets on the math NWEA.</p>

English/Language Arts: At the time of this report, ILEARN assessment results from the spring 2024 administration were still embargoed. However, based on preliminary results the school would have received a rating of **Does Not Meet Standard**, based on both the decrease in percentage of students performing far below proficiency as well as only 35% of students demonstrating grade level proficiency standards or meeting growth targets on the reading NWEA.

Math: At the time of this report, ILEARN assessment results from the spring 2024 administration were still embargoed. However, based on preliminary results the school would have received a rating of **Does Not Meet Standard**, based on the lack of decrease in percentage of students performing far below proficiency. The school receives a rating of **Exceeds Standard**, with 58% of students demonstrating grade level proficiency standards or meeting growth targets on the math NWEA.

The following table contains the progress monitoring notes maintained in the school's Accountability Plan Performance Framework. The school's chosen benchmark, NWEA, was used to monitor progress in increasing student proficiency. State Summative Assessments were given during the fourth quarter, which is why there are only notes in Quarters 1-3.

Current Status	Quarter 1 (Jul-Sept)	Quarter 2 (Oct-Dec)	Quarter 3 (Jan-Mar)
<p>October 2023: SPED students had an MGP of 34 in E/LA and 28 in math in spring of 2023, indicating not enough growth to increase proficiency percentages.</p> <p>December 2023: The school has yet to take its benchmark assessment for MOY. However, the school has CFAs available through their EMO. Based on conversations with leadership on 11/29 the results of those CFAs may not be valid due to misalignment with curriculum pacing, technology, etc.</p> <p>February 2024: Comparing mid-year results from 2023 to 2024, the percentage of students with average or above achievement increased by 1.2 points in reading and 7.9 points in math. Based on these results, the school is on track to a rating of Does Not Meet Standard in the reading SIP goal and Approaching Standard in math.</p>	DNMS	DNMS	<p>DNMS Reading</p> <p>AS Math</p>
<p>September 2023: BOY NWEA data indicates that 23% of students are showing average or above proficiency in reading and 12% in math. Growth will not be calculated until the school takes assessment in winter.</p> <p>December 2023: The school has yet to take its benchmark assessment for MOY. However, the school has CFAs available through their EMO. Based on conversations with leadership on 11/29 the results of those CFAs may not be valid due to misalignment with curriculum pacing, technology, etc. The school did not have current 11th grade students take the assessment to provide support in preparation for the upcoming spring assessment.</p> <p>February 2024: Based on mid-year results, 46% of SPED students met grade level proficiency standards or growth targets in reading and 50% in math. The school performed similarly last year in reading but increased the percentage in math by 37 points. Based on these results, the school is on track to a rating of Does Not Meet Standard in the reading SIP goal and Meets Standard in math.</p>	DNMS	DNMS	<p>DNMS Reading</p> <p>MS Math</p>

Instruction: 9-12

Education One evaluates this measure on a monthly, quarterly, or bi-annual basis during scheduled site visits, where classroom observations are conducted to monitor the implementation of instructional best practices.

Classroom observation data is compiled to identify overarching trends across the school. The school receives points (1-4) for each area observed based on the percentage of classrooms showing a concern. The school's overall instruction rating coincides with the sum of those weighted points, based on the effect size on student proficiency and growth.

Historical Notes + Evidence to Create SIP Goal for 2023-24				
	September 2022	October 2022	January 2023	February 2023
Rigor and Relevance	1	2	2	1
Differentiation	3	4	4	2
Check for Understanding	2	3	2	2
Growth Oriented Feedback	1	1	3	4
Classroom Management	4	4	4	4
Active Engagement	1	2	2	2
Learning Objectives	4	4	3	4
Curriculum Implementation	3	3	3	4
Total	2.0	2.7	2.8	2.4

Based on historical data, the school must evidence the following in instruction for grades 9-12, specifically in English/Language Arts and Math courses:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The instructional rating of 9-12 classrooms is greater than 3.0.	The instructional rating of 9-12 classrooms is within the range of 2.8-3.0.	The instructional rating of 9-12 classrooms is within the range of 2.6-2.8.	The instructional rating of 9-12 classrooms is less than 2.6.

Based on the site visits conducted from September through December, the high school had an average instructional rating of 2.0 and received a rating of **Does Not Meet Standard**. The table below indicates the percentage of classrooms that showed concern in the identified instructional best practices.

	September	October	December
Rigor and Relevance	62.5%	55.6%	66.7%
Differentiation	25.0%	22.2%	33.3%
Check for Understanding	50.0%	33.3%	50.0%
Growth Oriented Feedback	25.0%	22.2%	16.7%
Classroom Management	12.5%	22.2%	16.7%
Active Engagement	62.5%	55.6%	66.7%
Learning Objectives	25.0%	11.1%	16.7%
Curriculum Implementation	0.0%	0.0%	16.7%

The following table contains the progress monitoring notes maintained in the school's Accountability Plan Performance Framework. In response to Education One's revocation decision, the school board filed a legal injunction in December 2023 which resulted in the cancellation of site visits for the duration of the 23-24 school year.

Current Status	Quarter 1 (Jul-Sept)	Quarter 2 (Oct-Dec)	Quarter 3 (Jan-Mar)
<p>September 2023: The instructional rating for 9-12 classrooms was a 2.0.</p> <p>October 2023: The instructional rating for 9-12 classrooms was a 2.2. However, teachers directly impacting SAT results and outcomes had an instructional rating of 1.7.</p> <p>December 2023: The instructional rating for 9-12 classrooms was 1.8. TBLA 2023-24 9-12 Instruction Calculator</p>	DNMS	DNMS	N/A

College and Career Coursework

The College and Career Coursework measure focuses on the percentage of students in the most recent grade 12 cohort who met the criteria for completing college credit. Data used for this measure is collected by the IDOE from the Advanced Placement (AP) test vendor and the school. Students included in this percentage have passed an AP assessment or Dual Credit course.

