



Renewal Application

Timothy L. Johnson Academy

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Part I: Academic Performance

The Academic Performance review gauges the academic success of the school in serving target populations and closing achievement gaps. Part I of this review consists of various sub-indicators designed to measure how well a school's population performs and grows on state standardized assessments, attendance, and school specific measures. All sub-indicators are noted in the school's Accountability Plan Performance Rubric.

Overall Rating for Academic Performance	Year 1	Year 2	Year 3	Year 4 (Extension)	Year 5 (Extension)	Year 6 (Extension)
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
	Does Not Meet Standard	Approaching Standard	Not Applicable	Approaching Standard	Approaching Standard	

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

Accountability Plan Performance Framework Indicators		Year 1 18-19	Year 2 19-20	Year 3 20-21	Year 4 21-22	Year 5 22-23	Year 6 23-24
Local Academic Performance	Instruction	ES	MS	N/A	MS	MS	
	Attendance	AS	AS	N/A	DNMS	AS	
	Achievement on Benchmark Assessment: Reading	DNMS	N/A	N/A	DNMS	DNMS	
	Subgroup Achievement on Benchmark Assessment: Reading	N/A	N/A	N/A	DNMS	DNMS	
	Achievement on Benchmark Assessment: Math	DNMS	N/A	N/A	DNMS	DNMS	
	Subgroup Achievement on Benchmark Assessment: Math	N/A	N/A	N/A	MS	AS	
	Growth on Benchmark Assessment: Reading	DNMS	N/A	N/A	AS	AS	
	Subgroup Growth on Benchmark Assessment: Reading	N/A	N/A	N/A	AS	AS	
	Growth on Benchmark Assessment: Reading	DNMS	N/A	N/A	MS	MS	
	Subgroup Growth on Benchmark Assessment: Math	N/A	N/A	N/A	MS	MS	
State Academic Performance	Achievement on State Summative Assessment: Reading 3-8	DNMS	DNMS	N/A	N/A	N/A	
	Subgroup Achievement on State Summative Assessment: Reading 3-8	N/A	N/A	N/A	N/A	N/A	
	Achievement on State Summative Assessment: Math 3-8	DNMS	DNMS	N/A	N/A	N/A	
	Subgroup Achievement on State Summative Assessment: Math 3-8	N/A	N/A	N/A	N/A	N/A	
	Growth on State Summative Assessment Reading 4-8	DNMS	AS	N/A	N/A	N/A	
	Subgroup Growth on State Summative Assessment Reading 4-8	MS	DNMS	N/A	N/A	N/A	
	Growth on State Summative Assessment Math 4-8	DNMS	AS	N/A	N/A	N/A	
	Subgroup Growth on State Summative Assessment Math 4-8	MS	DNMS	N/A	N/A	N/A	
	Comparison to Local Schools	AS	AS	N/A	DNMS	AS	
	Reading Proficiency-Grade 3	AS	DNMS	N/A	DNMS	MS	

Federal Academic Performance	Federal Accountability Rating	AS	DNMS	N/A	N/A	DNMS	
	Chronic Absenteeism	DNMS	ES	N/A	N/A	DNMS	
	Closing Achievement Gaps	N/A	N/A	N/A	N/A	N/A	
	Language Proficiency for English Learners	N/A	N/A	N/A	N/A	N/A	

Local Academic Performance

Instruction: Education One evaluates each of its schools on a regular basis, based on need and outcomes, to measure the quality of instructional practices through classroom walk-throughs, observations, and collaborative debriefs with the school leadership team. The team looks for the following instructional components:

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

During each site visit, classroom observation data is compiled to identify overarching trends across the school, both in commendations and recommendations. The school receives points (1-4) for each of the above-mentioned components based on the percentage of classrooms that did not implement the best practice appropriately or at all when it was necessary to support student proficiency and growth. Points are weighted based on the effect size on student achievement. The school's overall rating coincides with the sum of those weighted points. The rubric for Instruction is as follows:

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

In 2018-19, Education One conducted monthly site visits to Timothy L. Johnson Academy (TLJA) from August through April, with the exception of December. The team collected quantitative data based on qualitative observations. The current system of rating, described above, was implemented during the 2019-20 school year. In 2018-19, schools were rated using the following rubric:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
No areas showed concern in the majority of classrooms observed.	One area showed concern in the majority of classrooms observed.	Two to three areas showed concern in the majority of classrooms observed.	More than three areas showed concern in the majority of classrooms observed.

The table below depicts the percentage of classrooms showing concern from each monthly observation during that initial school year of the current charter term. Based on the last site visit in April and the average percentages, the school received a rating of **Exceeds Standard** based on that year's rubric.

2018-19 Site Visit Percentage of Classrooms Showing a Concern							
	Curriculum	Learning Objectives	Rigorous Pace and Delivery	Differentiated Strategies	Classroom Management	Active Engagement	Growth Oriented Feedback
Aug.	0%	9.1%	27.3%	9.1%	9.1%	9.1%	18.2%
Sept.	0%	0%	54.5%	27.3%	9.1%	18.2%	36.4%
Oct.	0%	0%	33.3%	44.4%	0%	11.1%	22.2%
Nov.	0%	0%	40%	10%	10%	20%	20%
Dec.	No Site Visit Due to Winter Break						
Jan.	0%	0%	62.5%	12.5%	0%	25%	25%
Feb.	0%	0%	60%	40%	10%	10%	50%
Mar.	0%	0%	16.7%	0%	0%	8.3%	16.7%
Apr.	0%	0%	27.3%	27.3%	0%	0%	18.2%
Average	0%	1.1%	40.2%	21.3%	4.8%	12.7%	25.8%

In 2019-20, the Education One team was able to conduct four site visits prior to the shut down of schools due to COVID-19. The following table illustrated the percentage of classrooms showing an area of concern as well as the points awarded based on effect size.

2019-20 Site Visit Percentage of Classrooms Showing a Concern								
	Rigorous Pace and Delivery	Differentiated Strategies	Checks for Understanding	Growth Feedback	Classroom Management	Active Engagement	Learning Objectives	Curriculum
Sept.	50.0%	8.3%	25.0%	16.7%	0.0%	16.7%	0.0%	0.0%
Oct.	Site Visit Canceled Due to Scheduling Conflicts							
Nov.	30.8%	15.4%	23.1%	15.4%	0.0%	7.7%	0.0%	0.0%
Dec.	No Site Visit Scheduled Due to Winter Break							
Jan.	21.4%	0.0%	35.7%	14.3%	7.1%	21.4%	0.0%	0.0%
Feb.	33.3%	8.3%	16.7%	16.7%	0.0%	8.3%	8.3%	0.0%
Mar.	No Site Visits Due to Statewide School Closures and Implementation of Remote Learning							
Apr.								
Avg.	33.9%	8.0%	25.1%	15.8%	1.8%	13.5%	2.1%	0.0%

Overall, the school received a rating of **Meets Standard** for the 2019-20 school year with an average of 3.1 points. While on a surface level it appears the school went backward in ratings from the 2018-19 school year, percentages of classrooms showing concerns in each area were less than the previous year and the way in which instructional rating changed to a more intentional and quantitative way of looking at effective classroom instruction.

The following school year, 2020-21, TLJA was tasked to provide various instructional delivery methods for students based on health and safety guidelines set by the local health department. Instruction was observed throughout the year, however all instructional ratings were suspended and the school received an overall rating of **Not Applicable**.

