



2023-24 ANNUAL REVIEW

TIMOTHY L. JOHNSON ACADEMY

Evaluated By:

Lindsay Omlor, Director of Charter Schools
Emily Gaskill, Assistant Director of Accountability
Amanda Webb, Academic Support Specialist
Caitlin Hicks, Assistant Director of Graduation Pathways + Compliance

Education One, L.L.C.

TABLE OF CONTENTS

<u>Part I: Academic Performance</u>	3
<i>Is the school's educational program successful?</i>	
<u>Part II: Financial Performance</u>	24
<i>Is the school in sound fiscal health?</i>	
<u>Part III: Organizational Performance</u>	28
<i>Is the school effective and well run?</i>	
<u>Part IV: School Climate</u>	39
<i>Is the school providing appropriate conditions for student, family, and staff success?</i>	
<u>Part V: Next Steps</u>	40
<i>Does the school or organization require interventions moving forward?</i>	

REPORT OVERVIEW

To ensure its schools operate at the highest level possible, Education One produces an Annual Review for each school, specifically assessing performance in each indicator found in its Accountability Plan Performance Framework (APPF). Indicators measure the school's Academic, Financial, and Organizational capabilities. Quantitative and qualitative data from document submissions, routine site visits, assessment results, and survey conclusions are gathered throughout the year.

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 can identify trends in data over time, address key areas of concern, and highlight successes more frequently. 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
	2018-19	2019-20	2020-21	2021-22 (Extension)	2022-23 (Extension)	2023-24 (Extension)
	Does Not Meet Standard	Approaching Standard	Not Applicable	Approaching Standard	Approaching Standard	Approaching Standard

Is the school's educational program successful?	
Performance Rubric	<p>Meets Standard</p> <p>The school complies with and presents minimal to no concerns in the indicator measures.</p>
	<p>Approaching Standard</p> <p>The school presents some concerns in the indicator measures. There is a credible plan to address the issues.</p>
	<p>Does Not Meet Standard</p> <p>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.</p>

What does the Overall Rating for Academic Performance mean?	
Year 1	The school received an overall rating of Does Not Meet Standard, indicating that the school presented concerns in most of the indicator measures but had a credible plan to address those issues. The school was held accountable to 17 measures and received a rating of Does Not Meet Standard in 12 of them, all of which relating to proficiency and growth on both state (ILEARN and IREAD-3) and local assessments. The school also experienced low attendance rates and a high percentage of students with chronic absenteeism. The school needs to improve processes and procedures as it relates to attendance. Academic structures and programming require more rigorous application of content standards and differentiated supports, specifically in math. Teachers also need training on the new benchmark system to drive instruction that promotes growth towards proficiency.
Year 2	The school received an overall rating of Approaching Standard, indicating that the school presented concerns in some indicator measures and had a credible plan to address the issues. The school was held accountable to 14 measures and received a rating of Does Not Meet Standard in five of the measures. This included the accountability grade received on a federal and state level, proficiency on the state summative assessment, and progress towards proficiency on the state summative assessment. This year's state summative assessment results come from the implementation of a new assessment. The state saw a 17 point decrease in English/Language Arts and a five point decrease in math. This affected the school's ratings. Similarly, 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, which were to improve processes and procedures to meet the academic needs of African American students in reading and math, academic structure and programming for more rigorous and differentiated math instruction, and implement of curriculum maps for reading and math. The pandemic impacted the learning of all students, but these areas of concerns will be magnified if not addressed.
Year 3	The school received an overall rating of Not Applicable for the 2020-21 school year due to the COVID-19 pandemic. 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 instructional practices monitored, all schools received a rating of Not Applicable. However, the school needs to utilize academic and discipline data/outcomes to identify root causes of observed deficiencies and then create quantifiable action plans for improvement, create opportunities to analyze and report

	<p>out on student outcomes between benchmark and state summative assessments, and ensure all students have access to high quality teachers and instructional assistants. 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 an overall rating of Approaching Standard, indicating that the school presented concerns in some indicator measures and had a credible plan to address the issues. The school was held accountable to 13 measures and received a rating of Does Not Meet Standard in six of the measures. This included attendance and proficiency on the local benchmark assessment, comparison to local schools, and outcomes on the IREAD-3 assessment. For 2022-23 school year, the school is required to continue professional development around the use of instructional assistants to support small group guided reading, interventions, and English Learner accommodations, establish processes where student to teacher ratios are adequate to provide services to all English Language students throughout the entire year, even during times of testing, and implement planned processes and procedures to ensure all English Learner and Special Education student goals and accommodations are properly established in the state’s online system.</p>
<p style="text-align: center;">Year 5</p>	<p>The school received an overall rating of Approaching Standard, indicating that the school presented concerns in some indicator measures and had a credible plan to address the issues. The school was held accountable to 14 measures and received a rating of Does Not Meet Standard in five of the measures. This included proficiency on both ILEARN assessments and for subgroups for English/Language Arts. The Federal Accountability grade and chronic absenteeism also warranted Does Not Meet Standard ratings. For the 2023-24 school year, the school needs to conduct regular in-person and differentiated professional development of all core content teachers and instructional assistants regarding curriculum and instructional best practices, implement established curriculums and instructional delivery structures with fidelity; and establish and implement appropriate testing calendars of local and state assessments.</p>
<p style="text-align: center;">Year 6</p>	<p>The school received an overall rating of Approaching Standard, indicating that the school presented concerns in some indicator measures, with credible plans to address any issues. Overall, the school was held accountable to 25 measures and received a rating of Does Not Met Standard in two measures, which included the Federal Accountability rating and chronic absenteeism. The school has been able to address previous measures with less than meets standard ratings throughout the course of this school year. Moving into 2024-25, the school needs to establish a standard for differentiation based on both student academic and language needs that allows for more intentional and targeted small group instruction on core content standards, provide further training on new curriculum implemented in both reading and math to ensure it is implemented with fidelity, especially in tested grade levels, and incorporate more targeted writing instruction and application.</p>

	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	AS	DNMS	N/A	N/A	DNMS	DNMS
	Proficiency on State Summative Assessment: E/LA	DNMS	DNMS	N/A	N/A	N/A	MS
	Proficiency on State Summative Assessment by Subgroup: E/LA	N/A	N/A	N/A	N/A	N/A	AS
	Proficiency on State Summative Assessment: Math	DNMS	DNMS	N/A	N/A	N/A	MS
	Proficiency on State Summative Assessment by Subgroup: Math	N/A	N/A	N/A	N/A	N/A	AS
	Growth on State Summative Assessment: E/LA	DNMS	AS	N/A	N/A	N/A	AS
	Growth on State Summative Assessment by Subgroup: E/LA	MS	DNMS	N/A	N/A	N/A	AS
	Growth on State Summative Assessment: Math	DNMS	AS	N/A	N/A	N/A	MS
	Growth on State Summative Assessment by Subgroup: Math	MS	DNMS	N/A	N/A	N/A	MS
	Pass or Pass+ Status Growth: E/LA	N/A	N/A	N/A	N/A	N/A	ES
	Did Not Pass Status Growth: E/LA	N/A	N/A	N/A	N/A	N/A	AS
	Pass or Pass+ Status Growth: Math	N/A	N/A	N/A	N/A	N/A	ES
	Did Not Pass Status Growth: Math	N/A	N/A	N/A	N/A	N/A	MS
	Comparison to Local Schools	AS	AS	N/A	DNMS	AS	MS
	3rd Grade Literacy	DNMS	ES	N/A	DNMS	MS	ES
	English Language Proficiency	DNMS	MS	N/A	N/A	N/A	AS
Chronic Absenteeism	DNMS	ES	N/A	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	ES	MS	N/A	MS	MS	MS
	Attendance	AS	AS	N/A	DNMS	AS	AS
	Progress Towards Proficiency: E/LA	N/A	N/A	N/A	N/A	N/A	AS
	Progress Towards Proficiency by Subgroup: E/LA	N/A	N/A	N/A	N/A	N/A	AS
	Progress Towards Proficiency: Math	N/A	N/A	N/A	N/A	N/A	AS
	Progress Towards Proficiency by Subgroup: Math	N/A	N/A	N/A	N/A	N/A	AS
	Historical Proficiency: E/LA	N/A	N/A	N/A	N/A	N/A	ES
	Historical Proficiency: Math	N/A	N/A	N/A	N/A	N/A	MS

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	Does Not Meet Expectations	Achievement: Math	Does Not Meet Expectations
Growth: E/LA	Does Not Meet Expectations	Growth: Math	Approaches Expectations
Closing the Gaps: E/LA	Does Not Meet Expectations	Closing the Gaps: Math	Does Not Meet Expectations
Language Proficiency for EL	Approaches Expectations	Student Attendance	Does Not Meet Expectations

Based on the information released by the Federal Department of Education, Timothy L. Johnson Academy (TLJA) 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

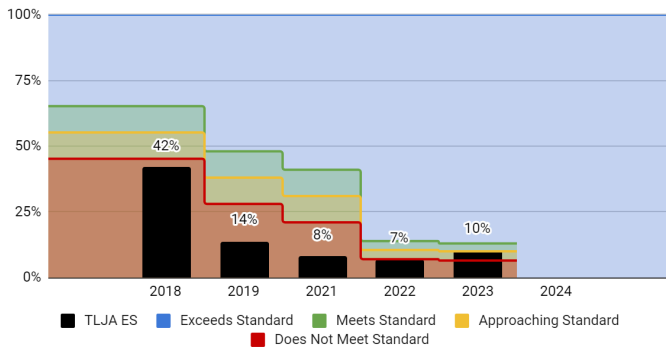
Education One measures the success of the school’s educational model by comparing the percentage of students achieving grade level proficiency to state results, utilizing Indiana’s summative assessment. Students included in the percentage used for comparison are legacy students. A legacy student is defined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

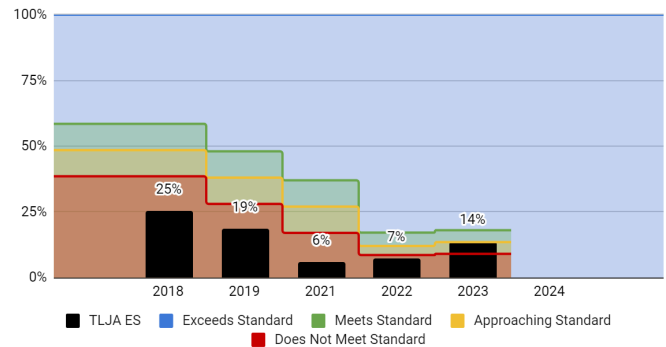
Students in grades third through fifth at TLJA participated in Indiana’s state summative assessment, the Indiana Learning Evaluation Assessment Readiness Network (ILEARN) test. ILEARN is administered each spring to measure grade-level standard proficiency and annual growth for students in grades three through eight. 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. As the student population has shifted at TLJA to 65% of students identified as English Learners, the school is held accountable to how it compares to the state’s English Learner passing percentage.