Historical Notes + Evidence to Create SIP Goal for 2023-24			
The school has seen this measure consistently decrease since 2018, when the school was performing consistent with the state of Indiana.			
	TBLA	Indiana	Rating
2018	57.0%	60.1%	Meets Standard
2019	31.7%	59.7%	Does Not Meet Standard
2020	22.0%	60.2%	Does Not Meet Standard
2021	19.7%	59.7%	Does Not Meet Standard
2022	5.1%	56.5%	Does Not Meet Standard

Based on historical data, the school must evidence the following in College and Career Coursework:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 40.0% of grade 12 students meet College and Coursework criteria..	30.0-39.9% of grade 12 students meet College and Coursework criteria.	20.0-29.9% of grade 12 students meet College and Coursework criteria.	Less than 20.0% of grade 12 students meet College and Coursework criteria..

At the time of this report, data for this indicator was not available to Education One. However, based on the qualitative data collected and newly released quantitative data from the state, the school would not have been on track to meeting this goal. The following table contains the progress monitoring notes maintained in the school’s Accountability Plan Performance Framework.

Current Status	Quarter 1 (Jul-Sept)	Quarter 2 (Oct-Dec)	Quarter 3 (Jan-Mar)	Quarter 4 (Apr-June)
<p>September 2023: The school is struggling to find enough teachers to be able to provide the type of courses that would support this measure. The team does not have an accurate count of students enrolled to be able to make an appropriate goal.</p> <p>December 2023: The school is still struggling with similar issues experienced in September. The school is partnering with the local career center but no real updates around the number of students enrolled, how they were progressing in earning the appropriate credits, etc. was known. The school is experiencing communication problems with the center. The team was not able to provide the number of students enrolled in Dual Credit courses. The goal was created based on just the number of students enrolled in Trine dual credit courses for the 2023-24 school year.</p> <p>February 2024: Newly released data from the state indicates that the percentage of students meeting college and career coursework criteria decreased by 14.6 points from 2021 to 2022. There is a difference of 51.4 points from the state in 2022.</p>	DNMS	DNMS	DNMS	N/A

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 measures designed to assess the overall financial viability of a school. All measures are noted in the school's Accountability Plan Performance Framework.

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

Is the school in good financial standing?

Performance Rubric	Meets Standard	Approaching Standard	Does Not Meet Standard
	The school complies with and presents minimal to no concerns in the indicator measures.	The school presents some concerns in the indicator measures. There is a credible plan to address the issues.	The school presents concerns in some of the indicator measures with no credible plan to address the issues OR the school presents concerns in a majority of indicator measures with or without a credible plan to address the issues.

What does the Overall Rating for Financial Performance mean?

Year 1	The school received an overall rating of Approaching Standard with concerns in enrollment variance, days cash, and debt to asset ratio. The school recently consolidated to one building, which should help the school to progress towards meeting standard in these measures.
Year 2	The school received an overall rating of Approaching Standard with concerns in debt to asset ratio. However, this has decreased overtime but is still not meeting the required standard. Building consolidation continues to help the school's overall financial picture.
Year 3	The school received an overall rating of Meets Standard, with minimal concerns in the enrollment variance of the school approaching standard. The school continues to identify appropriate enrollment targets post-pandemic and building consolidation.
Year 4	The school received an overall rating of Meets Standard, with no concerns in any indicator measures.
Year 5	The school received an overall rating of Meets Standard, with no concerns in any indicator measures.

	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	MS	
	Enrollment Variance	AS	ES	AS	MS	ES	
	Current Ratio	MS	MS	MS	MS	MS	
	Days Cash	DNMS	MS	MS	MS	MS	
	Debt/Default Delinquency	MS	MS	MS	MS	MS	
	Debt to Asset Ratio	DNMS	DNMS	MS	MS	MS	
	Debt Service Coverage	N/A	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 deficiencies or weaknesses that are within the school’s financial controls; and
- Submission of quarterly financial statements that are timely, complete, and able to be utilized to assess financial measures.

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). The rubric for this sub-indicator 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 the financial audit or quarterly financial reporting requirements.	The school does not meet standard for either the financial audit or quarterly financial reporting requirements.

The State Board of Accounts reviewed the annual audit of Thea Bowman Leadership Academy (TBLA) for the period July 1, 2022 to June 30, 2023 on February 5, 2024. Based on their opinion, the Supplemental Audit Report was prepared in accordance with the guidelines established by the Indiana State Board of Accounts. The audit did indicate the following deficiencies:

- Based on the examination forty receipts selected, relating to cash received at the school, seventeen were not deposited in a timely manner. Untimely deposits ranged from six to thirty-four days, with individual receipts ranging from \$25 to \$100.
- The school reported a negative balance in fund 200 on the June 2022 Form 9, which was unrelated to a pending reimbursement.

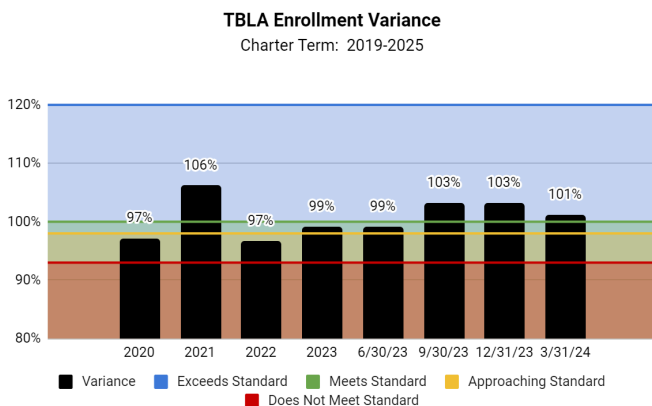
The contents of the report were discussed with appropriate school personnel on February 23, 2023 and the school provided an official response, already indicating that some issues had been resolved.

The school did regularly submit complete quarterly financial statements that were able to be utilized to assess financial indicators throughout the school year. For these reasons, the school receives a rating of **Meets Standard** for the 2023-24 school year.

Enrollment Variance

The state of Indiana calculates its state tuition based on the number of students enrolled at various times per academic school year. A school’s ability to identify an appropriate enrollment target to support its budget creates stability with staffing and operations. The rubric for this sub-indicator is as follows:

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



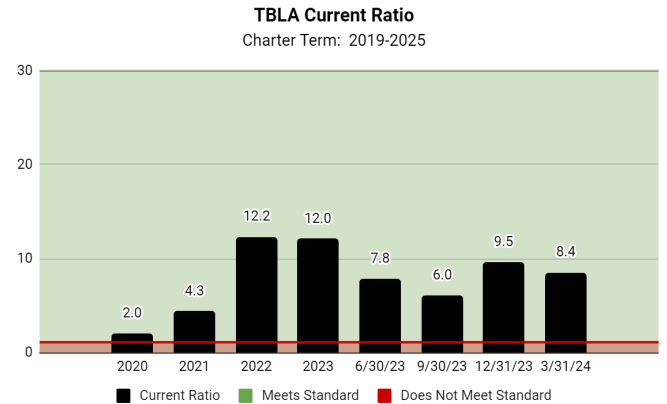
According to the Indiana Department of Education, TBLA had an enrollment count of 850 students as of October 2023. Similarly in February of 2024, the school observed an enrollment of 814 students. With an average enrollment variance of 101%, the school receives a rating of **Exceeds Standard**. The corresponding graph illustrates trends in enrollment variance throughout the school’s current charter term.