During the school's fourth year of the charter term, Education One conducted five site visits from September through March of the 2021-22 school year. TLJA had an average instructional rating of 3.4 points and received a rating of **Meets Standard**. The table below shows the percentage of classrooms showing a concern. It is worth noting that there were no months in which more than one third of classrooms showed an area concern, indicating appropriate professional development and support being provided to teachers.

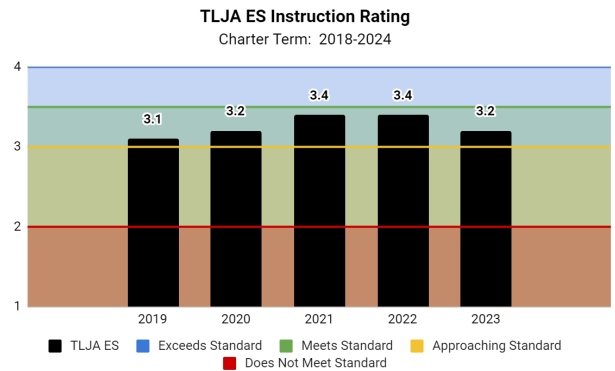
2021-22 Site Visit Percentage of Classrooms Showing a Concern								
	Rigorous and Relevant Delivery	Differentiated Strategies	Checks for Understanding	Timely, Growth Feedback	Classroom Management	Active Engagement	Learning Objectives and Standards	Curriculum Implementation
Sept.	30.8%	15.4%	15.4%	7.7%	0.0%	7.7%	7.7%	0.0%
Oct.	28.6%	21.4%	14.3%	0.0%	7.3%	21.4%	0.0%	7.1%
Nov.	14.3%	0.0%	14.3%	14.3%	0.0%	0.0%	0.0%	0.0%
Jan.	Site Visit Canceled Due to Covid-19							
Feb.	30.8%	7.7%	15.4%	0.0%	0.0%	15.4%	7.7%	7.7%
Mar.	30.8%	15.4%	7.7%	23.1%	0.0%	23.1%	0.0%	0.0%

Finally, in 2022-23, the school received three site visits from September through February. The number of site visits decreased based on quantitative evidence of progress towards meets standard in both local and state assessments. The following graph illustrates the percentage of classrooms with concerns in the observed instructional best practices.

2022-23 Site Visit Percentage of Classrooms Showing a Concern								
	Rigorous and Relevant Delivery	Differentiated Strategies	Checks for Understanding	Timely, Growth Feedback	Classroom Management	Active Engagement	Learning Objectives and Standards	Curriculum Implementation
Sept.	31%	23%	15%	8%	31%	15%	8%	0%
Nov.	29%	0%	0%	14%	14%	21%	0%	0%
Feb.	25%	25%	33%	25%	8%	25%	8%	25%

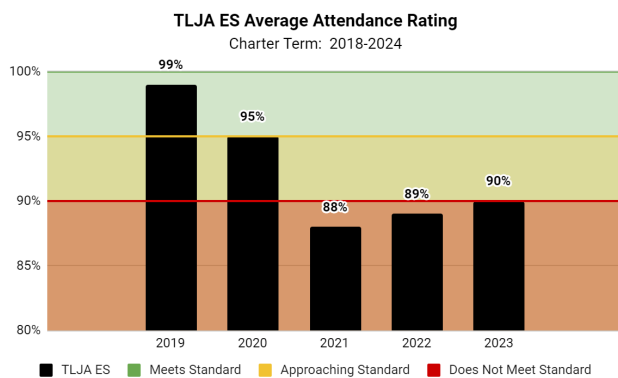
The school had an average of 3.2 points from the three site visits and received a rating of **Meets Standard**.

Throughout its current charter term, TLJA has consistently received ratings of Meets Standard. Based on the way in which instruction is calculated, this indicates that there is no one instructional best practice that is an area of concern for the school overall but that individual and/or small groups of teachers need differentiated support in applying various strategies in their classrooms that have a proven positive effect on student outcomes.



Attendance Rate: Starting at the age of seven, students in Indiana are required to attend school regularly. The Indiana Department of Education defines habitual truancy as ten or more days absent from school, meaning students are required to attend school for 95% of the 180 days in a school year. The rubric for Instruction is as follows:

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



Prior to COVID-19, the school exhibited attendance rates that received ratings of **Meets Standard** in 2018-19 and 2019-20. The following years the school has not been able to recover its attendance rates. The school received the rating of **Does Not Meet Standard** for 2020-21 and 2021-22. Most recently, however, in 2022-23, the school has increased its average attendance rate to an **Approaching Standard** percentage of 90.0%. The corresponding graph illustrates year specific attendance averages. The school serves a high population of students (anywhere from 50.0-70.0%) that travel in and out of the country or observe holidays that differ from a traditional school calendar. These cultural aspects do play a part in the overall average attendance of the school.

Legacy Student Achievement on Benchmark Assessment: Education One requires all schools in its portfolio to measure student progress multiple times throughout the school year, using a tool selected by each individual school.

Throughout its current charter term, TLJA utilized STAR Renaissance and the Northwest Evaluation Association (NWEA) tool Measures of Academic Progress (MAP) to measure student progress at the beginning, middle, and end of the school year. Both assessments use computer adaptive technology to assess students in reading and math and are aligned to grade level standards. The rubric for this measure is as follows:

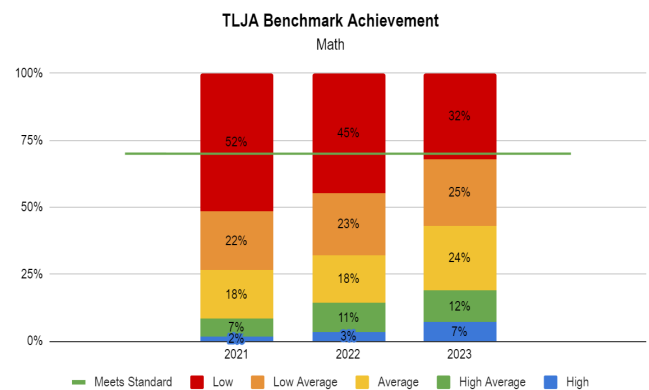
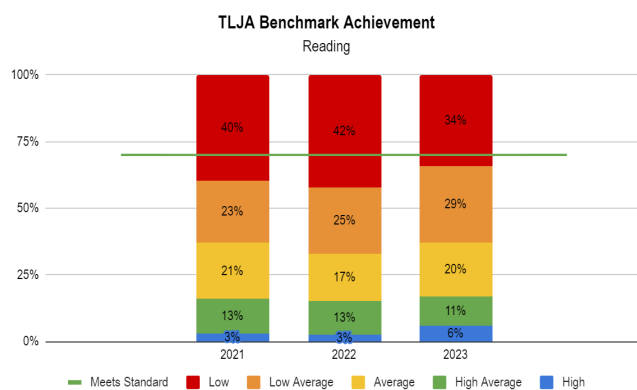
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
80.0% or more of legacy students demonstrated grade level proficiency according to benchmark assessment standards.	70.0-79.9% of legacy students demonstrated grade level proficiency according to benchmark assessment standards.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

When calculating Benchmark Assessment Legacy Data, Education One looks at students who have been enrolled at the school for two or more years and the grade level proficiency of those students. The table and graphs on the following page indicate the percentage of legacy students who met grade level proficiency standards at the beginning and end of each year in Reading and Math. Some years are N/A due to COVID-19 or change in assessment.