TLJA ES Whole School Proficiency on State Summative Assessment: E/LA
 Charter Term: 2018-2024



TLJA ES Whole School Proficiency on State Summative Assessment: Math
 Charter Term: 2018-2024



English/Language Arts: In Indiana, 13% of English Learners in grades three through eight met or exceeded standards on the 2023 English/Language Arts assessment. At TLJA, 10% of students met or exceeded standards on the same assessment. With a difference of three points, the school **Meets Standard**. While there is still improvement necessary in continuing to increase this percentage, the increase in proficiency of three points from the previous school year indicates that the school has dedicated itself in continuous improvement efforts through reflection and collaboration.

Math: In Indiana, 18% English Learner students in grades three through eight met or exceeded standards on the 2023 math assessment. At TLJA, 14% of students met or exceeded standards on the same assessment. With a difference of four points, the school **Meets Standard**. The school saw a 100% increase in students passing this assessment. While there is still improvement necessary in continuing to increase this percentage, this positive change illustrates the school’s continued efforts in providing appropriate instructional programs and support systems.

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).

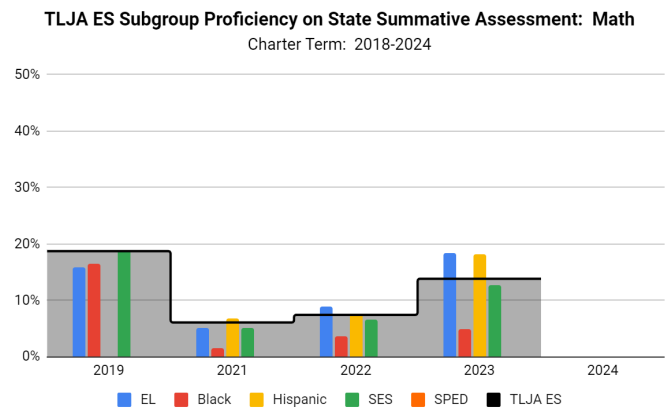
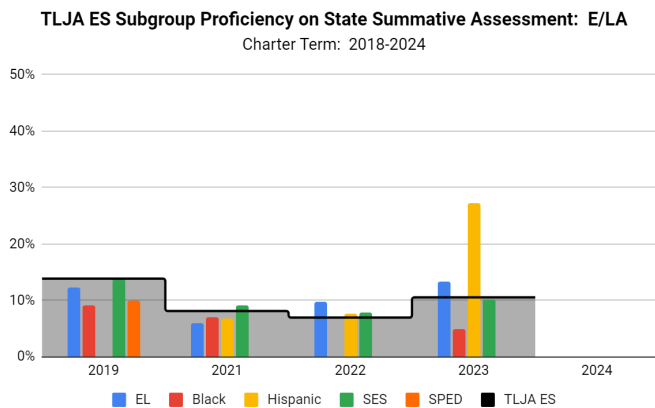
The rubric used for this measure is as follows:

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.



The following table highlights 2022-23 results and how they compare to the state.

Subgroup Information			English/Language Arts				Math			
Subgroup	School Population	State Population	School Passing %	State Passing %	Difference	Rating	School Passing %	State Passing %	Difference	Rating
EL	68%	8%	13.3%	13%	+0.3	ES	18.0%	17.9%	+0.1	ES
Black	26%	13%	5.0%	19.7%	-14.7	DNMS	5.0%	16.2%	-11.2	DNMS
Hispanic	6%	14%	27.0%	27.1%	-0.1	MS	18.0%	25.9%	-7.9	MS
F/R Lunch	53%	49%	10.0%	27.2%	-17.2	AS	13.0%	26.7%	-13.7	AS
SPED	5%	18%	0.0%	13.1%	-13.1	DNMS	0.0%	16.8%	-16.8	DNMS

English/Language Arts: Upon review of disaggregated data, it's clear that certain subgroups, such as Black and Special Education students, consistently perform far below their peers in key academic areas. There is a significant proficiency gap between Black students and other racial peer groups, despite an increase in proficiency of 5 points. The largest subgroup, English Learner students, however, performed just above the state rate. The school continues to observe no

gaps in proficiency between Free/Reduced Lunch students and Paid Lunch students. Overall, the school **Approaching Standard**.

Math: Similar observations were found in math. Overall, the school **Approaching Standard**.

Growth on State Summative Assessment

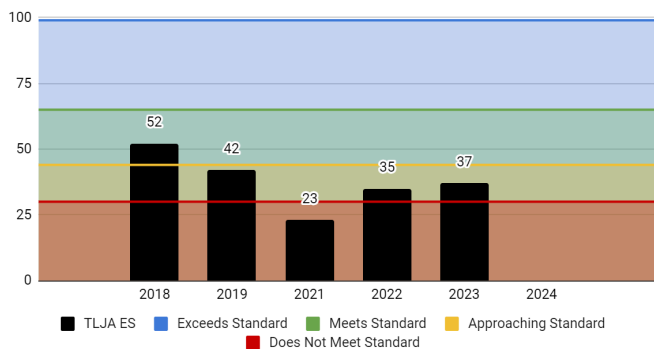
Education One measures the success of the school's implementation of its educational model by analyzing the amount of academic progress students make in a given year compared to other students with similar histories of academic proficiency. For more information on how the state of Indiana calculates 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.

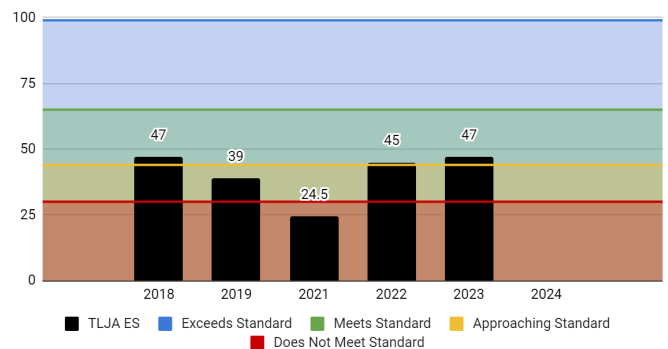
The Median Growth Percentile (MGP) is calculated utilizing individual Student Growth Percentiles (SGP) and finding the median, or midpoint, of those numbers. An SGP describes the relationship between the student's previous scores and their current year's score and compares that difference to the same 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.

TLJA ES Growth on State Summative Assessment: E/LA
 Charter Term: 2018-2024



TLJA ES Growth on State Summative Assessment: Math
 Charter Term: 2018-2024



English/Language Arts: TLJA had an MGP of 37 based on 2023 ILEARN assessment results. Therefore, the school is **Approaching Standard**. The recent data indicates a positive trend in the school's Median Growth Percentile, but the rate of improvement falls short of expectations.

Math: TLJA had an MGP of 47 based on 2023 ILEARN assessment results. Therefore, the school **Meets Standard**. Students have consistently demonstrated growth in math, reflecting the effectiveness of the instructional programs and support systems, and a large increase in the percentage of students passing the math assessment.

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.

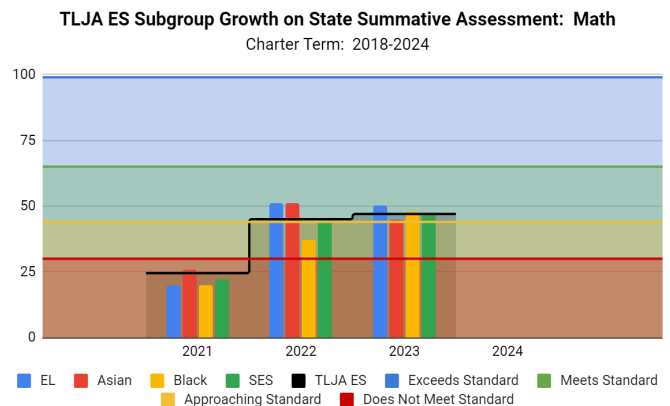
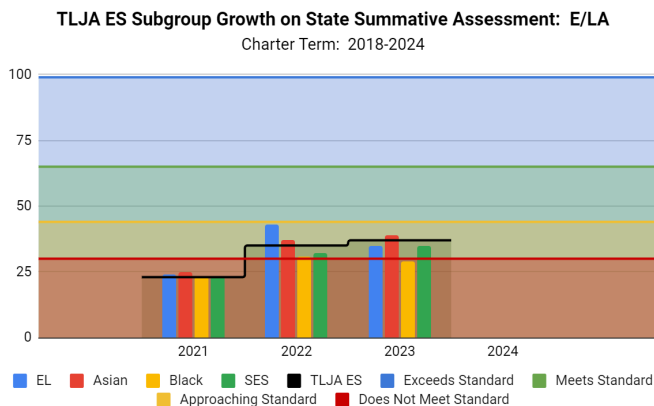
- English Learner (EL);

- 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: All subgroups were approaching standard, with the exception of Black students. Similar to proficiency, Black students are experiencing lower growth percentiles than their peers. Overall, the school is **Approaching Standard**.