Current Ratio

Education One assesses if the school's current assets (cash or other assets that can be accessed in the next twelve months) exceed its current liabilities (debt obligations due in the next twelve months). The rubric for this sub-indicator is as follows:

Meets Standard	Does Not Meet Standard
The current ratio is 1.1 or greater.	The current ratio is less than 1.1.

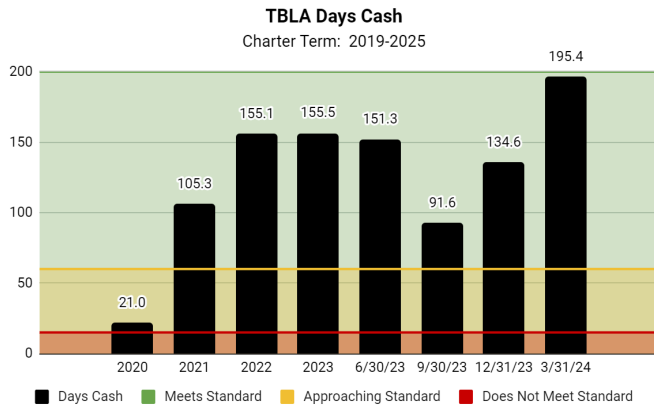
At the time of this report, the school's assets exceed its current liabilities with a ratio of 8.4, and, therefore, receives a rating of **Meets Standard**. The corresponding graph illustrates trends in current ratio throughout the school's current charter term.



Days Cash

Education One calculates days cash on hand as an important measure of the school's fiscal health. The metric indicates how many more days after the end of the current fiscal year (June 30) the school would be able to operate. The rubric for this sub-indicator is as follows:

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.



At the time of this report, TBLA had 195.4 days cash and observed a positive one-year trend of 39.9 days. For this reason, the school receives a rating of **Meets Standard**. The corresponding graph illustrates trends in days cash throughout the school's current charter term.

Debt/Default Delinquency

This sub-indicator is determined by both the auditors' comments in the audited financial statements and contact with the school's creditors.

The rubric for this sub-indicator is as follows:

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

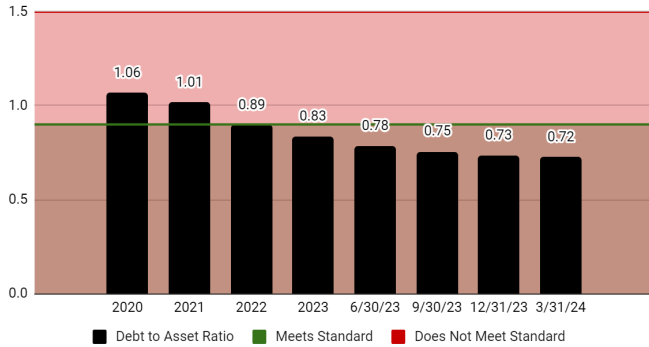
At the time of this report, neither the school's auditors nor its creditors provided any indication that the school had defaulted on its debt obligation(s). Therefore, the school receives a rating of **Meets Standard**.

Debt to Asset Ratio

Education One monitors the school's debt to asset ratio, which indicates the percentage of assets that are being financed with debt. The rubric for this sub-indicator 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.

TBLA Debt to Asset Ratio
Charter Term: 2019-2025



The school receives a rating of **Meets Standard** with a ratio of 0.72. The corresponding graph illustrates trends in debt to asset ratio throughout the school's current charter term.

Debt Service Coverage

Education One monitors the school's debt service coverage ratio, which is a measurement of the cash flow available to pay current debt obligations. This measure was not available for the school during this school year. The school will receive a rating of **Not Applicable**.

The rubric for this sub-indicator is as follows:

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

Part III: Organizational Performance

The 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	Year 5	Year 6
	2019-20	2020-21	2021-22	2022-23 (Extension)	2023-24 (Extension)	2024-25 (Extension)
	Approaching Standard	Approaching Standard	Approaching Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard

Is the school's organizational structure successful?	
Performance Rubric	Meets Standard
Performance Rubric	Approaching Standard
Performance Rubric	Does Not Meet Standard

What does the Overall Rating for Organizational Performance mean?	
Year 1	The school received an overall rating of Approaching Standard, presenting some concerns in the indicator measures with a credible plan to address the issues. The school was placed on a Corrective Action Plan for the Special Education Program in November based on a rating of not meeting standard. The school was able to complete the action steps laid out in the plan, however the school was not able to move into the approaching standard rating until May and will be required to continue to implement with fidelity into the next school year.
Year 2	The school received an overall rating of Approaching Standard, with some concerns in the indicator measures and a credible plan to address them. Concerns were all related to the Governing Board and a lack of formal evaluation system for the school's Educational Management Organization, Phalen Leadership Academies, as well as the board itself to drive next steps. The board also required improvement in submitting items requested by Education One in a timely manner, all of which centered on the school's upcoming renewal during the 2021-22 school year.
Year 3	The school received an overall rating of Approaching Standard, presenting some concerns in the indicator measures with a credible plan to address the issues. All issues were related to the Governing Board. Submission of important board related reports and materials to Education One were inconsistent, specifically regarding renewal items requested, term limit information, and board succession plan. The board did not have a credible strategic plan in place and did not collaborate effectively with the school's leader in order to allow her to carry out the board's vision of the school. Board policies were not routinely revised or reviewed, as Education One had to notify the board that 70% of members were approaching term limits.
Year 4	<p>The school received an overall rating of Does Not Meet Standard, presenting concerns in the majority of measures without a credible plan to address the issues. All concerns continued to center on the performance of the Governing Board. Concerns from the past two year's worth of reviews had not been remedied and continued to grow throughout the 2022-23 school year. The board was required to produce a clear strategic plan during this year, and failed to do so, despite efforts made by Education One to support the Governing Board, EMO, and school leadership team in creating one.</p> <p>The schools was placed on a Tier III Probationary Status and required improvement in the following areas:</p> <ul style="list-style-type: none"> • Defining academic excellence, creating specific goals around academic expectations, and using data to drive decision making at the board level; • Participating in a third party board training regarding effective board governance;