Year	Reading			Math		
	BOY Achievement	EOY Achievement	Change	BOY Achievement	EOY Achievement	Change
2018-19 *STAR*	N/A	36%	N/A	N/A	47%	N/A
2019-20 *NWEA*	39%	N/A	N/A	34%	N/A	N/A
2020-21 *NWEA*	35%	37%	+2	24%	26%	+2
2021-22 *NWEA*	33%	33%	+0	19%	32%	+13
2022-23 *NWEA*	40%	37%	-3	35%	43%	+8

The graphs below indicate post-COVID-19 achievement from the NWEA benchmark assessment. Students in the Average, High Average, and High categories are considered proficient. The school has seen no growth in the percentage of proficient students in reading since 2020-21. However, the percentage of students in the low category, indicating a performance in the bottom 21%, has decreased by 6 points since that same year. Overall, the school received a rating of **Does Not Meet Standard** for all applicable years throughout this current charter term.

Math trends, on the other hand, have been positive since 2021. While the school still received a rating of **Does Not Meet Standard** for all applicable years, the percentage of proficient students has increased by 17 points and the percentage of low performing students has decreased by 20 points overall.



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

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

The rubric for this sub-indicator is as follows:

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

The following table compares the achievement of each subgroup at TLJA during the 2021-22 and 2022-23 school years and the rating received based on the above rubric. This measure was updated in the 2020-21 school year. However, schools were not held accountable for results.

Subgroup Achievement Breakdown				
Subgroup	Reading		Math	
	2021-22	2022-23	2021-22	2022-23
English Learner	✗	✗	✓	✓
Asian	✗	✗	✓	✓
Black	✗	✗	✓	✗
Hispanic	N/A	✗	N/A	✓
Free/Reduced Lunch	✗	✗	✓	✗
Special Education	N/A	✗	N/A	✗

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

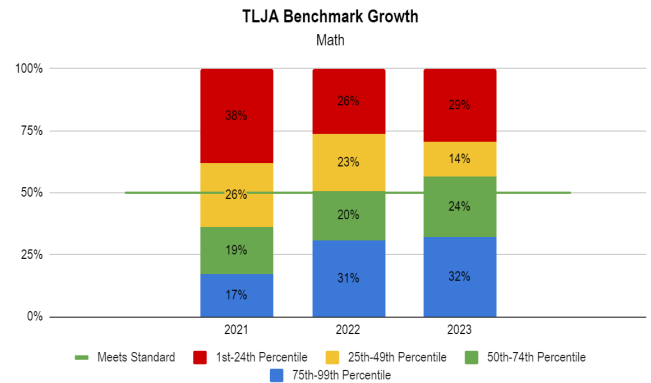
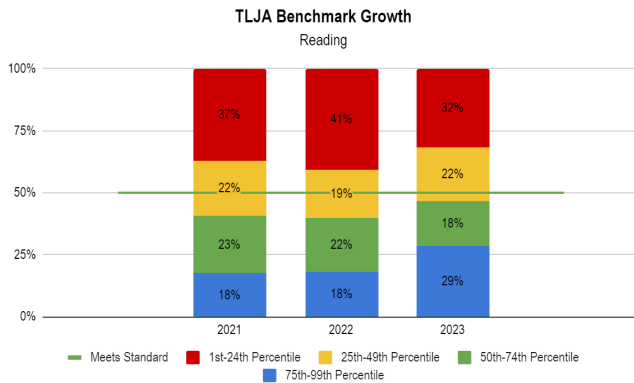
Overall, the school received a rating of **Does Not Meet Standard** in reading for both years. The school received a rating of **Meets Standard** in 2021-22 and **Approaching Standard** in 2022-23 in math.

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

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

During 2018-19, the school administered the STAR Renaissance assessment. 49.5% of students met their growth goal in reading and 39.2% met their goal in math. The school received a rating of **Approaching Standard** and **Does Not Meet Standard** accordingly. Students who met their growth targets had a conditional growth percentile in the 50th percentile or above. The graphs below indicate the percentage of students' growth targets within each percentile range on the NWEA assessment, which was utilized throughout the rest of the charter term. There is no growth data for 2019-20 due to COVID-19 school closures.

In 2020-21, the school saw similar overall ratings in both reading and math as it did in 2018-19. While the school saw an increase in the percentage of students meeting growth targets from 2022 to 2023, reading growth received a rating of **Approaching Standard** throughout this charter term. Math, however, has increased the growth rating to **Meets Standard** in both 2022 and 2023.



Subgroup Growth on Benchmark Assessment: Education One measures the success of the school's implementation of its educational model by analyzing the percentage of students in the school's represented subgroups. The school receives separate annual ratings, utilizing data from the school's chosen benchmark assessment, at the end of the year in reading and math for the following subgroups:

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

The following graphs and tables illustrate each subgroup's growth performance during the 2021-22 and 2022-23 school year and whether or not the subgroup met standard according to the Accountability Plan Performance Framework.

Subgroup Growth Breakdown				
Subgroup	Reading		Math	
	2021-22	2022-23	2021-22	2022-23
English Learner	✗	✗	✓	✓
Asian	✗	✗	✗	✓
Black	✗	✗	✓	✓
Hispanic	✓	✓	✓	✓
Free/Reduced Lunch	✗	✗	✓	✓
Special Education	N/A	✗	N/A	✗

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

The school received overall ratings of **Approaching Standard** for both years in reading and **Meets Standard** for both years in Math.

State and Federal Academic Performance

Legacy Student Achievement on Summative Assessment: Education One measures the performance of its schools by looking at legacy student data. A legacy student is one who has attended the school for two years. Education One believes that in order for the full effect of the school's instructional programming to be observed and measured by assessment results, the student should have attended the school a minimum of two years.

When calculating and rating the success of the school's performance on the state summative assessment, Education One compares legacy student passing percentages to that of the state as a whole. The rubric is as follows:

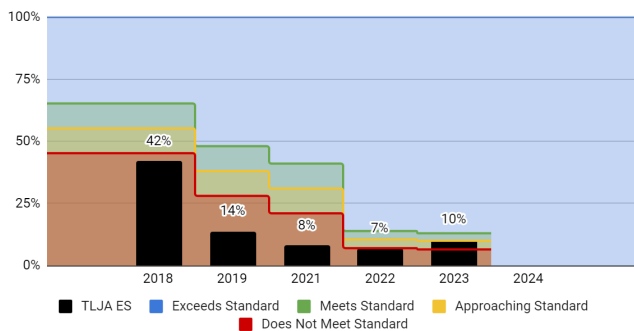
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of legacy students achieving grade level proficiency is greater than the state's percentage.	The percentage of legacy students achieving grade level proficiency is within 0-10.0% of the state's percentage.	The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

During this current charter term, the state of Indiana changed their summative assessment from the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) to the Indiana Learning Evaluation Assessment Readiness Network (ILEARN) starting the 2018-19 school year. Therefore, during year one of TLJA's current charter term (2018-19) the school was held accountable for Spring 2018 ISTEP+ results. For the remainder of the term, the school was held accountable for ILEARN results.