Math: All subgroups had an MGP that met standard. The gap between racial groups is smaller for this measure. Black students have a slightly higher MGP than their Asian peers. Overall, the school **Meets Standard**. The school has made progress in closing gaps amongst student subgroups. Through concerted efforts and targeted interventions, the school has witnessed improvement in academic growth outcomes.

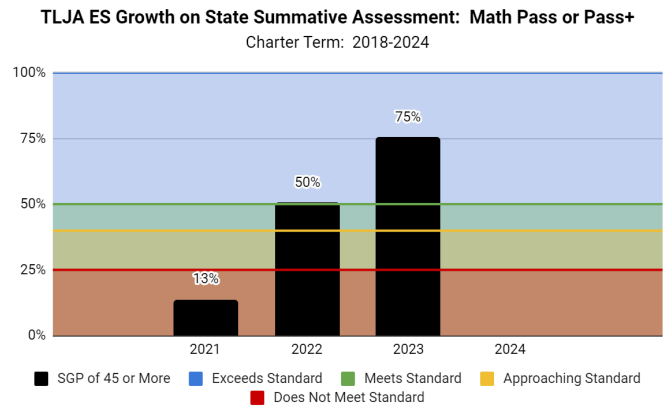
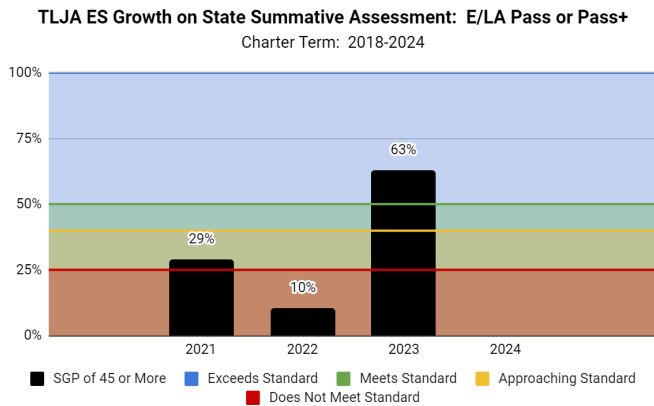
Passing Status Growth on State Summative Assessment

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.



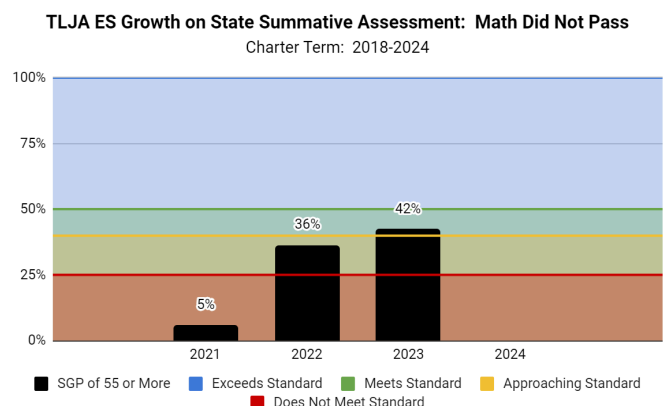
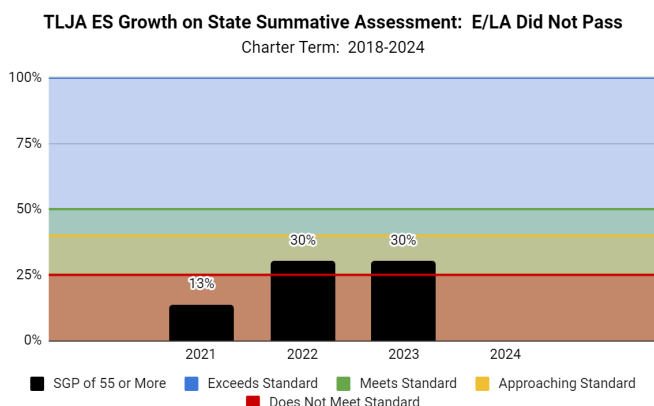
English/Language Arts: 63% of 'Pass or Pass+' students had an SGP of at least 45 on the 2023 English/Language Arts assessment. The school receives a rating of **Exceeds Standard**. The school has observed significant growth among passing students, ensuring that they maintain proficiency and continue to progress academically. By maintaining proficiency and continuing to progress, students are better prepared to meet the demands of increasingly rigorous academic standards.

Math: 75% of 'Pass or Pass+' students had an SGP of at least 45 on the 2023 math assessment. The school receives a rating of **Exceeds Standard**. Similar to English/Language Arts, the school's observable outcomes indicate that a considerable number of students who met proficiency standards on their assessment are also demonstrating growth in their academic performance over time. This growth reflects the commitment of the school to fostering continuous improvement and ensuring that all students reach their full potential.

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: 30% 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 **Approaching Standard**. The growth of non-passing students is critical to their academic success and future prospects. Without adequate progress towards proficiency, these students may struggle to close learning gaps, reach grade-level expectations, and achieve the necessary skills and knowledge to succeed academically and beyond.

Math: 42% of 'Did Not Pass' students had an SGP of at least 55 on the 2023 math assessment. The school receives a rating of **Meets Standard**. The school observed growth among non-passing students, indicating progress towards proficiency and demonstrating the school's commitment to supporting every student on their academic journey.

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 TLJA based on the location and subgroups served. As previously mentioned, 68% of TLJA's student population are English Learner students. There are no true local comparative schools with that percentage of English Learners. Therefore, the school's English Learner passing and growth percentages are compared to the comparison schools' English Learner outcomes.

School Name	English/Learner Population	F/R Lunch Population	SPED Population	Distance from School
Timothy L. Johnson Academy	67.8%	53.1%*	6.2%	
Prince Chapman Academy	46.7%	85.9%	13.2%	2.4 miles
Levan R. Scott Academy	38.4%	86.6%	14.9%	1.2 miles
Merle J Abbett Elementary School	38.0%	86.3%	13.9%	1.3 miles
Adams Elementary	31.5%	90.0%	15.2%	2.6 miles

*The school moved to offering free meals to all students and saw a decrease in families who submitted paperwork to identify themselves as needing assistance for meals and/or textbook fees. The school's F/R Lunch population is close to the comparison schools data.

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

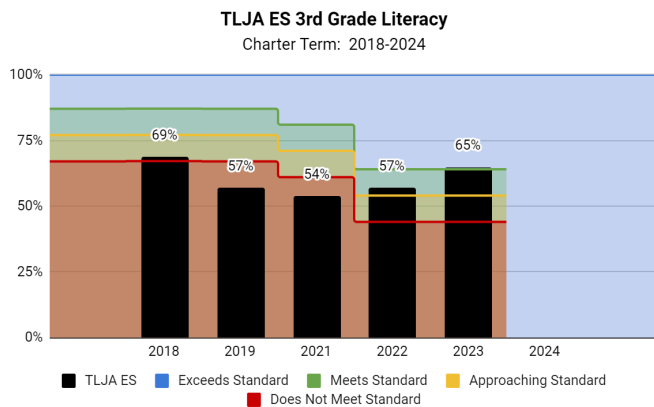
School Name	E/LA Proficiency	Math Proficiency	E/LA Growth	Math Growth
Timothy L. Johnson Academy	14%	20%	19%	23%
Prince Chapman Academy	7%	8%	18%	11%
Levan R. Scott Academy	2%	18%	3%	11%
Merle J Abbett Elementary School	7%	3%	26%	12%
Adams Elementary	7%	9%	14%	7%

Overall, TLJA outperformed comparison schools 93.8% of the time when looking at proficiency and growth. This demonstrates the efficacy of innovative approaches and highlights the importance of continuous improvement in education, specifically as it speaks to the unique student population served at the school. Therefore, the school receives a rating of **Meets 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 corresponding graph illustrates the trends of third grade students passing this assessment throughout the school's current charter term defined within this review. Similar to other state summative assessments, the school is compared to the state's English Learner passing percentage.

In 2023, TLJA had a passing rate of 65%. The state's passing percentage was 64%. By outperforming the state by 1 point, the school receives a rating of **Exceeds Standard** according to their Accountability Plan Performance Framework.

The state of Indiana has created a statewide goal, however, that the IREAD-3 passing rate be 95% by 2027. While the school's passing percentage is far below this goal, it is clear

that the school is better equipping students with the foundational literacy skills necessary for future academic and personal success for English Learners.

English Language Proficiency

Education One measures the success of the school's English Learner (EL) program by analyzing the percentage of EL students who are on target to develop or attain English language proficiency within six years. Student growth percentiles from the WIDA ACCESS 2.0 assessment are used to determine whether students are making adequate growth annually to meet targets created by the state of Indiana. The rubric for this measure is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 45.0% of EL students met or exceeded growth targets.	35.0-45.0% of EL students met or exceeded growth targets.	25.0-34.9% of EL students met or exceeded growth targets.	Less than 25.0% of EL students met or exceeded growth targets.

In 2023, the school served 264 EL students, which made up 68% of its overall population. The corresponding graph illustrates the growth percentages overtime in the school’s current charter term.

WIDA results indicated that 30% of students met or exceeded growth targets. Therefore, the school receives a rating of **Approaching Standard**. The school saw a considerable increase in the percentage of students meeting their growth targets from 2022, indicating that the school's EL program addresses all domains of language development, including listening, speaking, reading, and writing. Students are likely engaged in activities that promote communication skills and language fluency across different contexts. It is also worth noting that the state’s percentage of students meeting growth targets was 23.7%.

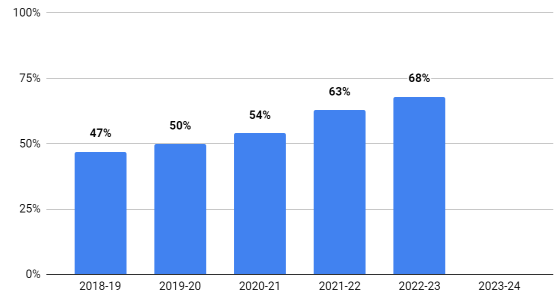
Chronic Absenteeism

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.