	<ul style="list-style-type: none"> Communicating of any organizational, leadership, academic, fiscal, or facility deficiencies to the Executive Director of Education One and Phalen Leadership Academies in a timely manner; Providing resources and/or funds towards philanthropic support of the organization's goals; Overseeing 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; Ensuring the school leader has the autonomy and authority to manage the school while maintaining strong and close oversight of outcomes; and Conducting routine revisions of policies and procedures.
Year 5	<p>The school received an overall rating of Does Not Meet Standard. The school failed to comply with the required next steps from being placed on Tier III Probationary Status during the 2023-24 school year. The school exhibited no improvement in any of the identified deficiencies. There was an urgent need to address the lack of organizational capacity within the school, primarily stemming from the governing board's inability to perform its duties effectively. This deficiency severely impacted the school's operations, leading to inadequate decision-making, poor resource management, and an overall decline in educational quality. Immediate intervention is required to reestablish competent governance, ensuring that the school can fulfill its mission of providing a high-quality education and maintaining a stable, supportive environment for students and staff.</p>

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	DNMS	
	Commitment to Exemplary Governance			DNMS	DNMS	DNMS	
	Fiduciary Responsibilities			AS	DNMS	DNMS	
	Strategic Planning and Oversight			DNMS	DNMS	DNMS	
	Legal and Regulatory Compliance			AS	DNMS	DNMS	
School Leader	Leadership	MS	MS	MS	MS	AS	
Compliance	Charter Compliance	MS	MS	MS	MS	DNMS	
	Special Education Compliance	AS	MS	MS	AS	DNMS	

GOVERNING BOARD

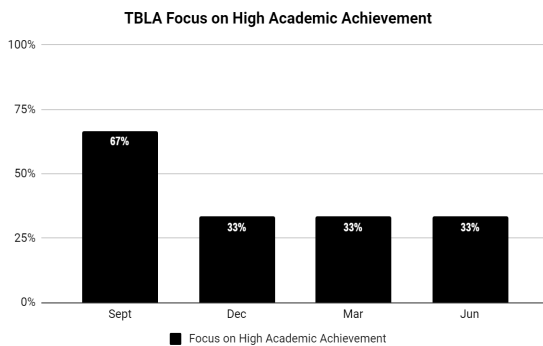
Focus on High Academic Achievement

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-levels 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 measure characteristics.	The governing board presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The governing board presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. OR The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.



The corresponding graph illustrates the observable characteristics of this measure. Throughout the 2023-24 school year, it was evident that the members of the Thea Bowman Leadership Academy (TBLA) governing board believed in the mission of the school and assumed ultimate responsibility for the school and student success.

However, the board was unable to evidence an agreed upon definition of academic excellence. This stemmed from a lack of understanding on how student achievement was measured at the school as well as not requiring student data to be presented on a consistent basis in order to review indicators of students success to measure progress towards school goals. Only 19% of board questions and discussions

were centered on high academic achievement during each public board meeting, despite the school being on a School Improvement Plan due to a history of poor academic performance and being placed on Tier III Probationary Status.

It is imperative that immediate action be taken to address the governing board's lack of understanding regarding student achievement and failure to regularly request and analyze student data. This oversight has significantly hampered the board's ability to make informed decisions, implement effective interventions, and ultimately improve student outcomes. Without timely and accurate data, the board cannot identify areas of need, track progress, or ensure accountability. The urgency of this matter cannot be overstated, as it directly impacts the quality of education TBLA students receive and their future success.

Based on evidence collected throughout the school year, TBLA’s governing board receives a rating of **Does Not Meet Standard** due to presenting concerns in the majority of the measure characteristics throughout the 2023-24 school year with no credible plan to address the issues.

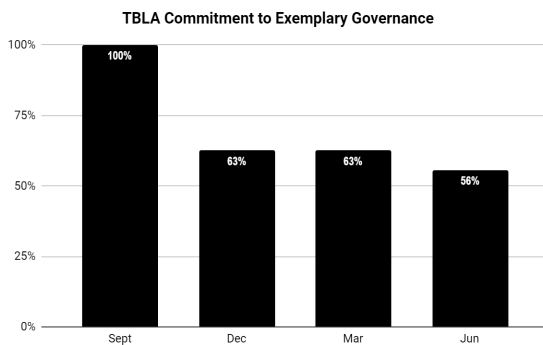
Commitment to Exemplary Governance

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 measure characteristics.	The governing board presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The governing board presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. OR The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.



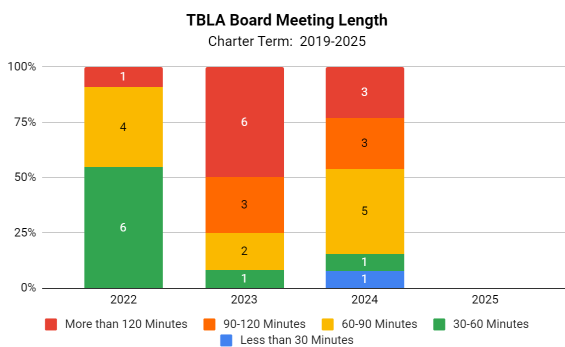
During the first quarter of the 2023-24 school year, the board maintained a full slate of board members who brought diverse skills, experiences, and partnership opportunities to the table. The board added one new member from the community to the board in July, who later resigned in September. Similarly, another member of the community was voted onto the board and resigned during the same month they were added, also September.

The board was consistently composed of five members, whose skill sets covered the areas of business, community engagement, education, and finance. The board did not have a member with a legal background. While the board employed its own legal counsel, a

member with legal expertise would be beneficial.

Ms. Eve Gomez served as the board President during the 2023-24 school year. This was her first full year in the position, having taken over the position in the middle of the 2022-23 school year. She had been a board member throughout the tenure of Education One’s authorization of the school.