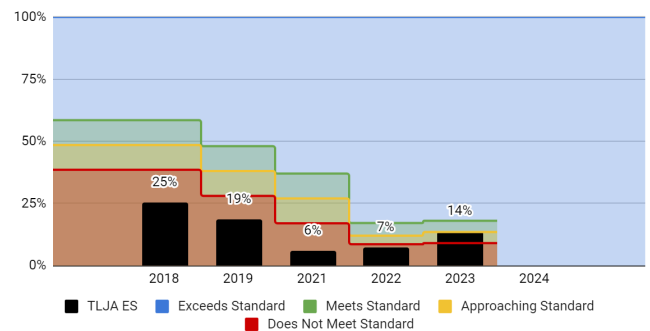
When the assessment changed from ISTEP+ to ILEARN, Indiana students, in grades three through eight, experienced an overall decrease in grade level achievement of 16 points in English/Language Arts and 11 points in math after the first administration of the ILEARN assessment due to the combination of the rigors associated with the assessment and newly established performance cuts.

Coinciding with assessment changes and decrease in grade-level proficiency, the COVID-19 pandemic also impacted state testing and results throughout the charter term. The ILEARN assessment was canceled during the 2019-20 school year. When the state resumed testing in Spring of 2021, effects of the pandemic were observed when achievement dropped overall by 9 points in English/Language Arts and 11 points in math. Schools have been held harmless of overall results for all testing administrations from 2021-2023. The corresponding charts illustrate the trend data for legacy student achievement compared to the state of Indiana from 2018-2023.

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



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



The school has consistently performed within the does not meet standard range. Starting in 2022, however, the school's English Learner (EL) students grew to almost two thirds of the overall school population. Therefore, the school was held accountable against the state's EL proficiency results. Most recent assessment results indicate that the school is **Approaching Standard** in both English/Language Arts and Math.

Subgroup Student Achievement on Summative Assessment: Education One measures the success of the school's implementation of its educational model by analyzing the grade level achievement of students in the school's represented subgroups. The school receives separate annual ratings at the end of the year in reading and math for the following subgroups:

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

The rubric is as follows:

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

Schools were held harmless and received ratings of **Not Applicable** for all results in 2021-2023 when achievement was looked at by subgroup. The following table identifies trends of students compared to the state.

Subgroup Achievement Breakdown						
Subgroup	Reading			Math		
	2021	2022	2023	2021	2022	2023
English Learner	✗	✓	✓	✗	✗	✓
Black	✗	✗	✗	✗	✗	✗
Hispanic	✗	✗	✓	✗	✗	✓
Free/Reduced Lunch	✗	✗	✗	✗	✗	✗
Special Education	✗	✗	✗	✗	✗	✗

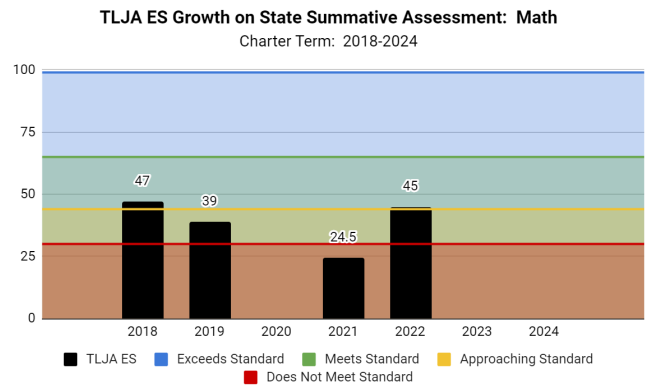
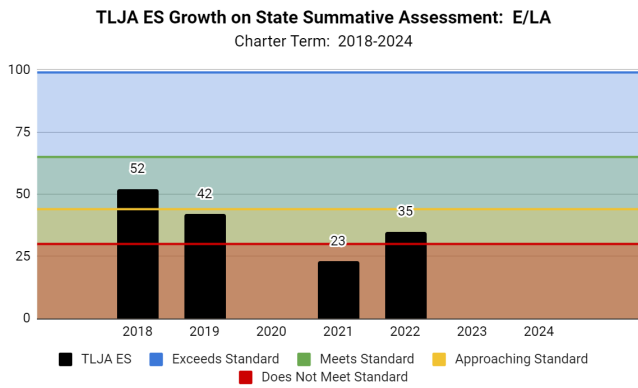
Key: ✓ = Exceeds Standard, ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard

Student Growth on Summative Assessment: Under the Indiana Growth Model, the IDOE compares each student's growth on the state assessment from one year to the next and determines whether students made low, average, or high growth compared to their academic peers. For more information on how growth is determined, visit <http://www.doe.in.gov/accountability/growth>.

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

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school's Median Growth Percentile is 75 or more (top quartile).	The school's Median Growth Percentile is between 50 and 74.	The school's Median Growth Percentile is between 25 and 49.	The school's Median Growth Percentile is less than 25 (bottom quartile).

The following charts indicate MGPs the school received throughout its charter term.



As previously stated, the state of Indiana changed summative assessments during the 2018-19 school year and assessments were canceled during the 2019-20 school year due to the COVID-19 pandemic. These changes and cancellations led to no growth data being provided for 2019 or 2020 assessments. Prior to the assessment change TLJA received ratings of **Meets Standard** in both English/Language Arts and Math. The school’s MGP dropped to **Approaching Standard** ratings in both content areas after the first administration of ILEARN. Post-pandemic, the school continued to see a negative change in students outperforming peers. The school was not held accountable for results in 2021. While held harmless continued in 2022, TLJA saw large increases in students with higher growth percentiles. The school would have received a rating of **Approaching Standard** in English/Language Arts and **Meets Standard** in math.

Subgroup Student Growth on Summative Assessment: Education One measures the success of the school’s implementation of its educational model by analyzing the percentage of students who are on target to become proficient or maintain proficiency of grade level standards. The school receives separate annual ratings for reading and math growth for the whole school and the following subgroups with 10 or more students:

- Economically Disadvantaged;
- English Learner;
- Race; and
- Special Education.

The rubric for this sub-indicator is as follows:

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

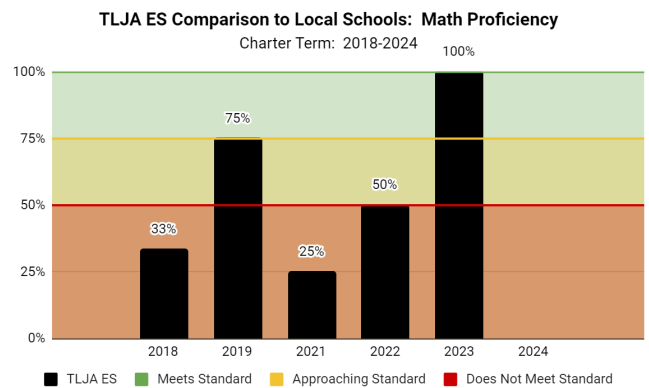
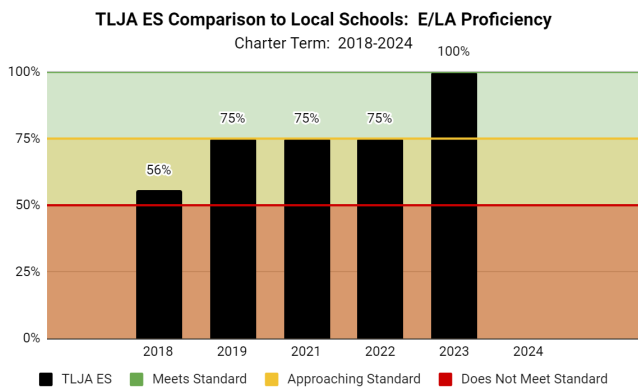
Throughout the school’s charter term the state has not released subgroup growth data to be able to rate schools. Therefore the school has received a rating of **Not Applicable**.