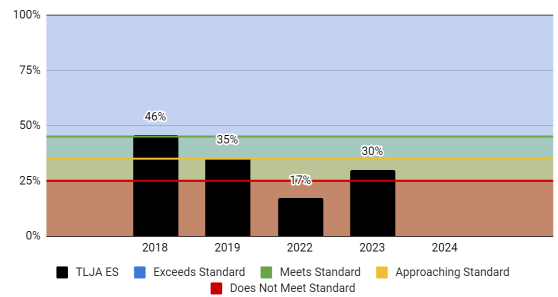
The rubric for this indicator is as follows.

Exceeds Standard	Meets Standard	bApproaching 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.

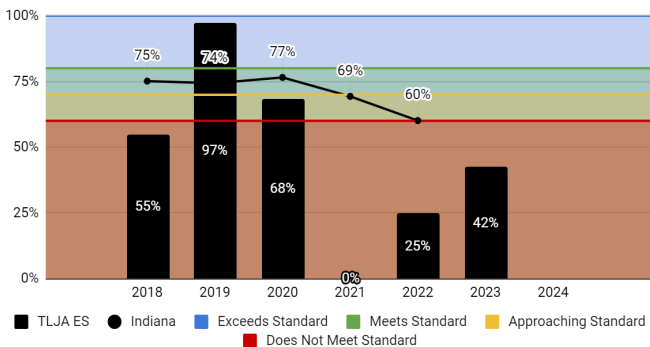
TLJA ES English Learners
 Charter Term: 2018-2024



TLJA ES English Language Proficiency
 Charter Term: 2018-2024



TLJA ES Chronic Absenteeism
 Charter Term: 2018-2024



The corresponding graph illustrates trends over time for TLJA throughout its current charter term.

Based on the current model attendee rate of 42% the school receives a rating of **Does Not Meet Standard**. Students who are chronically absent are likely to miss valuable instruction and classroom activities, which can negatively impact their academic achievement and progress. 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:

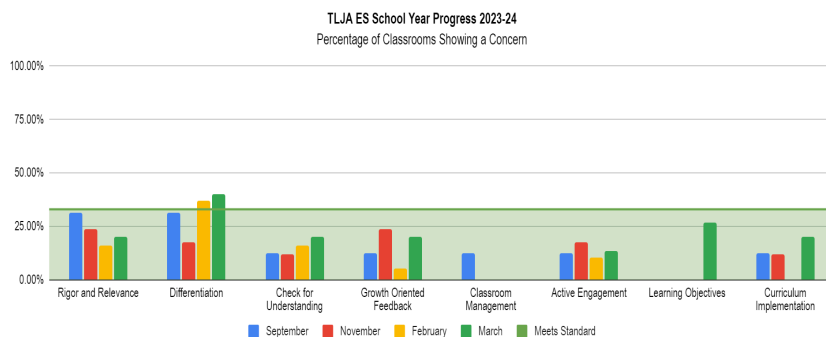
- **Rigor and Relevance:** Instructional delivery possesses the appropriate level of rigor and relevance, whereas rigor is defined as complexity and relevance is defined as culturally affirming.
- **Differentiated Instruction:** Differentiation in a classroom refers to the practice of tailoring instruction 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.

Any area that had 50% or more classrooms exhibiting misalignment to the best practice were recommended as areas of focus and improvement with the school leadership team

at the site visit and to the Board of Directors during regularly scheduled board meetings.

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

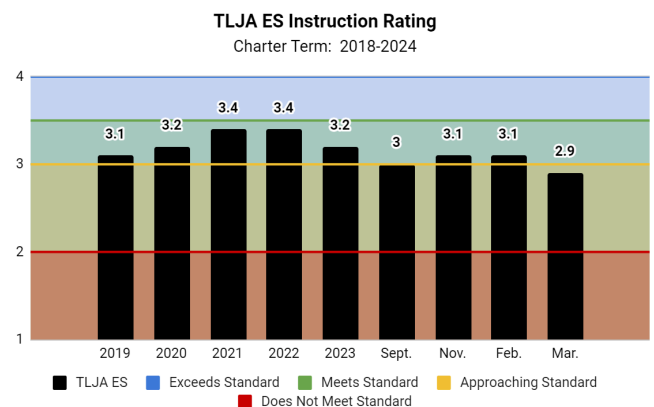
	September	November	February	March
Rigor + Relevance	31.3%	23.5%	15.8%	20.0%
Differentiation	31.3%	17.6%	36.8%	40.0%
Checks for Understanding	12.5%	11.8%	15.8%	20.0%
Growth Oriented Feedback	12.5%	23.5%	5.3%	20.0%
Classroom Management	12.5%	0.0%	0.0%	0.0%
Active Engagement	12.5%	17.6%	10.5%	13.3%
Learning Objectives	0.0%	0.0%	0.0%	26.7%
Curriculum Implementation	12.5%	11.8%	0.0%	20.0%

Consistently, throughout the school year, TLJA observed minimal concerns in almost all instructional best practices. Teachers were being regularly developed in Sheltered Instruction Observation Protocol (SIOP) training, which provides educators with guidelines for designing and delivering lessons that support all students, especially English Learners (ELs). The goal of SIOP is to help teachers integrate academic language development into lessons, while also allowing students to practice English as it's used in school.

During lessons, teachers were observed providing support structures or scaffolding to help students gradually develop their understanding, checking for understanding to evidence student readiness for the next part of the lesson, and providing specific feedback that helps students understand what they did well and where they can improve. Students were often actively contributing to class discussions, asking questions, sharing ideas, and responding to peers. This creates a positive school culture felt in all classrooms with established expectations for behavior, academic performance, and classroom routines.

The school needs to continue to develop teachers in best practices around differentiating instruction for all students. With a wide range of academic and language readiness, especially at the Kindergarten through second grade level, it is important for TLJA teachers and support staff to provide more small group, intentional lessons where students are grouped based on readiness.

Based on the school's federal, state, and local academic measure outcomes, the school was identified as a Tier IIb school with Tier III supports surrounding reading and math outcomes of Kindergarten through second grade students. The school received bi-monthly site visits throughout the school year and support checks in between to analyze data outcomes and strategies to support the lower elementary classrooms. The corresponding graph illustrates the school's instructional trend data throughout the current charter term (by year) and then the current school year (by month).



Based on the qualitative and quantitative evidence collected throughout the 2023-24 school year, TLJA receives a rating of **Meets Standard**, with an average instruction rating of 3.0 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. TLJA had an average attendance rate of 91% and, thus, is **Approaching Standard**, according to the school's Accountability Plan Performance Framework. When students are absent from school, they miss out on valuable instructional time in the classroom. This can make it difficult for them to keep up with the curriculum and understand key concepts being taught.

Attendance Breakdown					
Kindergarten	88%	✘	Fourth	92%	✘
First	91%	✘	Fifth	91%	✘
Second	92%	✘	Whole School	91%	✘
Third	91%	✘	Key: ✓ = Meets Standard, ✘ = Approaching Standard, ✘ = Does Not Meet 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, TLJA 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.

The following tables and graphs 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.

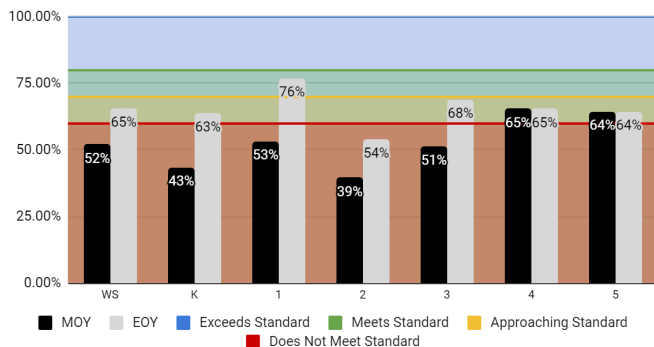
Progress Towards Proficiency: Reading							
	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Kindergarten	24%	26%	43%	✗	38%	63%	✗
First	30%	31%	53%	✗	48%	76%	✓
Second	38%	28%	39%	✗	30%	54%	✗
Third	37%	32%	51%	✗	40%	68%	✗
Fourth	38%	37%	65%	✗	37%	65%	✗
Fifth	30%	42%	64%	✗	42%	64%	✗
School	33%	32%	52%	✗	39%	65%	✗

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

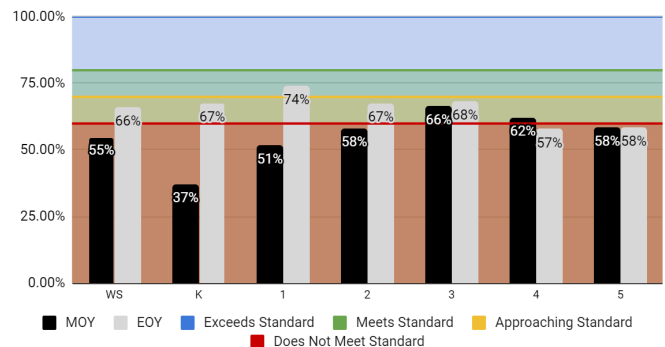
Progress Towards Proficiency: Math							
	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Kindergarten	22%	22%	37%	✗	39%	67%	✗
First	36%	33%	51%	✗	60%	74%	✓
Second	49%	46%	58%	✗	47%	67%	✗
Third	36%	43%	66%	✗	43%	68%	✗
Fourth	33%	28%	62%	✗	28%	57%	✗
Fifth	20%	22%	58%	✗	22%	58%	✗
School	33%	33%	55%	✗	41%	66%	✗

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

TLJA ES 2023-24 Progress Towards Proficiency: Grade Level
 Reading



TLJA ES 2023-24 Progress Towards Proficiency: Grade Level
 Math



Reading: 65% 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. Despite an increase of 13 points from middle of year testing, the school continues to face challenges with some grade levels not meeting proficiency and/or growth standards.