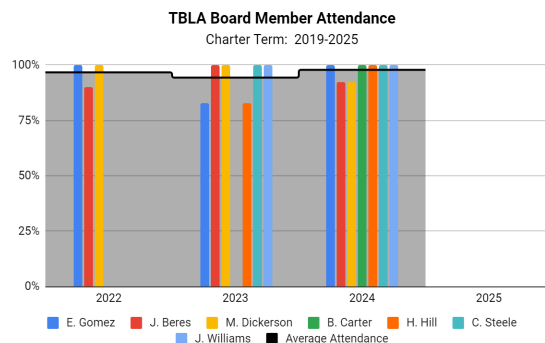
Based on the school’s previous Annual Review, from the 2022-23 school year, the Governing Board was placed under Tier III Probationary Status with various required actionable items for the 2023-24 school year. Ms. Gomez was ineffective in ensuring the board was engaged in the process of remedying those deficits. The board failed to communicate any organizational, leadership, academic, fiscal, or facility deficiencies to the Executive Director of Education One and Phalen Leadership Academies, the school’s Educational Management Organization (EMO), in a timely manner. They also failed to submit a strategic plan and succession plan.



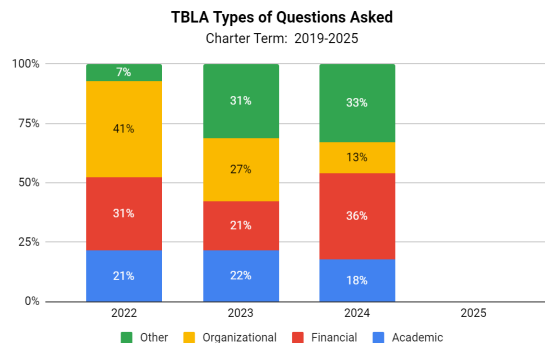
The board was organized by various committees, with clearly defined roles and responsibilities. However, based on discussion at public meetings it was clear that these committees were not focused on the items in which the school was being held accountable to, from the school’s Accountability Plan Performance Framework, an addendum to the school’s Charter, the previous 2022-23 Annual Review with next steps, or the School Improvement Plan. The graph to the left also illustrates the ineffectiveness of the committee structure, where the average meeting length was over an hour and a half long, with six meetings lasting longer than the average. Six public meetings had items from the agenda that were tabled, three of those meetings

with upwards of five items. Some of those tabled items included approval of the Board of Director Bylaws, technology purchases, curriculum renewal, and a resolution to adopt a policy for establishing stipends for each meeting a board member attends.

The board’s average attendance rate for the 2023-24 school year was 98%, a data point indicating a board that believes in the mission of the school. The chart to the right illustrates attendance of each board member that was on the board for at least one month during the current school year and their attendance. It also shows historical trends of average attendance exhibited by the board since Education One began collecting data in this way.



Engagement of board members’ questions and discussions were recorded during the attendance of public board meetings. At the time of this report, Education One had attended 13 public board meetings. The graph to the right provides evidence of the overall focus of the board for the current school year, as well as trends over time. Based on the data collected, the board spent one third of its meetings centered on aspects that had no direct correlation to the areas in which the school is ultimately held responsible to, which are Academic, Financial, and Organizational Performance.



Also worth noting is the fact that the school was put on Tier III Probationary Status in the areas of Academic and Organizational Performance, both of which were only covered 18% and 13%, respectively, in public meetings throughout the current school year and have decreased in focus over time. Based on evidence collected throughout the school year, the governing board receives a rating of **Does Not Meet Standard**.

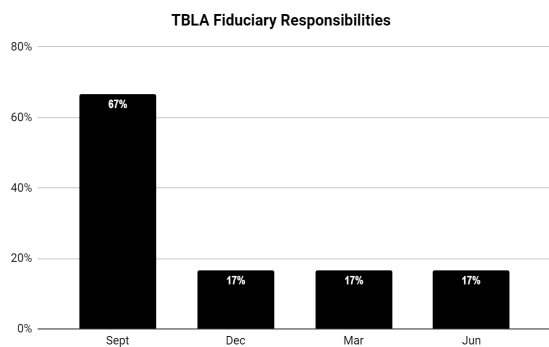
Fiduciary Responsibilities

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 priority each year through the investment of time, energy, and/or resources (monetary or otherwise); 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 measure characteristics.	The governing board presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The governing board presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. OR The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.



As evidenced in the previous engagement graph, the board focused a lot of questions and discussions around financials. Financial statements and budgets were reviewed regularly. These statements and budgets were provided to the board by its EMO, Phalen Leadership Academies.

Without the submission of a strategic plan that has been asked for by Education One since the 2021-22 school year, there is no evidence that the board has set or met any realistic fundraising goal to provide additional resources the school needs. Similarly, the board itself did not make the school a top personal priority through the investment of time, energy, or resources, outside of regularly scheduled board meetings, executives sessions, and/or working sessions.

meetings, executives sessions, and/or working sessions.

The board requires more understanding and training around school finances. It is concerning that large projects, such as gymnasium enhancements and building additions, have commenced despite the school’s historical lack of student achievement, which urgently needs to be addressed. Prioritizing infrastructure improvements over academic performance improvements detracted from efforts to enhance educational outcomes and student success. Enrollment, which is tied to the school’s funding, has plateaued or has been inconsistent and federal monies related to Elementary and Secondary School Emergency Relief (ESSER) Funds are obligated to end September 2024. The school has been unable to evidence how those funds have improved student outcomes coming out of the pandemic.

Based on evidence collected throughout the school year, TBLA’s governing board receives a rating of **Does Not Meet Standard**, presenting concerns in most of the measure characteristics with no credible plan to address the issues.

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:

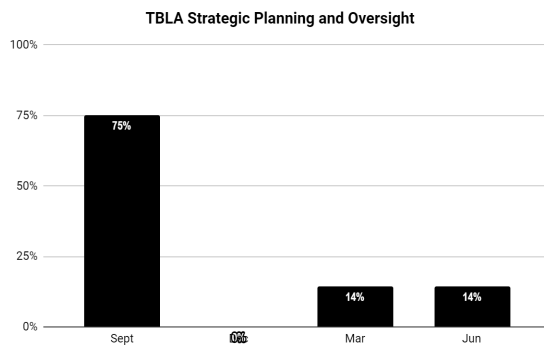
- Oversee the development of a clear strategic plan that reflects the board’s vision and priorities for the school’s future;
- Set annual goals for the school, board, and each board committee;
- Organize the board, its committees, and all meetings in order to meet the school’s annual goals and strategic 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 and Education Service Provider (if applicable) 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 and Education Service Provider (if applicable) 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 measure characteristics.	The governing board presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The governing board presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. OR The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.

