



2018-19 ANNUAL REVIEW

TIMOTHY L. JOHNSON ACADEMY

Evaluated By:

Lindsay Omlor, Director of Charter Schools and
Emily Gaskill, Assistant Director of Accountability

Education One, L.L.C.

TABLE OF CONTENTS

Part I: Academic Performance	2
<i>Is the school's education program successful?</i>	
Part II: Financial Review	10
<i>Is the organization in sound fiscal health?</i>	
Part III: Board Governance and Leadership	12
<i>Is the organization effective and well run?</i>	
Part IV: School Climate	15
<i>Is the school providing appropriate conditions for student and staff success?</i>	
Part V: Next Steps	17
<i>Does the school or organization require interventions moving forward?</i>	

OVERVIEW

In order to ensure its schools are operating at the highest level possible, Education One conducts an Annual Review of each school, specifically assessing the school's Academic, Finance, and Governance capabilities. The Annual Review report is a compilation of three key components:

1. Document Review
2. Routine Site Visits
3. Survey Analysis

Evidence of these items is collected throughout the school year and indicators are reported to the school's Board of Directors in routine monthly meetings. Through continuous monitoring, Education One is able to identify trends in data overtime, address key areas of concern, and highlight key areas of success on a more frequent basis. While this process involves a significant time commitment, Education One believes that this high level of accountability, coupled with strong collaboration, will allow its schools to best meet the needs of the student populations served.

Annual Review reports are presented to key stakeholders, including but not limited to: the School Board Chair, School Leader, and EMO/Superintendent (*if applicable*). A final copy of each school's Annual Review report can be found on Education One's website: www.education1.org

Part I: Academic Performance

The Annual Academic Performance Review gauges the academic success of schools in serving their target populations and closing the achievement gap. Part I of this review consists of eighteen sub-indicators designed to measure how well a school's student 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	Year 1	Year 2	Year 3
	2018-19	2019-20	2020-21
	Does Not Meet Standard		

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

Sub-Indicator Ratings	Sub-Indicators	Rating
	Instruction	ES
	Attendance Rate	AS
	Benchmark Assessment Legacy Data: English/Language Arts	DNMS
	Benchmark Assessment Legacy Data: Math	DNMS
	Benchmark Assessment Value Added: English/Language Arts	DNMS
	Benchmark Assessment Value Added: Math	DNMS
	State Accountability Grade	DNMS
	State Assessment Participation Rate	MS
	State Assessment Legacy Data: English/Language Arts	DNMS
	State Assessment Legacy Data: Math	DNMS
	State Assessment Growth Model: English/Language Arts	DNMS
	State Assessment Growth Model: Math	DNMS
	State Assessment Subgroup Growth to Proficiency	MS
	Comparison to Local Schools	AS
	IREAD-3	DNMS
	Federal Accountability Grade	AS
	English Language Learner Proficiency Progress	DNMS
Chronic Absenteeism	DNMS	

Instruction: Education One evaluates each of its schools to measure the quality of the school's instructional practices. Does the school effectively implement its curriculum? Does instruction focus on core learning objectives? Are lessons appropriately paced and delivered to ensure high levels of rigor and challenge? Are there a variety of differentiated strategies to engage a wide range of student interests, abilities, and learning needs? Does classroom management create an environment for learning without disruption and increase active engagement of most learners? Are students provided with timely feedback in order to help improve their instructional practices? These items were measured through monthly school site visits, which included classroom walk-throughs, observations, and collaborative debriefs with the school leadership team.

Based on qualitative and quantitative evidence collected throughout the 2018-19 school year, Timothy L. Johnson Academy (TLJA) receives a rating of **Exceeds Standard** according to their Accountability Plan Performance Rubric.

2018-19 Monthly 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%

*Areas highlighted in yellow were a concern in the majority of classroom observed during the site visit.

The color of the month corresponds with the overall instructional rating the school received: **Does Not Meet Standard, **Approaching Standard**, **Meets Standard**, and **Exceeds Standard**

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.

Education One requires an average attendance rate greater than or equal to 95%. TLJA has an aggregate attendance rate of 93.3%, and thus, **Approaching Standard** according to their Accountability Plan Performance Rubric.

Grade Level Attendance Breakdown		
Kindergarten	92.0%	✘
First Grade	92.8%	✘
Second Grade	93.2%	✘
Third Grade	93.9%	✘
Fourth Grade	94.5%	✘
Fifth Grade	93.5%	✘
Overall Average	93.3%	✘

Benchmark Assessment Legacy Data: 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. TLJA utilized STAR Renaissance to effectively measure student progress at the beginning, middle, and end of the year in reading and math.

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 tables on the next page indicate the percentage of students enrolled at TLJA for at least two years that met proficiency targets on the end of the year benchmark assessment in reading and math.