Comparison to Local Schools: Education One compares its portfolio schools to surrounding community schools that serve students with similar demographics and are within 10 miles of the school’s location to ensure the charter school is providing a quality choice to the community. Achievement and growth results from the state summative assessment are utilized to identify how Education One schools are performing against their comparative local schools. To meet standard, a school’s overall performance in both achievement and growth outpaces the comparison schools at least 75% of the time. The rubric for Comparison to Local Schools is as follows:

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

The following charts identify historical trends for TLJA. Based on 2018 ISTEP+ results the school received a rating of **Approaching Standard** in English/Language Arts and **Does Not Meet Standard** in Math. The school has consistently received a rating of **Meets Standard** in English/Language Arts for the remainder of the current charter term. Math, however, has not been as consistent. The school improved its rating in 2019 to **Meets Standard**, but it then dropped to **Does Not Meet Standard** and **Approaching Standard** in 2021 and 2022. Most recently in 2023, the school received a rating of **Meets Standard**, outperforming 100% of schools in achievement only.

Starting in 2022, the school’s EL students grew to almost two thirds of the overall school population. Therefore, the school was compared to its local schools’ EL results.

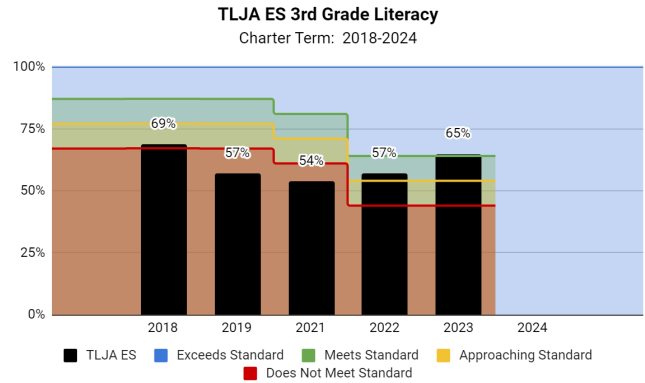


IREAD-3: The purpose of the Indiana Reading Evaluation and Determination (IREAD-3) assessment is to measure foundational reading standards through grade three. IREAD-3 evaluates reading skills of third grade students to ensure they can read proficiently before fourth grade. IREAD-3 is administered two times per year, round one taking place in the spring and round two taking place in the summer for those students who did not pass the first round assessment. Education One compares its schools’ passing percentage after both rounds of testing to the passing percentage of the state.

The rubric for this sub-indicator is as follows:

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

The school has consistently received ratings of **Does Not Meet Standard** throughout the first half of its current charter term. In 2022, the school's EL students increased to almost two thirds of its total population. Therefore, the school was compared to the state's EL IREAD 3 results. The school received a rating of **Meets Standard** in 2022 and will receive a rating of **Exceeds Standard** in 2023. The graph below illustrates these trends.



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

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

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

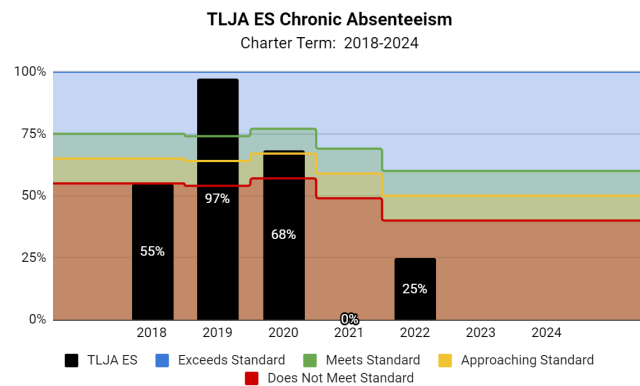
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The school received a rating of Exceeds Expectations.	The school received a rating of Meets Expectations.	The school received a rating of Approaches Expectations.	The school received a rating of Does Not Meet Expectation for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

Federal Accountability results have been either inconsistent or not available due to the change in assessment or COVID-19 pandemic throughout TLJA's current charter term. The table below represents the school's designations for each of the statewide goals as well as the overall designation. Data utilized for these designations was from the 2021-22 school year. The school received a designation of Does Not Meet Expectations and receives a rating of **Does Not Meet Standard**.

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

Model Attendee: A student is considered a model attendee under the federal accountability grade by having an average attendance of 96% or higher or an increase in their attendance rate by 3% from the prior year. Rather than averaging an attendance rate similar to the sub-indicator 'Attendance Rate,' this indicator finds the percentage of students who meet the aforementioned criteria. Education One measures the success of a school's model attendee rate by comparing it to the state's rate. The rubric is as follows:

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



The first year this measure was introduced, the school received a rating of **Does Not Meet Standard** in 2018. In 2019, TLJA increased its model attendee percentage to 97% and received a rating of **Exceeds Standard**. During the 2019-20 school year the school received a rating of **Meets Standard**. Post pandemic, the school's model attendee rate decreased by more than 40 points and has received a rating of **Does Not Meet Standard**.

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

students in the school. The rubric is as follows:

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

Throughout the school's charter term the state has not released the appropriate data to be able to rate schools. Therefore TLJA has received a rating of **Not Applicable**.

Language Proficiency for English Learners: English language proficiency measures whether students learning the English language are on target to develop or attain English language proficiency within six years. Student Growth Percentiles (SGPs) from the WIDA ACCESS 2.0 assessment are used to determine whether students are making adequate growth to meet these targets on an annual basis. The rubric from Language Proficiency for English Learners is as follows:

Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
The percentage of EL students that met or exceeded growth targets is greater than the state's percentage.	The percentage of EL students that met or exceeded growth targets is within 0-10.0% of the state's percentage.	The percentage of EL students that met or exceeded growth targets is within 10.1-20.0% of the state's percentage.	The percentage of EL students that met or exceeded growth targets is more than 20.0% away from the average state's percentage.

Throughout the time of TLJA's charter term, the state did not release the percentage of EL students that met or exceeded growth targets on the WIDA assessment. Therefore the school received ratings of **Not Applicable**.

Part II: Financial Performance

The Financial Performance review gauges both short-term financial health as well as long term financial stability, while accounting for key financial reporting requirements. Part II of this review consists of seven indicators designed to measure the overall financial viability of the school. All sub-indicators are noted in the school’s Accountability Plan Performance Rubric.

Overall Rating for Financial Performance	Year 1	Year 2	Year 3	Year 4 (Extension)	Year 5 (Extension)	Year 6 (Extension)
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

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

Sub-Indicator	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23	Year 6 2023-24
Financial Management	MS	MS	AS	MS	MS	
Enrollment Variance	MS	ES	MS	MS	ES	
Current Ratio	MS	MS	MS	MS	MS	
Days Cash	DNMS	DNMS	AS	DNMS	AS	
Debt Default/Delinquency	MS	MS	MS	MS	MS	
Debt to Asset Ratio	MS	MS	MS	MS	MS	
Debt Service Coverage	N/A	N/A	N/A	N/A	N/A	

Financial Management: Education One measures the capacity of the school's financial management by the following characteristics:

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

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

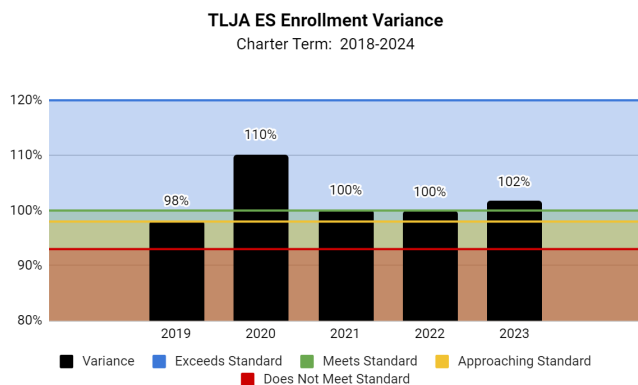
Meets Standard	Approaching Standard	Does Not Meet Standard
The school meets standard for both the financial audit and quarterly financial reporting requirements.	The school meets standard for either its financial audit or quarterly financial reporting requirements.	The school does not meet standard for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

TLJA has consistently received a rating of **Meets Standard** for financial management throughout the current charter term. In 2020-21, the school's annual audit had not been completed for the time period of July 1, 2019 through June 30, 2020 at the time of the annual review. That was remedied after the annual review was finished. The school and its management company, Phalen Leadership Academies (PLA), have submitted complete and timely quarterly financials to be able to assess financial indicators throughout each school year.