Every April of the current school year, each board within Education One’s portfolio is required to submit a self-assessment tool that asks the board to rate themselves against the measures in which they are held accountable to. The ratings are required to support with qualitative or quantitative evidence. The board did submit a self-evaluation, but with no evidence to support its claims.

Education One has asked the governing board of TBLA for a clear strategic plan since the 2021-22 school year, as previously stated. At the time of this report no such strategic plan has been received. The board intentionally misled its EMO, authorizer, and school leader into believing they were creating a strategic plan to meet the requirements as a part of their probationary status, however no such plan was being created. Instead, the board sought authorization from another authorizer in order to skirt accountability.



With no evidence in the form of qualitative observations or discussions or tangible reports that the board has a clear plan with annual goals for the school to meet, it was unclear if the board’s committees were organized to meet any goal. Similarly, based on the board’s own aforementioned self-evaluation and Education One’s observations, it was clear that the board did not provide the school leader with the autonomy and authority to manage the school. There was a large gap in understanding the role of governing versus managing. Oftentimes, requests and actions made crossed the line in terms of what the actual responsibility of a board member is and is not. The TBLA board receives a rating of **Does Not Meet Standard**, presenting concerns in most of the measure characteristics with no credible plan to address the issues.

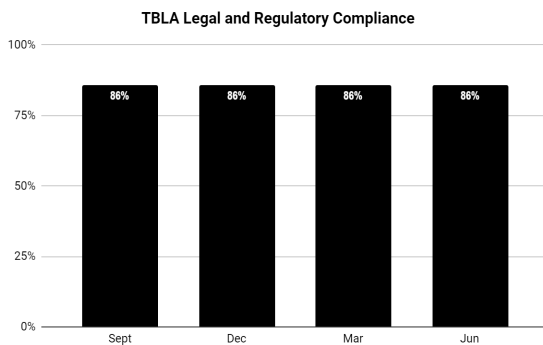
Legal and Regulatory Compliance

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 measure characteristics.	The governing board presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The governing board presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. OR The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.



The board held all meetings in compliance with Indiana’s Open Door Law and maintained public transparency throughout its meetings and board decisions. Established board policies and procedures were followed and reviewed when applicable. The school adhered to all state and federal laws, including requirements set forth by the State Board of Accounts and/or the Internal Revenue Service.

Throughout the 2023-24 school year, however, the board failed to comply with the terms set forth in the charter agreement and have not met the requirements outlined in the school’s Accountability Plan Performance Framework, specifically in regards to Academic and Organizational Performance. Based on evidence collected throughout

the school year, TBLA’s governing board receives a rating of **Does Not Meet Standard**, with no credible plan to address the inability to comply with the charter.

SCHOOL LEADER

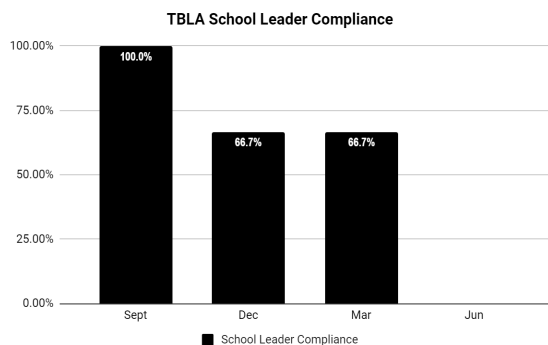
Leadership

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 leader and/or team complies with and presents no concerns in the measure characteristics.	The school leader and/or team presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The school leader and/or team presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. OR The school leader and/or team presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.



Ms. Marisa Simmons was the Principal for TBLA during the 2023-24 school year. This was her third year in the role but she has served in various leadership capacities during the school’s current charter term, including school leader of the elementary building when students in Kindergarten through sixth grade were served at another location. The following graph illustrates the measure characteristics met throughout this current school year.

Regardless of role, Principal Simmons has been a stable presence at the school and curated a leadership team that has been the most consistent during the school’s current charter term. One of her standout qualities was the ability to communicate effectively with

both internal and external stakeholders. This skill was crucial, as it fostered a transparent and collaborative environment, ensuring that all parties were well-informed. Effective communication helped build trust and strong relationships with teachers, parents, students, and the community, which was essential for creating a supportive educational environment that experienced change and some uncertainty during the second semester of the school year.

Ms. Simmons experienced challenges during the 2023-24 school year. Factors including lack of quality staff, high teacher turnover, and changes to the school brought on by the governing board caused ineffective implementation of the mandated Education One School Improvement Plan (SIP), pertaining to academic performance. Some of the SIP measures, around instructional capacity at the high school level as well as providing college and career coursework opportunities, experienced little to no improvement in moving the needle towards meeting standard.

Based on evidence collected throughout the school year, TBLA’s school leadership receives a rating of **Approaching Standard**. There was inconsistent demonstration of sufficient academic and leadership experience in being able to carry

out the SIP effectively. Similarly, there was a lack of implementing systems that addressed areas of deficiency found in the SIP in a timely manner. Ms. Simmons and her team have evidenced the experience needed to implement appropriate systems, indicating there is a plan to address these issues moving forward. Ms. Simmons must be given the autonomy and authority to manage the school and focus on student outcomes.

COMPLIANCE

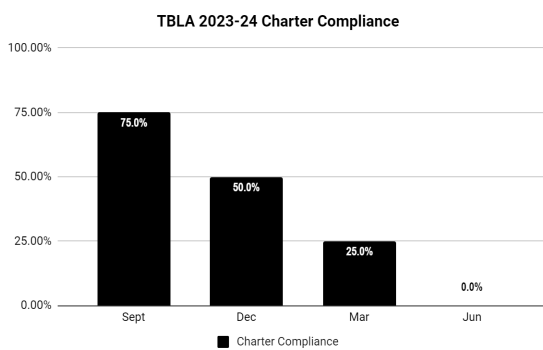
Charter Compliance

Schools are held accountable to be in compliance with the terms of its charter and collaborate effectively with Education One. The following components are assessed 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 measure characteristics.	The school presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The school presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. OR The school presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.