Key			
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
✓	✓	✗	✗

STAR Renaissance Data: Reading				
Grade Level	Number of Students Enrolled for at Least Two Years	Number of Students with a Scale Score in the 40 th Percentile or Greater	Percentage of Grade Level Proficient Legacy Students	Proficiency Target Rating
First Grade	39	21	53.8%	✗
Second Grade	47	18	38.3%	✗
Third Grade	37	15	40.5%	✗
Fourth Grade	31	8	25.8%	✗
Fifth Grade	31	4	12.9%	✗
Whole School	185	66	35.7%	✗

STAR Renaissance Data: Math				
Grade Level	Number of Students Enrolled for at Least Two Years	Number of Students with a Scale Score in the 40 th Percentile or Greater	Percentage of Grade Level Proficient Legacy Students	Proficiency Target Rating
First Grade	39	30	76.9%	✓
Second Grade	47	16	34.0%	✗
Third Grade	37	20	54.1%	✗
Fourth Grade	31	6	19.4%	✗
Fifth Grade	31	15	48.4%	✗
Whole School	185	87	47.0%	✗

English/Language Arts: 35.7% of legacy students were considered proficient on STAR Reading. Therefore, the school receives a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

Math: 47% of legacy students were considered proficient on STAR Math. Therefore, the school receives a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

Benchmark Assessment Value Added: The following tables indicate the percentage of students enrolled for at least one semester that met growth targets as measured by end of the year benchmark testing in reading and math.

Key			
Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
✓	✓	✗	✗

STAR Renaissance Data: Reading				
Grade Level	Number of Students Enrolled for at Least One Semester	Number of Students Meeting Growth Target	Percentage	Growth Target Rating
Kindergarten	55	25	45.5%	✗
First Grade	49	25	51.0%	✗
Second Grade	60	30	50.0%	✗
Third Grade	47	9	61.7%	✗
Fourth Grade	40	18	45.0%	✗
Fifth Grade	36	15	41.7%	✗
Whole School	287	142	49.5%	✗

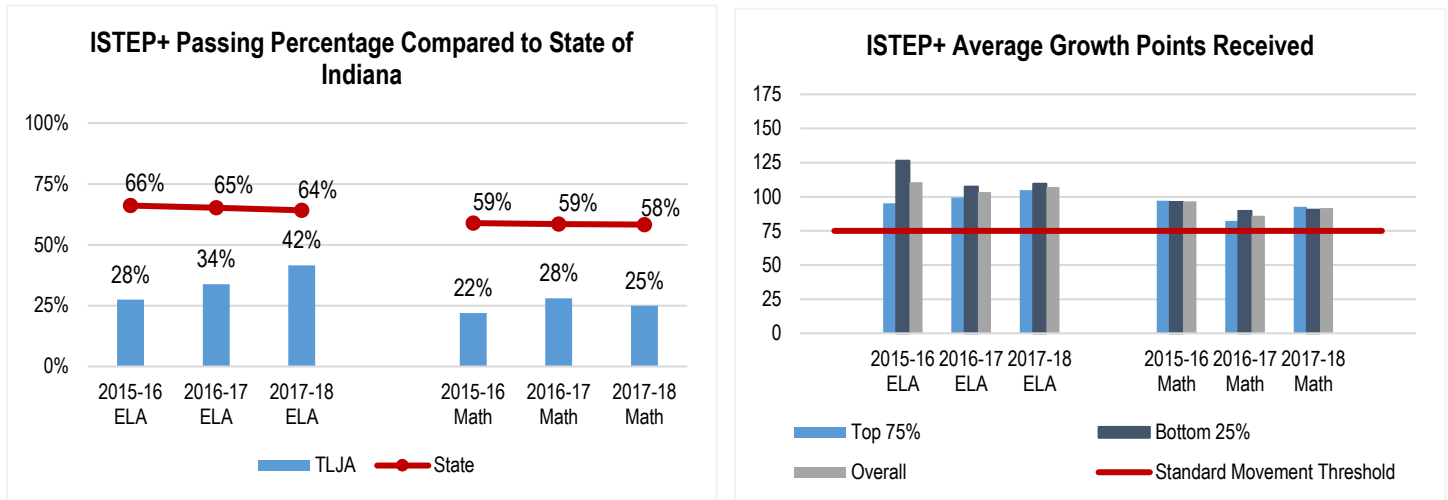
STAR Renaissance Data: Math				
Grade Level	Number of Students Enrolled for at Least One Semester	Number of Students Meeting Growth Target	Percentage	Growth Target Rating
Kindergarten	N/A	N/A	N/A	N/A
First Grade	49	22	44.9%	✗
Second Grade	62	15	24.2%	✗
Third Grade	47	23	48.9%	✗
Fourth Grade	38	11	28.9%	✗
Fifth Grade	36	20	55.6%	✗
Whole School	232	91	39.2%	✗

English/Language Arts: 49.5% met their growth target on STAR Reading. Therefore, the school receives a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

Math: 39.2% met their growth target on STAR Math. Therefore, the school receives a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

State Accountability Grade: In Spring 2018, 41.6% of TLJA students passed the English/Language Arts portion of ISTEP+, while 25.4% of students passed the math portion.