Math: 66% of students were considered proficient and/or met growth targets on the math NWEA assessment. Therefore, the school receives a rating of **Approaching Standard**, according to the school's Accountability Plan Performance Framework. The data presented highlights the success of our school's efforts in fostering both proficiency

and growth but also underscores the importance of continuing professional development in new curriculums at the third-fifth grade level.

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.

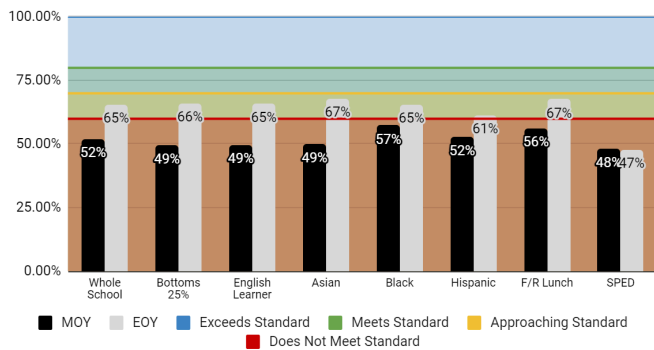
Progress Towards Proficiency: Reading								
	Population %	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Bottom 25%	25%	0%	2%	49%	✗	10%	66%	✗
EL	70%	30%	29%	49%	✗	37%	65%	✗
Asian	68%	30%	29%	49%	✗	37%	67%	✗
Black	23%	38%	41%	57%	✗	49%	65%	✗
Hispanic	6%	30%	30%	52%	✗	35%	61%	✗
F/R Lunch	65%	36%	34%	56%	✗	41%	67%	✗
SPED	5%	21%	16%	48%	✗	21%	47%	✗
School	100%	33%	32%	52%	✗	39%	65%	✗

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

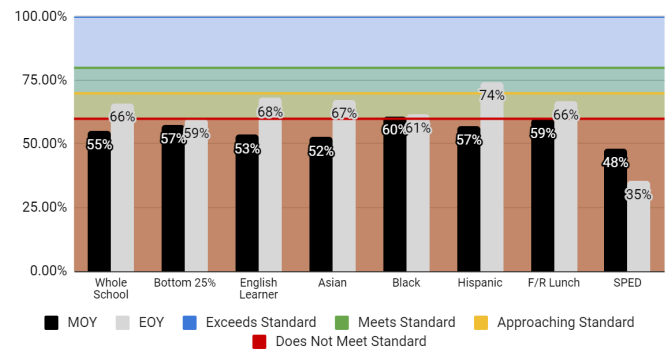
Progress Towards Proficiency: Math								
	Population %	Baseline Proficiency Fall of 2023	Mid-Year Proficiency Winter of 2024	Mid-Year Progress Towards Proficiency	Rating	End of Year Proficiency Spring of 2024	End of Year Progress Towards Proficiency	Rating
Bottom 25%	25%	6%	11%	57%	✗	14%	59%	✗
EL	70%	34%	32%	53%	✗	42%	68%	✗
Asian	68%	32%	31%	52%	✗	41%	67%	✗
Black	23%	32%	36%	60%	✗	38%	61%	✗
Hispanic	6%	43%	30%	57%	✗	52%	74%	✓
F/R Lunch	65%	38%	39%	59%	✗	44%	66%	✗
SPED	5%	10%	15%	48%	✗	15%	35%	✗
School	100%	33%	33%	55%	✗	41%	66%	✗

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

TLJA ES 2023-24 Progress Towards Proficiency: Subgroup
 Reading



TLJA ES 2023-24 Progress Towards Proficiency: Subgroup
 Math



Reading: Overall, there were no observable gaps amongst subgroups for reading, with the exception of Special Education students. When looking at growth data by itself, all subgroups had adequate percentages of students meeting their growth targets. The school needs to continue to push for more than adequate growth to increase the percentages of this measure to progress students to proficiency at a quicker rate. For Special Education students, it is clear from the data analysis that the school is not meeting expectations in terms of student proficiency or growth, necessitating a reevaluation of instructional approaches and support systems for these students. The following are the individual ratings for each subgroup. Overall, the school receives a rating of **Approaching Standard**.

Math: Overall, there were no observable gaps amongst subgroups for math, with the exception of students in the bottom 25% and Special Education students. When looking at growth data by itself, all subgroups had adequate percentages of students meeting their growth targets. The school needs to continue to push for more than adequate growth to increase the percentages of this measure to progress students to proficiency at a quicker rate. For Special Education students and those performing in the bottom 25% for proficiency, the findings underscore the pressing need for enhanced support and intervention strategies to help students who are struggling to meet growth targets. Overall, the school receives a rating of **Approaching Standard**.

Historical Proficiency

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:

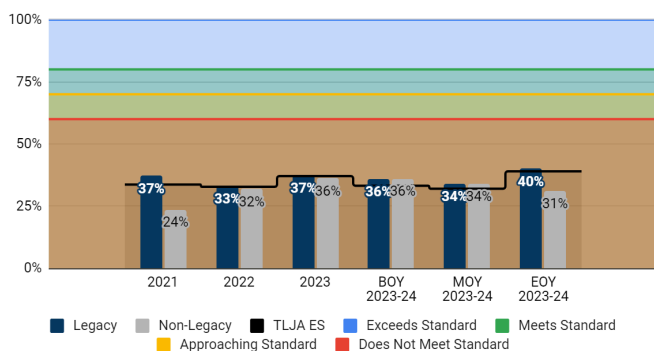
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
Legacy students outperform non-legacy students by more than 7.5% Or The percentage of legacy students meeting grade level proficiency standards is at least 80.0%.	Legacy students outperform non-legacy students by 5.0-7.5%. Or 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 five. 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 in the table below are indicative of the end of year proficiency percentage, only, for context of overall expectations.

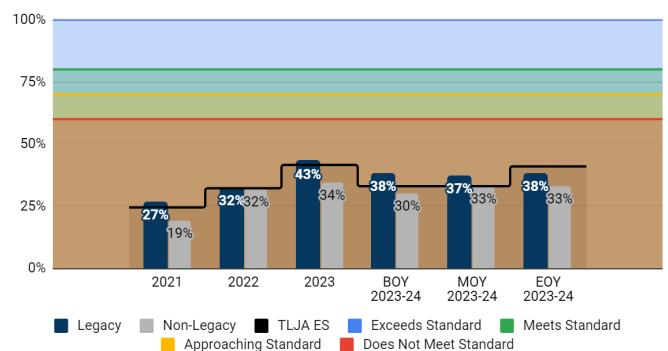
Historical Proficiency									
		Reading				Math			
	Population %	Baseline Proficiency	Mid-Year Proficiency	End of Year Proficiency	Rating	Baseline Proficiency	Mid-Year Proficiency	End of Year Proficiency	Rating
Legacy	41%	36%	34%	40%	✗	38%	37%	38%	✗
Non-Legacy	21%	36%	34%	31%	✗	30%	34%	33%	✗
Whole School	100%	33%	32%	39%	✗	33%	33%	41%	✗

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

TLJA ES Historical Proficiency: Reading
 Charter Term: 2018-2024



TLJA ES Historical Proficiency: Math
 Charter Term: 2018-2024



Reading: At the end of the 2023-24 school year, 40% of legacy students were considered on grade level on the school’s chosen benchmark assessment, compared to 31% of non-legacy students. With a difference of 9 percentage points, the school receives a rating of **Exceeds Standard**, according to the school’s Accountability Plan Performance Framework. The data reveals that legacy students at the school demonstrate better academic outcomes, positioning the institution as a quality choice for families in the school’s community. Similarly, legacy students have improved overall proficiency percentages by 3 points from the previous school year.

Math: At the end of the 2023-24 school year, 38% of legacy students were considered on grade level on the school's chosen benchmark assessment, compared to 33% of non-legacy students. With a difference of 5 percentage points, the school receives a rating of **Meets Standard**, according to the school's Accountability Plan Performance Framework. The higher outcomes of legacy students make it a compelling choice for families seeking a different educational experience. However, legacy student outcomes, when compared to previous years, have declined by 5 points. The school implemented a new curriculum this school year, which could be the cause for the decline.

School Specific Goal: Focus on Equity

Each school community possesses its own distinct characteristics and circumstances, giving rise to specific equity obstacles. By establishing goals tailored to the needs of the students and community served, schools can ensure targeted and responsive interventions.

Based on an analysis of results, the school leadership team at TLJA focused on academically supporting students who have been impacted by trauma through social/emotional learning (SEL) strategies. The rubric for the school-specific goal is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
More than 80% of teachers implement two lesson plans around SEL standards that will be shared in PLCs monthly.	70.0-79.9% of teachers implement two lesson plans around SEL standards that will be shared in PLCs monthly.	60.0-69.9% of teachers implement two lesson plans around SEL standards that will be shared in PLCs monthly.	Less than 50.0% of teachers implement two lesson plans around SEL standards that will be shared in PLCs monthly.

The school appointed an SEL coordinator for the school. The role of this individual was to work with each teacher in planning and creating appropriate weekly lesson plans for SEL. This coordinator also assisted in the implementation of the plans. 100% of teachers created and implemented weekly lesson plans with 100% of students. Therefore, the school **Exceeded Standard** for their goal.

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
	2018-19	2019-20	2020-21	2021-22 (Extension)	2022-23 (Extension)	2023-24 (Extension)
	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

Is the school in good financial standing?

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 Financial Performance mean?