Enrollment Variance: Indiana calculates its state tuition support for schools based on the number of students enrolled in September and February of the same school year. Enrollment variance measures the schools ability to create a budget centered on an appropriate enrollment target.

The rubric for this indicator is as follows:

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



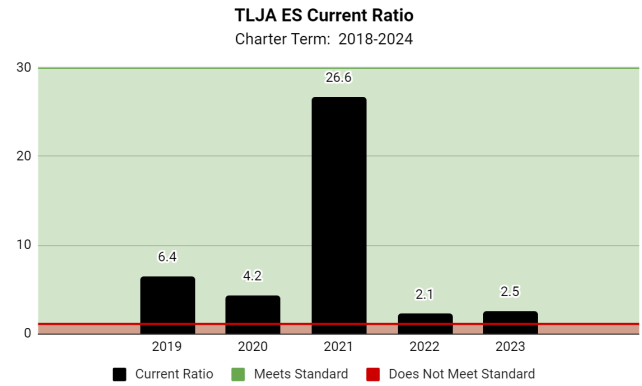
TLJA has received the rating of **Meets Standard** or **Exceeds Standard** throughout its charter term in Enrollment Variance. The school consistently sets realistic enrollment targets and hits them exactly or enrolls more students than anticipated.

Current Ratio: Current ratio indicates whether or not the school's current assets (cash or other assets that can be accessed in the next 12 months) exceed its current liabilities (debt obligations due in the next 12 months).

The rubric is as follows:

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

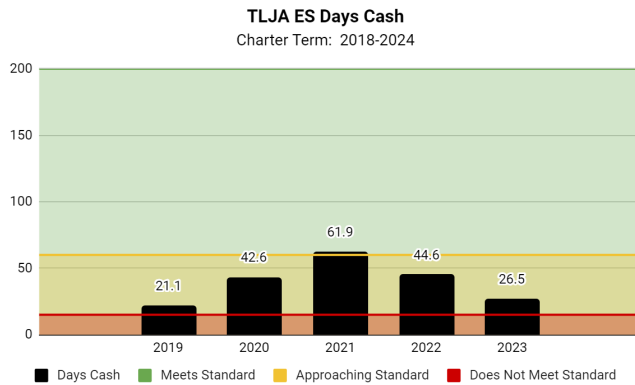
The school has had a consistent **Meets Standard** ratio throughout its charter term, as indicated by the corresponding graph.



Days Cash: Additionally, Education One also calculates days cash on hand as an important measure of a charter school’s fiscal health. This indicator shows how many more days after June 30 of the current year the school would be able to operate.

The rubric for Days Cash is:

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



TLJA purchased the building in which they are located during the 2016-17 school year, which created a significant decrease in their cash on hand. Education One recognizes that this school is one of few charter schools in the state to own their own building. Therefore, Education One views this as an asset to the overall financial health of the organization. However, based on the rubric for Days Cash, the school has consistently received an overall rating of **Approaching Standard**.

Debt/Default Delinquency: This metric is determined by both the auditor’s comments in the audited financial statements and contact with the school’s creditors.

The rubric for Debt/Default Delinquency is as follows:

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

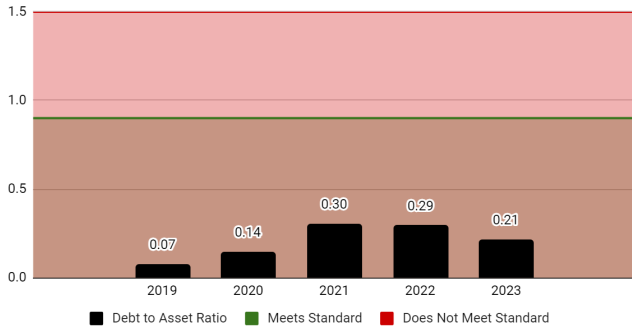
Throughout TLJA’s charter term the school has received a rating of **Meets Standard** with neither its auditors nor its creditors providing any indication that the school had defaulted on its debt obligations.

Debt to Asset Ratio: Education One monitors the school’s debt to asset ratio on a quarterly basis, reporting out at the school’s regularly scheduled board meetings. This ratio indicates the percentage of assets that are being financed with debt.

The rubric for Debt to Asset Ratio is as follows:

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

TLJA ES Debt to Asset Ratio
Charter Term: 2018-2024



Consistent with other financial metrics, TLJA has received the rating of **Meets Standard**, with debt to asset ratios below 0.90.

Debt Service Coverage: Education One tracks the school's debt service coverage on a quarterly basis, similar to the other financial indicators. This indicator was not available, however, throughout the school's charter term. TLJA received a rating of **Not Applicable** each year.

Part III: Organizational Performance

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

Overall Rating for Organizational Performance	Year 1	Year 2	Year 3	Year 4 (Extension)	Year 5 (Extension)	Year 6 (Extension)
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
	Meets Standard	Meets Standard	Approaching Standard	Approaching Standard	Approaching Standard	Approaching Standard

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

	Sub-Indicator	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23	Year 6 2023-24
Governing Board	Focus on High Academic Achievement	MS	MS	AS	AS	AS	
	Commitment to Exemplary Governance				AS	AS	
	Fiduciary Responsibilities				AS	AS	
	Strategic Planning and Oversight				AS	AS	
	Legal and Regulatory Compliance				MS	MS	
School Leader	Leadership	MS	MS	AS	MS	MS	
Compliance	Charter Compliance	MS	MS	MS	MS	MS	
	English Learner Compliance	N/A	N/A	MS	AS	AS	
	Special Education Compliance	N/A	N/A	MS	MS	MS	

Governing Board

Education One established new measures for its schools' governing boards during the 2021-22 school year to increase board capacity and expectations. Prior to, each board, including DMA's was held accountable to the following characteristics:

- Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Managing Director of Education One;
- Clear understanding of the mission and vision of the school;
- Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary;
- Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school;
- Effective and transparent management of conflicts of interest;
- Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns;
- Adherence to its charter agreement as it pertains to governance structure;
- Collaboration with the school leader to establish clear objectives, priorities, and goals;
- Quarterly board training for all members;
- Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, engaging the school leader in school improvement plans; and
- Holding of all meetings in accordance with Indiana Open Door Law

Characteristics of quality board governance were observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the president and committees of the board. The findings were reported to the school's board of directors and leadership on a monthly basis. To receive a rating of 'Meets Standard,' a governing board would present no concerns in the characteristics of this sub-indicator.