The corresponding graph illustrates the measure characteristics met throughout this current school year. At the time of this report, TBLA was responsible for timely submissions of items July 2023 through June 2024. 82% of items were submitted in compliance with reporting requirements processes and procedures. Submission of materials following the appropriate process was a consistent issue for the school throughout the 2023-24 school year.

The school was out of compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws, starting in December and continuing on throughout the remainder of the school year. Similarly, the school did not evidence proactive and productive collaboration with the board and Phalen Leadership Academies in meeting governance obligations.

Based on evidence collected throughout the school year, TBLA receives a rating of **Does Not Meet Standard**, presenting concerns in most measure characteristics that have become historical trends of the school, including submission of timely and complete reporting, compliance with the terms of the charter, and proactive and productive collaboration with the board and the school's EMO.

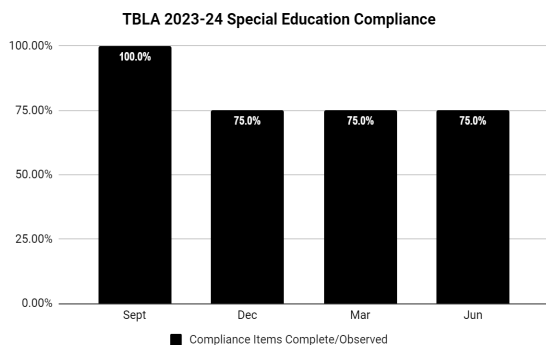
Special Education Compliance

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 in Indiana’s online system;
- 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;
- Evidence of high quality interventions and IEPs are implemented in push in and/or pull out settings;
- Staff to student ratios are adequate for providing services, in accordance with state and federal guidelines
- Staff receive ongoing professional development to understand legal obligations, current legislation, research, and effective practices relating to services being provided;
- Evidence that disciplinary actions are appropriate, legal, equitable, and fair; 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 and presents no concerns in the measure characteristics.	The school presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues.	The school presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues. OR The school presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues.



The corresponding graph illustrates the measure characteristics met throughout this current school year. The school was unable to evidence that high quality interventions and IEPs were appropriately communicated with the classroom teacher or that they were implemented in push in and/or pull out settings.

Staff did receive professional development, but not to the extent that was needed to improve the overall outcomes of Special Education students or what was asked within the School Improvement Plan. Based on support check discussions and site visit observations, general education classroom teachers were not utilizing the Special

Education teachers and assistants appropriately during push-in services. The school’s Special Education Director, however, did regularly meet with her teachers to provide professional development on an individual basis.

Based on evidence collected throughout the school year, TBLA receives a rating of **Does Not Meet Standard**. While only exhibiting concerns in some of the measure characteristics, there does not appear to be a credible plan to address the issues of high quality interventions happening as the school continues to implement similar strategies that have not had the impact on student outcomes that is needed.

Part IV: School Wide Climate

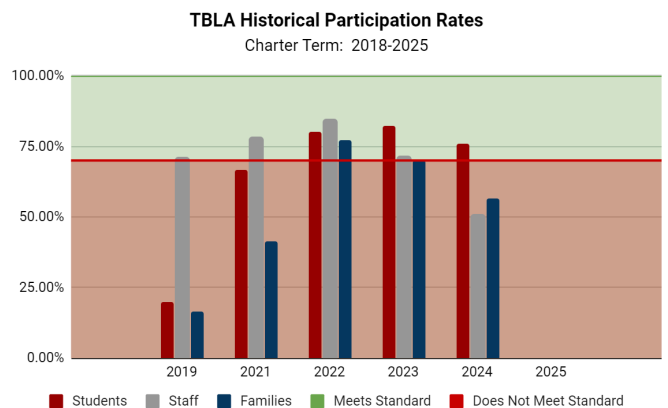
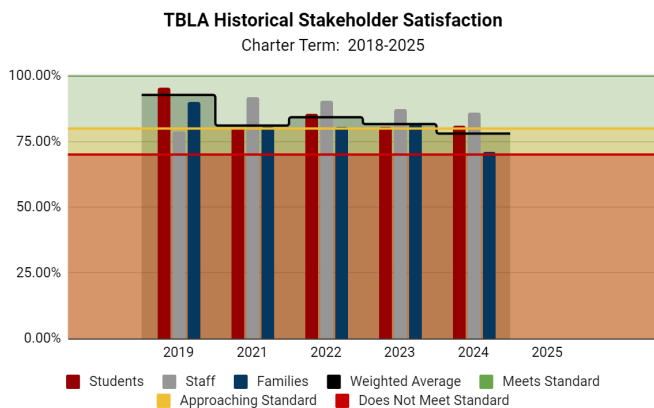
Education One requires its schools to conduct an annual third-party survey of all stakeholders, staff, students, and families, to gauge the school's effectiveness in carrying out its mission and vision. Results should be used to drive programming, policies, and procedure changes, if necessary.

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

The rubric for this indicator is as follows:

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

The graphs illustrate the historical weighted satisfaction rate and participation rates for the school. With an overall weighted satisfaction rate of 78%, the school receives a rating of **Approaching Standard**. There was a notable decline in overall parental satisfaction from the previous year to the current year. This trend is concerning as it may indicate underlying issues within our educational programs, communication strategies, or support systems that require immediate attention. The decrease in satisfaction levels could potentially impact student engagement and success, as parental support is a critical factor in educational outcomes.



While survey participation is not a measure found in the school's Accountability Plan Performance Framework, it is an important metric to understand the viability of the rating provided above. The following table indicates the total number of possible participants for each stakeholder group, the number of stakeholders that took the survey, and the participation rate of each stakeholder. Education One's standard for survey viability is a participation rate of at least 70.0%. Survey participation of staff and families has decreased from the previous school years' data.

TBLA's Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	780	592	75.9%
Staff	103	52	50.5%
Families	446	253	56.7%

Part V: Next Steps

As a part of a routine process for authorization, and in accordance with our Guiding Principles, Education One takes a differentiated approach to monitoring and oversight, in order to ensure high expectations for ourselves and our schools. It is the belief that providing schools with individualized support, coupled with high levels of accountability, creates an environment where students and communities thrive. This process emphasizes school autonomy, partnership and collaboration, and, most importantly, continuous improvement.