Year 1	The school received a rating of Meets Standard, indicating that it complies with and presents minimal to no concerns in the indicator measures. While the Days Cash measure did not meet standard, the school has minimal to no debt and owns its school building, presenting a minimal cause for concern.
Year 2	The school received a rating of Meets Standard, indicating that it complies with and presents minimal to no concerns in the indicator measures. While the Days Cash measure did not meet standard, the school has minimal to no debt and owns its school building, presenting a minimal cause for concern.
Year 3	The school received a rating of Meets Standard, indicating that it complies with and presents minimal to no concerns in the indicator measures. While the Days Cash measure did not meet standard, the school has minimal to no debt and owns its school building, presenting a minimal cause for concern.
Year 4	The school received a rating of Meets Standard, indicating that it complies with and presents minimal to no concerns in the indicator measures. While the Days Cash measure did not meet standard, the school has minimal to no debt and owns its school building, presenting a minimal cause for concern.
Year 5	The school received a rating of Meets Standard, indicating that it complies with and presents minimal to no concerns in the indicator measures. While the Days Cash measure did not meet standard, the school has minimal to no debt and owns its school building, presenting a minimal cause for concern.

	Accountability Plan Performance Framework Indicators	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Financial Performance	Financial Management	MS	MS	AS	MS	MS	MS
	Enrollment Variance	MS	ES	MS	MS	ES	ES
	Current Ratio	MS	MS	MS	MS	MS	MS
	Days Cash	DNMS	DNMS	AS	DNMS	AS	MS
	Debt/Default Delinquency	MS	MS	MS	MS	MS	MS
	Debt to Asset Ratio	MS	MS	MS	MS	MS	MS
	Debt Service Coverage	N/A	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.

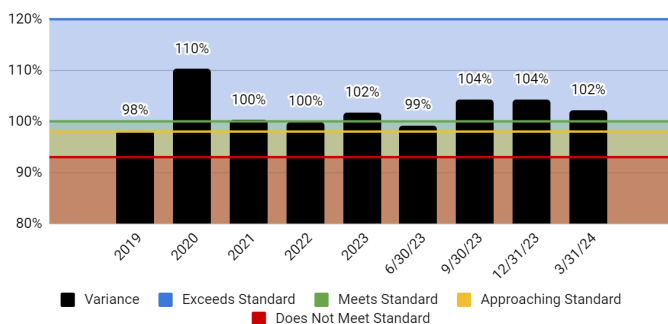
The State Board of Accounts reviewed the annual audit of Timothy L. Johnson Academy (TLJA) for the period July 1, 2022 to June 30, 2023 on June 18, 2024. Based on their opinion, the Supplemental Audit Report was prepared in accordance with the guidelines established by the Indiana State Board of Accounts with no deficiencies. 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.

TLJA ES Enrollment Variance
 Charter Term: 2018-2024



According to the Indiana Department of Education, TLJA had an enrollment of 406 students as of October 2023. Similarly in February of 2024, the school observed an enrollment of 390 students. With an average enrollment variance of 102%, 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.

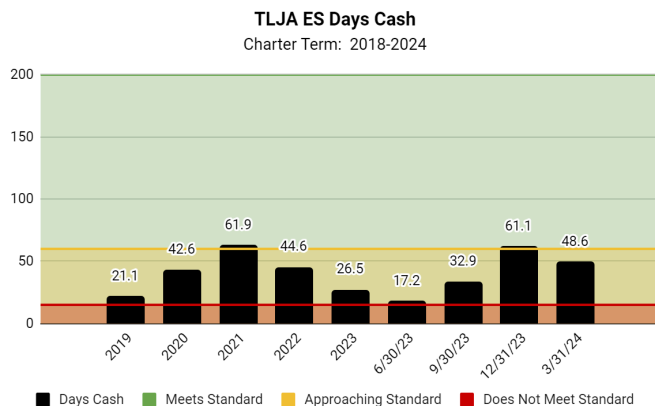
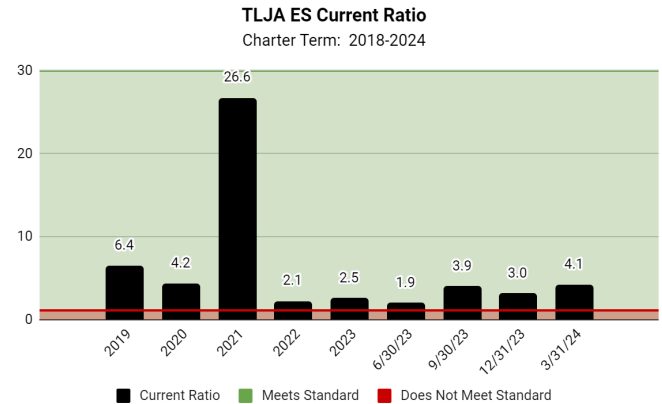
At the time of this report, the school's assets exceed its current liabilities with a ratio of 4.1, and, therefore, receives a rating of **Meets Standard**. The corresponding graph illustrates trends in current ratio throughout the school's current charter term.

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, TLJA had 48.6 days cash. The school has observed a one-year positive trend of 22.1 days. For this reason, TLJA receives a rating of **Meets Standard**. The corresponding graph illustrates trends in days cash throughout the school's current charter term. TLJA shares facilities and resources with Timothy L. Johnson Academy Middle School (TLJA MS) Combined with TLJA MS's days cash, the network has well over the cash needed to meet standard.

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:

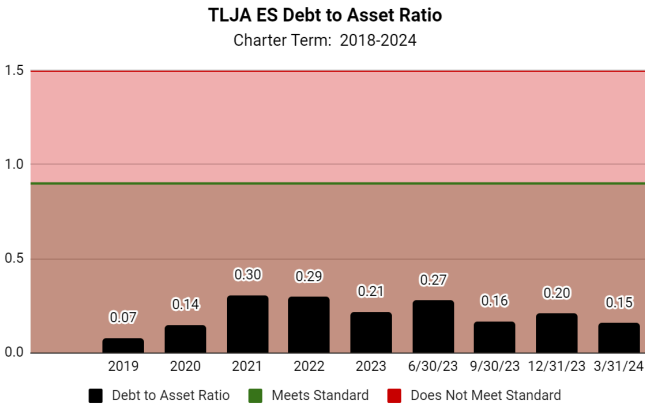
Meets Standard	Does Not Meet Standard
The school is not delinquent or in default on any outstanding loan.	The school is delinquent and/or in default on any outstanding loan.

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.



The school receives a rating of **Meets Standard** with a ratio of 0.15. 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
	2018-19	2019-20	2020-21	2021-22 (Extension)	2022-23 (Extension)	2023-24 (Extension)
	Meets Standard	Meets Standard	Approaching Standard	Approaching Standard	Approaching Standard	Approaching Standard

Is the school's organizational structure successful?	
Performance Rubric	<p style="text-align: center; margin: 0;">Meets Standard</p> <p>The school complies with and presents minimal to no concerns in the indicator measures.</p>
Performance Rubric	<p style="text-align: center; margin: 0;">Approaching Standard</p> <p>The school presents some concerns in the indicator measures. There is a credible plan to address the issues.</p>
Performance Rubric	<p style="text-align: center; margin: 0;">Does Not Meet Standard</p> <p>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.</p>

What does the Overall Rating for Organizational Performance mean?	
Year 1	The school received a rating of Meets Standard. The school presented no concerns in board governance, leadership, or compliance.
Year 2	The school received a rating of Meets Standard. The school presented no concerns in board governance, leadership, or compliance.
Year 3	The school received a rating of Approaching Standard, indicating that the school presented concerns in some indicators but had a credible plan to address issues. The school was held accountable to nine measures, four of which received ratings of approaching standard. Education One established new measures for governance to ensure that school boards were fulfilling the depth of requirements needed to run successful schools. For the next year, there needs to be a formal way of evaluating the school's management partner, Phalen Leadership Academy (PLA), completion of a new member orientation or onboarding to the board, and improved collaboration between PLA and the school leadership team when analyzing and utilizing school level data to drive next steps.
Year 4	The school received a rating of Approaching Standard, indicating that the school presented concerns in some indicators with a credible plan to address the noted issues. The school was held accountable to nine measures, five of which were rated as approaching standard. The school saw a positive increase in ratings for leadership and reporting requirements. However, for the 2022-23 school year the school needs to engage in strategic planning at the board level to set goals around the organization overall, academics, and philanthropy, establish processes and procedures to ensure student to teacher ratios for English Learners are adequate and appropriate, and implement systems to ensure all English Learner and Special Education student plans are properly established in the state's online system.
Year 5	The school received a rating of Approaching Standard, indicating that the school presented concerns in a minimal number of measures but has a credible plan to address those issues. The school was held accountable to nine measures, five of which were rated as approaching standard. The board needs to continue to engage in strategic planning in the areas of organization, academics, and philanthropic support. At the school level, leadership needs to collaborate with the Indiana Department of Education and implement state support regarding the school's English Learner program. Finally, the school needs to ensure that it is staffed appropriately to support English Learners and Special Education students through recommended teacher to student ratios.

Year 6	Overall, the school received a rating of Approaching Standard, meaning there were some concerns with indicators measures but there remains a plan for addressing the issues. The school was held accountable to nine measures, two of which were rated as approaching standard. While the board has worked towards creating strategic plans and goals, members of the board agree that this is still an area of improvement. Similarly, the board needs to continue to invest time and resources back to the school, outside of scheduled board meetings.
---------------	---

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

GOVERNING BOARD

Focus on High Academic Achievement

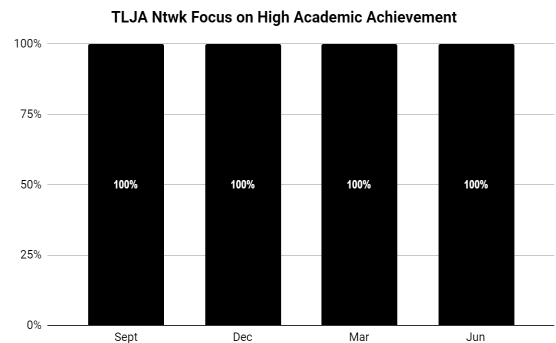
Education One expects governing boards to consistently work towards fulfilling the mission of the school and promises of the charter, and to know whether or not students are on track for high-level academic achievement, as evidenced by the following characteristics:

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

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

Meets Standard	Approaching Standard	Does Not Meet Standard
The governing board complies with and presents no concerns in the 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.