In English/Language Arts, the school earned 104.8 points for Top 75% growth and 109.4 points for Bottom 25% growth, giving them 107.1 points for Overall Growth. In math, the school earned 92.6 points for Top 75% growth and 90.6 points for Bottom 25% growth, giving them 90.6 points for Overall Growth. The following charts show trend data for both proficiency percentages and growth points received from ISTEP+ in which a state accountability grade is derived from.

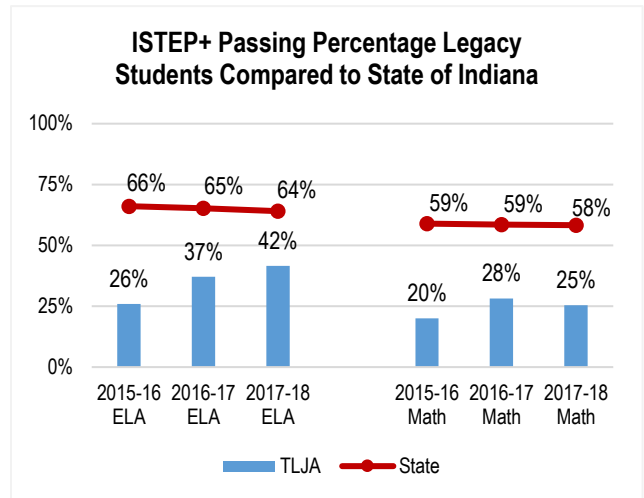


The Indiana State Board of Education (SBOE) awarded TLJA with a “D” for its 2017-18 school year performance. The school maintains its letter grade from the previous school year. Thus, the school receives a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

A new, student-centered accountability system was implemented to calculate the letter grade given to each school. The framework includes three domains: performance, growth, and multiple measures. Each domain has its own indicators that make up the domains’ final score. The final scores are weighted accordingly to determine the final performance and growth category. For more information, including the history of Indiana’s Student-Centered Accountability from the Indiana Department of Education, visit: <http://www.doe.in.gov/accountability/indiana-student-centered-accountability>

State Assessment Participation Rate: The state assessment participation rate is used for state and federal reporting and accountability determinations. Education One requires a state assessment participation rate of at least 95% in order to meet standard. TLJA had an average participation rate of 96.4% for the 2017-18 school year, and thus, **Meets Standard** according to their Accountability Plan Performance Rubric.

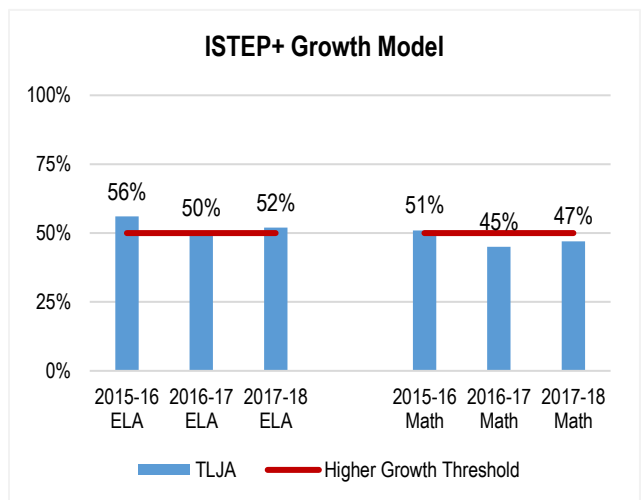
State Assessment Legacy Data: When calculating State Assessment Legacy Data, Education One looks at students who have been enrolled in the school for two or more years and how this group of students compare to the state’s summative assessment passing percentage. The corresponding chart shows trend data for legacy students passing percentages compared to the state’s passing percentage.



English/Language Arts: The average passing percentage of students in Indiana in third through sixth grade on the state’s summative assessment was 64.2% in English/Language Arts. TLJA legacy students had a passing rate of 41.6%. With a difference of 22.6% from the state’s average passing percentage, the school receives a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

Math: The average passing percentage of students in Indiana in third through sixth grade on the state’s summative assessment was 60.9% in Math. TLJA legacy students had a passing rate of 25.4%. With a difference of 35.5% from the state’s average passing percentage, the school receives a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

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



Education One measures the median growth percentile of students achieving growth in both English/Language Arts and Math to ensure that students are making adequate or substantial gains over time in comparison to whether or not students are considered proficient on the state assessment.