Meets Standard	Approaching Standard	Does Not Meet Standard
The governing board complies with and presents no concerns in the sub-indicator characteristics.	The governing board presents concerns in a minimal number of the sub-indicator 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.

The Timothy L Johnson Network governing board complied with and presented no concerns in the sub-indicator characteristics for both the 2018-19 and 2019-20 school years and received the rating of **Meets Standard**. In the 2020-21 school year the board did receive a rating of **Approaching Standard** due to a lack of evaluation of the network's management company, PLA, or of the board itself.

These characteristics would be expanded on for the 2021-22 and 2022-23 school year under the following areas:

- Focus on High Achievement;
- Commitment to Exemplary Governance;
- Fiduciary Responsibilities;
- Strategic Planning and Oversight; and
- Legal and Regulatory Compliance

Each measure has its own set of characteristics and is rated against the same rubric:

Meets Standard	Approaching Standard	Does Not Meet Standard
The governing board complies with and presents no concerns in the indicator characteristics.	The governing board presents concerns in a minimal number of the indicator characteristics with a credible plan to address the issues.	<p>The governing board presents concerns in a majority of the indicator characteristics and/or does not have a plan to address issues.</p> <p style="text-align: center;">OR</p> <p>The governing board presents concerns in a minimal number of the indicator characteristics and does not have a plan to address issues.</p>

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

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

It has been evident that the members of the TLJA Network board believe in the mission of the schools they govern, as well as agree on the definition of academic excellence. They strive to ensure that the needs of scholars are met through appropriate academic programming, assuming ultimate responsibility for those successes.

The board is presented with consistent indicators of student success through presentations made by the school leader, the regional director from Phalen Leadership Academy, and Education One to review to measure progress toward school goals. Student data has been used to inform the board of directors. However, it is evident that they rely heavily on those outside of the board to understand how student achievement is being measured and student data is not consistently utilized to inform board decisions. For these reasons, the school has received a rating of **Approaching Standard** during the 2021-22 and 2022-23 school years.

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.

The TLJA Network board has maintained a full slate of board members, representing the following diverse skill sets:

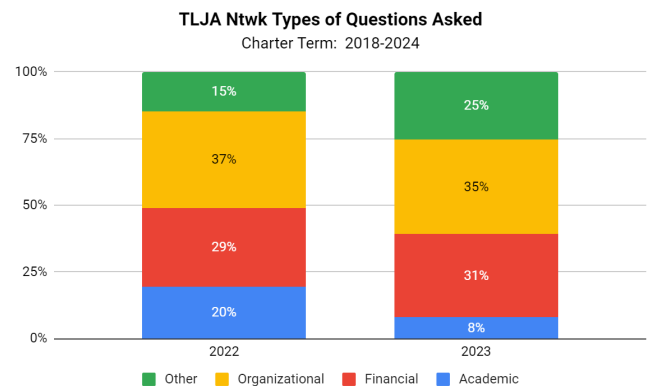
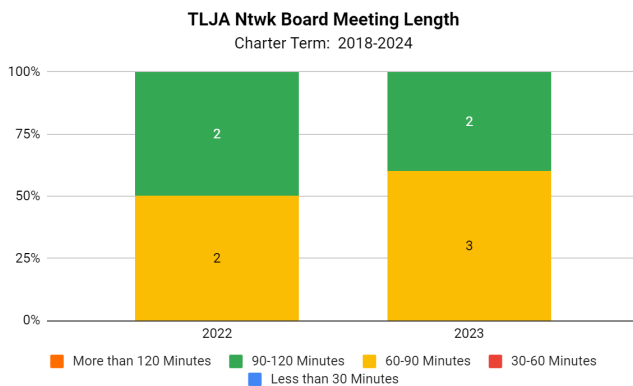
- Business;
- Community Engagement;
- Finance;
- Legal; and
- Education.

Board members not only bring these skills to govern the school, but come from diverse businesses, groups, and partnerships that bring a lot of value and understanding of the community being served.

Throughout the charter term the board has been led by Board President Larry Rowland. He has proven to be able to effectively lead the board. Mr. Rowland maintained consistent and timely communication, including the discussion of any deficiencies, during regularly scheduled meetings with the Executive Director of Education One. Complete and coherent meeting materials and notes were also provided in a timely fashion throughout the school year.



Meetings, on average, lasted 90 minutes. Engagement during public meetings was appropriate for members who were in attendance, with a wide variety of questions being asked. The type of engagement, through questioning and commenting, lends itself to board member skill sets, evidencing more comfortability in asking organizational and financial performance questions compared to academic performance questions.



The board grew in its capacity from the 2021-22 to 2022-23 in structuring and utilization of committees that included not only board members but faculty and staff from the TLJA Network.

Average attendance from the 2021-22 and 2022-23 school year has been 65.0% and 74.0%, respectively, while employing bi-monthly meetings throughout the calendar year. While the board has grown in its capacity of employing committee structures outside of regularly scheduled board meetings, overall disengagement via attendance at board meetings is an area of concern. For this reason, the governing board has received a rating of **Approaching Standard** for two most recent years in its charter term.

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

- Ensure that all members understand the school's finances, and receive necessary training;
- Review financial data regularly and carefully, using it to make sound decisions that protect the school's short- and long-term sustainability;

- Approve a budget each year that allocates resources strategically and aligns with the student performance goals of the school;
- Set and meet realistic fundraising goals through donor engagement to provide additional resources the school needs;
- Require that each board member make the school a top personal philanthropic priority each year; and
- Understand the political context of public charter schools and advocate for policies that promote and support the charter sector.

Based on submitted board meeting minutes and attendance at regularly scheduled meetings, the board reviewed and approved financial data regularly. The board has maintained a balanced budget throughout its charter term. The board is supported by PLA to provide financial data and analysis.

The TLJA Network board continues to work through setting fundraising goals, both in the form of monetary donations and capital resources, but has yet to truly capitalize on those efforts. Also, based on the board self-assessment data, members responded that more training to understand financials is needed. As such, the school has received the rating of **Approaching Standard** for the 2021-22 and 2022-23 school years.

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

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

The board has regularly completed and submitted a self-assessment, as part of Education One's requirements, in the spring of 2021-22 and 2022-23. This provided the board with an opportunity to evaluate their performance in order to set goals and plan strategically for the future. It is evident that the board has utilized the results to drive next steps in strategic planning.

The TLJA Network board collaborated closely with the network superintendent, Ms. Starks. Board minutes and attendance at meetings evidenced the school superintendent having a regularly scheduled time during board meetings to report academic and operational updates. Overall, the board has worked to ensure that Ms. Starks had the autonomy and authority to manage the school. The board employed PLA to complete a formal evaluation of the school leader to highlight areas of commendation and growth. The network also has a clear succession plan for school leadership roles.

Throughout the 2021-22 and 2022-23 school years, the board has been working towards developing a strategic plan that reflects the board's vision and priorities for the school's future. Based on self-assessment results, it is evident that there are still a few board members who are unclear of what that strategic plan is. Therefore, the school has received the rating of **Approaching Standard** since the 2021-22 school year.

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.

All board meetings throughout the school’s charter term were held in compliance with Indiana’s Open Door Law and met all state and federal requirements. The board maintained the highest standards of public transparency, accurately documenting meetings and board decisions, and adhering to all terms set for in the school’s charter agreement. Therefore, the governing board received a rating of **Meets Standard** for the 2021-22 and 2022-23 school years.