It is evident that the members of the Timothy L. Johnson Academy Network (TLJA Network) board believe in the mission and vision of the school and assumed ultimate responsibility for the success of students and the school overall. The board agreed on the definition of academic excellence at TLJA. Student success measures were presented to the board on a frequent basis and the board engaged through questioning and comments. Student outcomes were regularly reviewed to measure progress towards goals. However, based on the boards own self-assessment, 50% of members rated themselves as approaching standard when it comes to understanding of how student achievement is measured and their ability to use data to inform board decisions. The graph illustrates the measure characteristics met throughout this current school year.



Based on evidence collected throughout the school year, TLJA Network's governing board receives a rating of **Meets Standard**.

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:

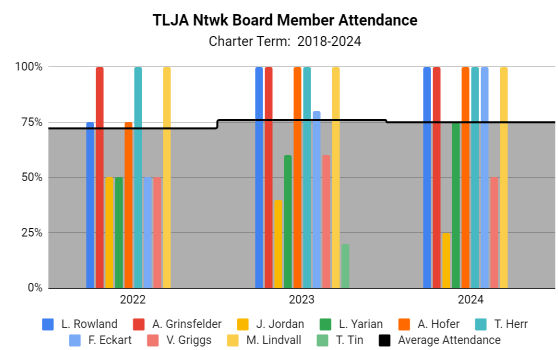
- Recruit and maintain a full slate of excellent board members who bring diverse skills, experiences, partnership opportunities, etc.;
- Election of a board chair who can successfully lead the board and engage all members;
- Timely removal of disengaged members from the board;
- Investment in the board’s 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.

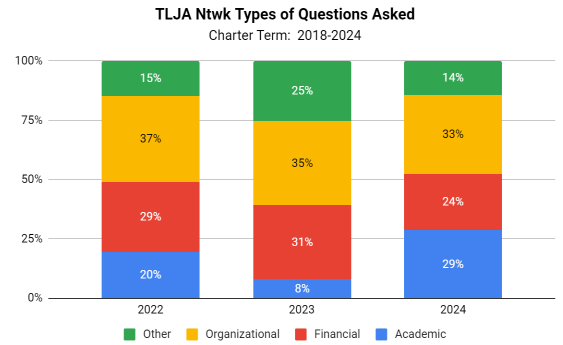
The board maintained a full slate of board members who brought diverse skills, experiences, and partnership opportunities within the community. Board members exhibited experience in business, community engagement, education, finance, and legal. Larry Rowland served as the Board Chair and was able to successfully lead the board and engage members. The board itself has clearly defined roles and responsibilities of its members and was engaged in the work through the 2023-24 school year.

The board had an average attendance rate of 75%, which has been a consistent average over the last three years. Attendance trends are illustrated in the corresponding graph.

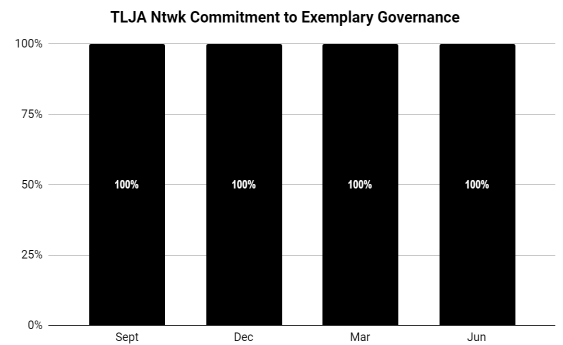


Throughout the school year, there was timely communication of any organizational, leadership, academic, fiscal, or facility deficiencies to the Executive Director of Education One. Materials were distributed prior to scheduled board meetings and included academic, financial, and organizational updates.

Board engagement was observed throughout each scheduled meeting. The graph to the right identifies the distribution of types of questions asked throughout board meetings. During the 2023-24 school year, the board increased its focus and engagement in academic performance and decreased any questions or discussions that fell outside the main three performance areas. Overall, meetings were well rounded based on information that benefits the growth of the school.



The following graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, the governing board receives a rating of **Meets 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:

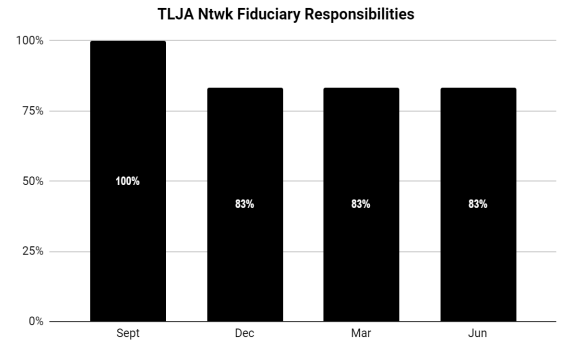
- Ensure that all members understand the school’s finances, and receive necessary training;
- Review financial data regularly and carefully, using it to make sound decisions that protect the school’s short- and long-term sustainability;
- Approve a budget each year that allocates resources strategically 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.

The TLJA Network governing board has met its fiduciary requirements consistently throughout the year. Members of the board had a general understanding of the school’s finances and resources to be able to support them with any questions. The school has historically received an overall rating of Meets Standard in Financial Performance, an overall indicator that financial data was regularly reviewed in order to make sound fiscal decisions and protect the school’s short- and long-term sustainability. The TLJA Network board needs to consistently require that each board member make the

school a top personal priority each through the investment of time, energy, and/or resources. 88% of the members agree that the board can improve upon this characteristic, based on the board’s annual self-assessment submitted to Education One. The corresponding graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, TLJA Network’s governing board receives a rating of **Meets Standard**.



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.

As part of oversight, the governing board ensures that the school leader had the autonomy and authority to manage the school while maintaining strong and close oversight of outcomes. The board also collaborates with the school leadership team in a way that is conducive to the success of the school, including requesting and disseminating information in a timely manner. Similarly, the school leadership team is formally evaluated twice a year by the board.

In April of 2024, the board submitted to Education One its annual self-assessment, evaluating the strengths and areas for improvement in relation to the school’s Accountability Plan Performance Framework. The results of the self-assessment provide the board with the opportunity to evaluate their performance to set goals and develop a strategic plan for the future.

The board collaborated well with the school leader and Education Service Provider, Phalen Leadership Academy (PLA), 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 PLA in school improvement plans and setting goals for the future. The school leadership team had the autonomy and authority to manage the school while maintaining strong and close oversight of outcomes and there is a clear succession plan for school leadership roles.



As the school moves towards self-management for the 2024-25 school year, it is vital that the entire board has a clear understanding of the strategic plans put in place and overall goals for the school. The board’s self-assessment indicates that there are still many board members who feel like the board has room to grow in this area.

Based on evidence collected throughout the school year and the results of the board self-assessment, TLJA Network’s governing board receives a rating of **Approaching Standard**.

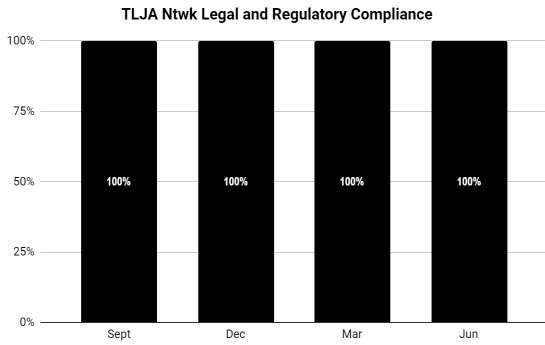
Legal and Regulatory Compliance

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 TLJA Network held all of its bi-monthly meetings in compliance with Indiana’s Open Door Law and maintained the highest standards of public transparency by accurately documenting meeting proceedings and board decisions. Terms set forth in the charter agreement were adhered to and the board complied with established board policies and procedures, as well as state and federal laws.

Based on evidence collected throughout the school year, TLJA Network’s governing board receives a rating of **Meets Standard**.

SCHOOL LEADER

Leadership

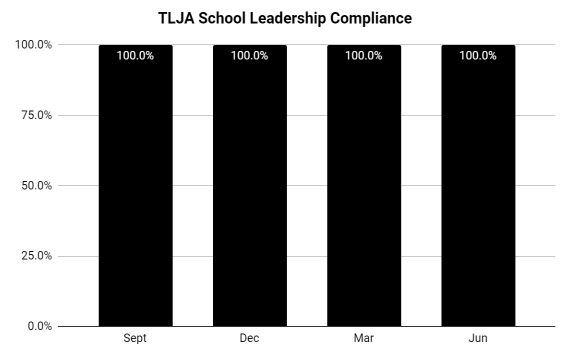
Education One measures the quality of the school’s leadership team by looking for the following characteristics:

- 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.

The following graph illustrates the measure characteristics met throughout this current school year. Ms. Dawn Starks served as the School Leader of TLJA and Superintendent of the network, which also includes Timothy L. Johnson Academy Middle School. She has served in these capacities since 2015 and throughout her tenure has demonstrated sufficient academic and leadership experience, not only in turnaround efforts but also in establishing a program to support a school where the majority of students are English Learners. Under School Leader Starks there has been stability in key leadership positions, including school leaders of the middle school and leadership team members.



Under her leadership, the school continued to build upon systems for supporting English Learners and intentionally collaborated with partnering stakeholders in the community and the Indiana Department of Education to ensure practices are and will continue to be effective in helping students obtain English proficiency. The network’s leadership team engaged effectively in the continuous process of improvement and established systems for addressing areas of deficiency in a timely manner. Information regarding this work was consistently shared with the network’s board of directors and Education One.

Based on evidence collected throughout the school year, TLJA’s school leadership team receives a rating of **Meets Standard**.