Education One utilizes a tiered approach of providing differentiated supports to meet each school’s unique needs, based on quantitative and qualitative data points. Schools are tiered twice a year. The support tier at the beginning of a new school year is based on end of year outcomes found in the school’s Annual Review from the previous school year. School’s are then re-tiered based on the school’s performance outcomes from the first half of the school year. For more information on Education One’s Intervention and Support Policy, click [here](#).

Education One’s Intervention framework is composed of three tiers:

- **Tier I:** A school has minimal to no noted deficiencies and receives an overall rating of Exceeds or Meets Standard in regards to the performance indicators.
- **Tier II:** A school exhibits some noted deficiencies with a credible plan to address the deficiencies and receives an overall rating of Approaching Standard in regards to a performance indicator.
- **Tier III:** A school exhibits noted deficiencies in some or most of the performance measures with or without a credible plan to address the deficiencies and receives an overall rating of Does Not Meet Standard in regards to a performance indicator.
Schools who qualify for Tier III interventions are immediately placed on Probationary Status, which could lead to charter revocation and/or non-renewal of the charter, if not rectified.

An overview of the tiered supports and/or interventions for each performance indicator are highlighted in the following table:

	Tier I	Tier II	Tier III
Academic Performance	<ul style="list-style-type: none"> ● The school receives an instructional site visit in Quarter 1 and 3. ● The school participates in a data dive after each major assessment administered, focusing on school specific goals. 	<ul style="list-style-type: none"> ● The school receives bi-monthly instructional site visits from September to March. ● The school participates in support checks focusing on data analysis and school specific initiatives to improve noted deficiencies. 	<ul style="list-style-type: none"> ● The school receives monthly instructional site visits from September to March. ● The school has a School Improvement Plan and participates in support checks focusing on data analysis and school specific initiatives to improve noted deficiencies.
Financial Performance	<ul style="list-style-type: none"> ● The school receives an evaluation of financials on a quarterly basis. 	<ul style="list-style-type: none"> ● The school receives an evaluation of financials on a quarterly basis. 	<ul style="list-style-type: none"> ● The school receives an evaluation of financials on a quarterly basis. ● Required monthly finance meetings with Education One, school leadership and the board chair/treasurer
Organizational Performance	<ul style="list-style-type: none"> ● The school’s Board Chair participates in quarterly checks. ● A member of the Education One team attends regularly scheduled board meetings. 	<ul style="list-style-type: none"> ● The school’s Board Chair participates in quarterly checks that focus on noted deficiencies. ● A member of the Education One team attends regularly scheduled board meetings. 	<ul style="list-style-type: none"> ● The school’s Board Chair participates in quarterly checks with frequent checkpoints that focus on noted deficiencies. ● The school has a School Improvement Plan, with required interventions for school leadership and/or the board, based on noted deficiencies. ● A member of the Education One team attends regularly scheduled board meetings.

Next Steps Overview for 2024-25 School Year

Based on the school's overall ratings found in this annual review, the following are commendations and recommendations for the 2024-25 school year, by performance indicator. Performance areas with measures rated as Does Not Meet Standard may have required next steps for the 2024-25 school year, and are also noted.

Academic Performance		
Rating	Tier	Probationary Status?
Does Not Meet Standard	Tier III	Yes

Concerns:

Proficiency on State Summative and Local Assessments:

- ILEARN (3-8): The school is performing 23 points below the state average in English/Language Arts and 32 points in math.
- SAT (11): The school is performing 36 points below the state average in Evidence Based Reading and Writing and 29 points below in math. Only 2% of students passed the Math SAT in 2023.
- Since 2021, the school has had an average passing percentage of 45% in English/Language Arts and 35% in math on the NWEA assessment.

Proficiency and Growth on State Assessment: Special Education Students

- The percentage of SPED students below proficiency has increased from 91% in 2021 to 94% in 2023 in English/Language Arts and from 94% to 100% in math, respectively.

Comparison to Local Schools and Historical Proficiency:

- From 2019-2023 state summative assessment results, the school has only outperformed local comparison schools 46% of the time in English/Language Arts and 23% in math. The high school, specifically, has only outperformed the three local comparison high schools 24% in both English/Language Arts and math.
- In grades 2-10, non-legacy students are outperforming legacy students in English/Language Arts and performing similarly in math, indicating that the school is not providing a better option to the community.

College and Career Coursework:

- The percentage of students who have passed an Advanced Placement, International Baccalaureate, or dual credit course was 5.1% in 2022, based on most recently released data from Indiana GPS. This percentage has steadily decreased since 2019 when it was only 31.7%.
- Because of the 2023-24 Instant Admission MOU with Trine University, TBLA students had access to over 20+ free dual enrollment courses and eligibility for \$1000 per year in Dual Enrollment scholarship if the course was successfully completed with a grade of a B or higher. Only 32 students were enrolled during the 2023-24 school year.

Instruction:

- The school's instructional rating has averaged a 2.6 since 2020. This year, however, the school's average rating has been a 1.9.
- As of December 15, 2023, 62% of teaching staff (27 of 45) have an emergency permit, substitute license, or are pending some form of permit or license. 13% of teaching staff (6 of 45) have an expired license or permit. 100% of Instructional Assistant or Interventionists (22) have no licensure or proof of appropriate requirements.

Financial Performance		
Rating	Tier	Probationary Status?
Meets Standard	Tier I	No

Organizational Performance		
Rating	Tier	Probationary Status?
Does Not Meet Standard	Tier III	Yes

Concerns:

- Deflection of accountability by seeking a different authorizer while in probationary status - making this their 3rd authorizer since inception
- Long term capacity of governing board
- Board overreach in regards to management vs. governance
- Poor communication with school leadership, community members, EMO, and authorizer

School Wide Climate
Approaching Standard

On December 13, 2023, the Education One board voted to revoke the charter agreement granted to Drexel Foundation for Educational Excellence and Thea Bowman Leadership Academy.

The Drexel Foundation for Educational Excellence and Thea Bowman Leadership Academy have failed to comply with the terms set forth in the Charter Agreement and have not met the requirements outlined in the school's Accountability Plan Performance Framework, specifically in regards to Academic and Organizational Performance.

The last day of the charter contract for Thea Bowman Leadership Academy will be June 30, 2024.