School Leadership

Throughout the current charter term, Dawn Starks served as the School Leader and Superintendent of TLJA. Mrs. Starks was primarily responsible for academic and instructional development, state and authorizer reporting requirements, Special Education and EL oversight, and student discipline. She has experience teaching and leading in an academic turn-around school setting and has created an environment where strong foundational academic expectations coupled with meaningful professional development has led to a growth in student outcomes at TLJA.

Mrs. Starks has worked to maintain a positive, student-centered school culture by retaining and recruiting high quality instructional coaches, teachers, and support staff. It is evident that scholars and staff have a strong desire to succeed and possess the perseverance needed to close achievement gaps. The school’s enrollment has continued to increase due to retaining quality staff but also due to strong partnerships established within the community.

Ms. Starks has proven to be an excellent communicator, consistently providing information to and consulting with the school’s Board of Directors, Education One, and other key stakeholders. In addition, she has attended all of TLJA board meetings as well as monthly meetings with the Education One team. During these meetings, she has provided detailed updates pertaining to student performance, student recruitment and retention, school initiatives, staff professional development, and major events.

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

During the 2020-21 school year, Mrs. Starks’ various experiences in teaching and leading in an academic turn-around school were capitalized upon when the school experienced continued challenges surrounding changes in instructional delivery methods due to COVID-19. Teachers and staff consistently received observations, feedback, and professional development to improve upon the various practices being implemented in their hybrid model.

It is evident that Mrs. Starks strives for continuous improvement pertaining to student outcomes. During the 2020-21 school year, the school received a rating of Approaching Standard with a concern in utilizing data at a deeper level to support differentiated instructional strategies to meet the needs of the increasing population of diverse learners and working with PLA to ensure student proficiency and growth. This area of concern was quickly remedied during 2021-22 and continued into the 2022-23 school year. Ms. Starks has since

evidenced effective communication and collaboration with PLA. Collaboration included engaging in regularly scheduled site visits from Education One, site reviews from PLA, and data analysis after receiving new data. Education One commends Ms. Starks for working with other districts across the state to identify best practices in serving high English Learner populations similar to TLJA.

The school received a rating of **Meets Standard** for the majority of the years within its current charter term.

Compliance

Charter Compliance: Education One requires its schools to submit monthly reports consistent with state reporting and what is required of the authorizer to maintain according to legislation. Education One reports the following characteristics to the governing board on a monthly basis:

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

The rubric for this sub-indicator is as follows:

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

The school has consistently received a rating of **Meets Standard** for charter compliance throughout its current charter term. Monthly reporting requirements have been submitted in a complete and timely manner. The leadership team has been proactive and productive in collaboration with its board and PLA to meet governance obligations. Also, the TLJA team also participated in scheduled meetings with Education One through site visits, data analysis, professional development, and providing feedback to processes and procedures.

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 goals are established, current, and up to date;
- 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;
- Staff to student ratios are adequate for providing services, in accordance with state and federal guidelines; and
- Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the services

The rubric for this sub-indicator is as follows:

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

Education One began monitoring English Learner compliance during the 2020-21 school year. During this year, the school was monitored through desktop monitoring of ILPs only. The school received a rating of **Meets Standard**.

During the 2021-22 school year, TLJA served an English Learner (EL) population of 62.9%, which was over 200 students.

This increase in student population led to difficulties in staffing the school to provide adequate services. Services were delayed due to the amount of testing required at the beginning of the year by EL staff. PLA worked to collaborate with the team at TLJA through bi-weekly calls to support them in the transition of reporting all ILPs onto the state’s online platform.

The school worked to provide professional development to all staff members around effective strategies for English Learner students. Moving forward into the 2022-23 school year, the school had plans in place to ensure all student ILPs are up to date in the online portal, including specific goals and accommodations for each student.

Based on the qualitative and quantitative evidence collected, the school receives a rating of **Approaching Standard** for the 2021-22 school year.

During the 2022-23 school year, TLJA's English Learner population increased by 5 percentage points from the previous school year. Education One conducted both desktop and onsite monitoring of ILPs and interventions taking place at the school. The school evidenced an increase in school personnel at the beginning of the year and established clear schedules for push-in and pull-out services. Instruction taking place in pull out service rooms were consistent with student WIDA data and ILP goals.

As the school continues to increase its population of EL students, maintaining staff to support the designated student to teacher ratio is imperative. With some concerns present but a credible plan to address the issues, the school received a rating of **Approaching Standard** for the 2022-23 school year.

Special Education Compliance: To ensure that laws and requirements are being upheld and students with special needs are being serviced appropriately, Education One conducts a Special Education compliance check on a quarterly basis and looks for the following components:

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

The rubric for this sub-indicator is as follows:

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

Similar to English Learner compliance, Education One began monitoring Special Education compliance during the 2020-21 school year. During this year, the school was monitored through desktop monitoring of IEPs only. The school received a rating of **Meets Standard**.

In 2021-22, the school worked diligently with PLA to ensure all Special Education paperwork was accepted and filed in the online system. New processes and procedures were established by Quarter 3, evidencing the components required to meet standard in this indicator. Based on the qualitative and quantitative evidence collected, the school received a rating of **Meets Standard**.

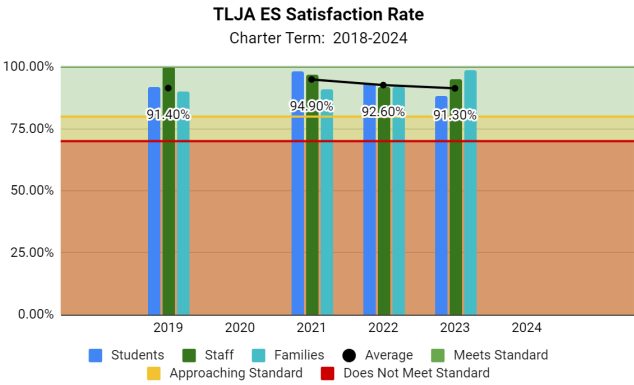
During the 2022-23 school year, TLJA served an Special Education population of 6%, similar to the previous school year. The school hired a director of Special Education during the end of 2023 to ensure student files and IEPs were up to date and interventions were appropriate for students. Education One conducted both desktop and onsite monitoring of ILPs and interventions taking place at the school. The school continued to receive a rating of **Meets Standard**.

Part IV: School 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. Survey data becomes more reliable based on the participation rate of each stakeholder. Education One's standard for survey reliability is a participation rate of at least 70.0%.

Overall Rating for School Climate	Year 1	Year 2	Year 3	Year 4 (Extension)	Year 5 (Extension)	Year 6 (Extension)
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	

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



The corresponding graph illustrates the satisfaction rates of students, staff, and families throughout TLJA's charter term, including the overall weighted average satisfaction rate of those stakeholders combined. The school has had a consistent satisfaction rate within the range of 91-95.0%, well above the 80.0% metric and has received a rating of **Meets Standard** each year a survey was given. There is no survey data for 2020, as schools were closed due to the COVID-19 pandemic.

determining the validity of the overall survey. A school's population size is defined as the total number of possible respondents. The sample size is the number of completed responses the survey received. Education One desires a participation rate of 70% for each stakeholder in order to validate the results of the stakeholder survey. Historically, TLJA has had the desired participation for both students and families throughout the charter term. Staff participation has fallen well below the meets standard line, with the exception of the most recent survey that occurred in 2023.

Overall, the school's high satisfaction rates of its stakeholders have been valid throughout its charter term.

While survey participation is not a metric that is calculated in the Accountability Plan Performance Framework, understanding the survey's population size as well as sample size is valuable in