COMPLIANCE

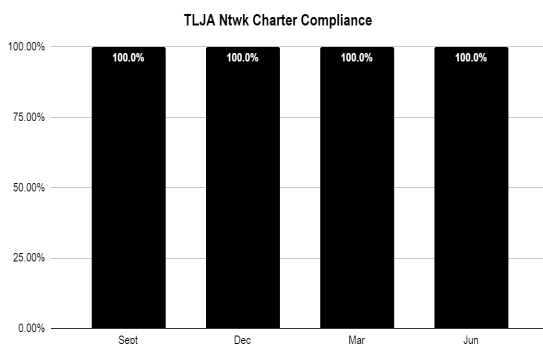
Charter Compliance

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, the TLJA Network was responsible for timely submissions of items July 2023 through May 2024. 97% of items were submitted in compliance with reporting requirements processes and procedures.

Throughout the 2023-24 school year, the network was in compliance with the terms of its two charters and proactive and productive in meeting governance obligations. Members of the TLJA Network governing board and leadership team who interact with Education One collaboratively participated in scheduled meetings. Based on

evidence collected throughout the school year, the TLJA receives a rating of **Meets Standard**.

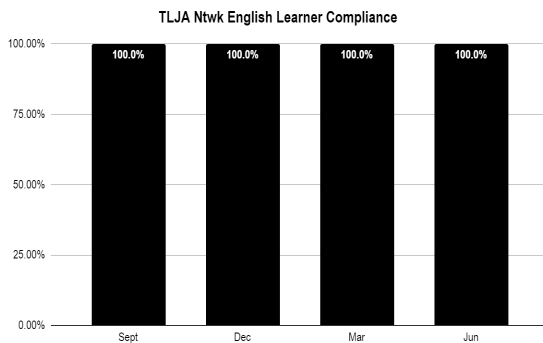
English Learner Compliance

To ensure that laws and requirements are being upheld and students who are English Learners (EL) are being serviced appropriately, Education One conducts an EL compliance check on a quarterly basis, looking for the following components:

- Evidence that ILP (Individualized Learning Plan) 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 interventions and ILPs are appropriately communicated with the classroom teacher;
- Evidence of high quality interventions and ILPs 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; and
- Staff receive ongoing professional development to understand legal obligations, current legislation, research, and effective practices relating to services being provided.

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 exhibited no concerns in evidencing ILP goals were established, current, and up to date in Indiana’s online system and that case conference meetings occurred in compliance with all state and federal laws. ILPs contained high quality interventions and were appropriately communicated to classroom teachers and staff.

The school implemented two shelter-in-place classrooms, led by appropriately licensed teachers, in third and fifth grade. All teachers received Sheltered Instruction Observation Protocol (SIOP) training, which provides educators with guidelines for designing and delivering

lessons that support all students, especially English Learners (ELs). There was also designated staff that provided various services required by the ILPs.

The school participated in a program evaluation led by the Indiana Department of Education. The effort highlighted what the school had already implemented as best practice and in accordance with state and federal guidelines. Through the process, TLJA has fine tuned its processes and systems and created ways to better document the overall services being provided to students throughout the school year.

Based on evidence collected throughout the school year, TLJA receives a rating of **Meets Standard**.

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;

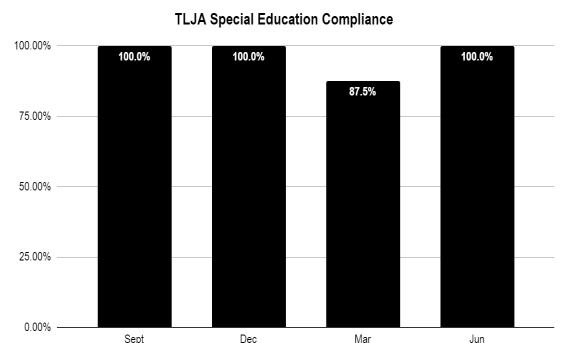
- Evidence of high quality interventions and IEPs are appropriately communicated with the classroom teacher;
- Evidence of high quality interventions and IEPs are implemented in push in and/or pull out settings;
- Staff to student ratios are adequate for providing services, in accordance with state and 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 the current school year. The school exhibited no concerns in evidencing IEP goals were established, current, and up to date in Indiana’s online system and that case conference meetings occurred in compliance with all state and federal laws.

The IEPs contained high quality interventions and were appropriately communicated with classroom teachers. Staff to student ratios are adequate for providing services, with a ratio of 1:20, when state and federal guidelines suggest 1:30. The school also evidenced professional development opportunities provided to staff to understand effective practices. Discipline of Special Education students was appropriate and legal. Evidence of high quality interventions and IEPs were not observed in pull out settings during site visit observations in March. Based on evidence collected throughout the school year, TLJA receives a rating of **Meets Standard**.



Part IV: School Wide Climate

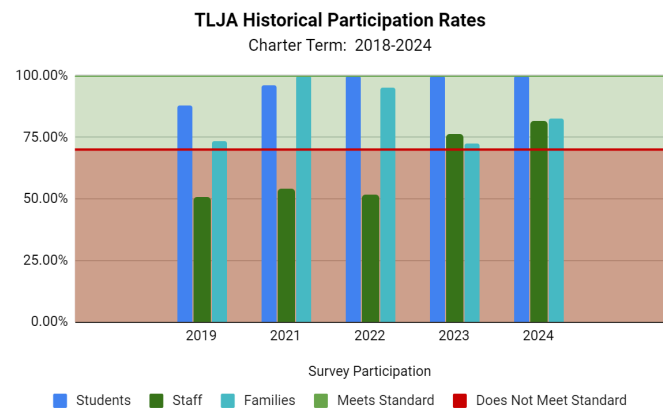
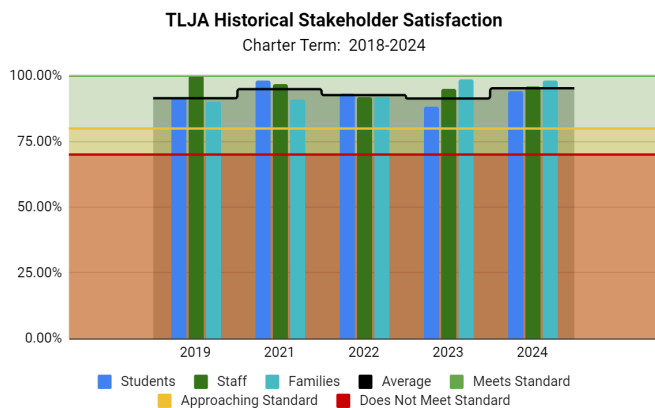
Education One requires its schools to conduct an annual third-party survey of all stakeholders, staff, students, and families, to gauge the school’s effectiveness in carrying out its mission and vision. Results should be used to drive programming, policies, and procedure changes, if necessary.

Overall Rating for School Climate	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2018-19	2019-20	2020-21	2021-22 (Extension)	2022-23 (Extension)	2023-24 (Extension)
	Meets Standard	Not Applicable	Meets Standard	Meets Standard	Meets Standard	Meets 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 95%, the school receives a rating of **Meets Standard**.



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%. The school was able to meet that metric for all three stakeholders, validating the high levels of satisfaction for students, staff, and families in what the school is providing.

TLJA Network Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	536	536	100.0%
Staff	80	65	81.3%
Families	245	202	82.4%

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?
Approaching Standard	Tier II	No

Commendations:

- Increasing the percentage of on grade level or above students making adequate growth by 53 points in English/Language Arts and 25 points in math
- Performing similar to or better than the state's English Learner population on both the English/Language Arts and math ILEARN assessment in 2023
- Increasing the Median Growth Percentile for the whole school and by subgroup in math on the ILEARN assessment in 2023, closing gaps in achievement
- Providing and/or maintaining high levels of training and support for teachers and staff in Sheltered Instruction Observation Protocol to support English Learners, as well as all students
- Implementing shelter-in-place language classrooms
- Collaborating with various stakeholders, including the Indiana Department of Education, to further establish processes and systems for educating a large English Learner population
- Outperforming local comparison schools on ILEARN 2023 and non-legacy students on local benchmarks in 2024

Recommendations:

- Establish a standard for differentiation based on both student academic and language needs that allows for more intentional and targeted small group instruction on core content standards
- Provide further training on new curriculum implemented in both reading and math to ensure it is implemented with fidelity especially in tested grade levels
- Incorporate more targeted writing instruction and application

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

Commendations:

- Creating a sustainable budget around an obtainable enrollment target
- Enrolling more than budgeted for students and maintaining that enrollment throughout the school year
- Increasing Days Cash over the course of the year by 22.1 days

Organizational Performance		
Rating	Tier	Probationary Status?
Approaching Standard	Tier II	No

GOVERNING BOARD

Commendations:

- Increasing focus of board meetings to academic and student outcomes
- Establishing effective committees and executive working sessions in between public board meetings
- Ensuring the school leadership team has autonomy and authority to manage the school while maintaining strong and close oversight of outcomes

The following are **required next steps for the 2024-25 school year** based on the ratings of this review and progress over time:

- Receive training on how to use student and school data to inform board decisions
- Finalize a strategic plan with the school leadership team and create annual goals for the school and board

LEADERSHIP

Commendations:

- Demonstrating sufficient academic and leadership experience as it pertains to building a program that supports a large English Learner student population
- Engaging in a continuous process of improvement during the English Learner program evaluation with the Indiana Department of Education

Recommendations:

- Continue collaborative efforts into year two of the English Learner program evaluation

COMPLIANCE

Commendations:

- Collaborating and communicating proactively with Education One
- Addressing any English Learner deficiencies and creating a program with systems that supports a large student population of English Learners

Recommendations:

- Review Special Education programming during pull out services to ensure students are receiving the most intentional differentiated supports possible

School Wide Climate

Meets Standard

Commendations:

- Maintaining or increasing high levels of satisfaction from all three stakeholders
- Maintaining high overall participation rates of all three stakeholders