English/Language Arts: In 2017-18, 52% of TLJA students outgrew their peers at the same achievement level in English/Language Arts, which earns them a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

Math: In 2017-18, 47% of TLJA students outgrew their peers at the same achievement level in Math, which earns them a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

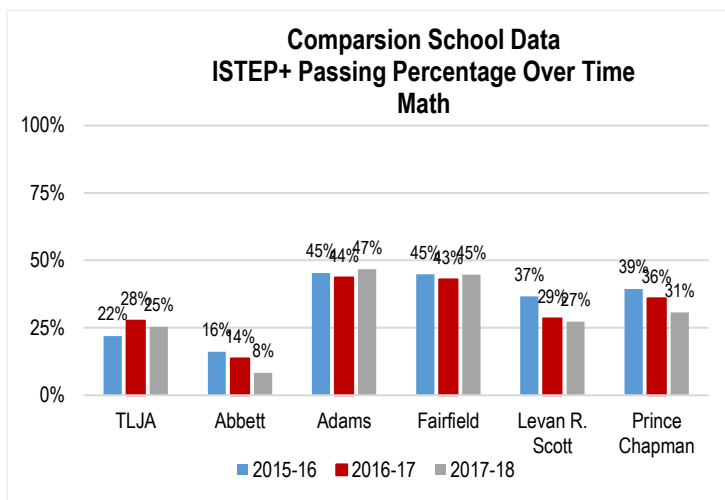
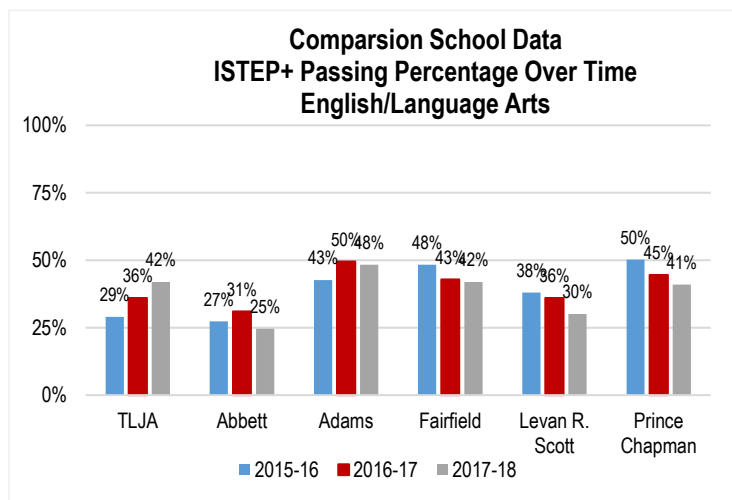
State Assessment Subgroup Growth to Proficiency: Education One identifies subgroups within the testing population to track if students in those subgroups made sufficient academic growth to achieve, maintain, or exceed proficiency in their grade level. The two subgroups identified for TLJA based off 2017-18 state testing data were African American and Free/Reduced Lunch. 71% of both African American and Free/Reduced Lunch students made sufficient academic growth. Therefore, the school receives a rating of **Meets Standard** according to their Accountability Plan Performance Rubric.

Comparison to Local Schools: The following local school comparison was used to compare the results of the spring 2018 ISTEP+ assessment. Therefore, 2017-18 enrollment data from IDOE Compass was used to compile the list of schools. Comparison schools were chosen based on their distance from TLJA and similarities of the student population served (i.e., Free/Reduced Lunch, Special Education, and English Language Learners).

School Name	E/LA Pass	Math Pass	E/LA Growth	Math Growth
Timothy L. Johnson Academy (K-6)	41.6%	25.4%	107.1 points	91.6 points
Abbett Elementary School K-5 (FWCS)	24.6%	8.3%	75.7 points	67.3 points
Adams Elementary School K-5 (FWCS)	48.3%	46.7%	124.6 points	128.2 points
Fairfield Elementary School K-5 (FWCS)	41.9%	44.7%	109.4 points	130.8 points
Levan R. Scott Academy K-5 (FWCS)	30.1%	27.3%	85.6 points	87.2 points
Prince Chapman Academy (3-6) (EACS)	41%	30.7%	N/A	N/A

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

TLJA performed lower in terms of proficiency and growth in ten of the eighteen areas when compared to local schools. TLJA continues to outperform the local traditional public school where many TLJA students come from in both proficiency (average difference of 17.1%) and growth (average difference of 27.9 points). The following graphs provide passing percentage trend data for TLJA and comparison schools in English/Language Arts and Math.



TLJA has increased the percentage of students passing ISTEP+ English/Language Arts by 13% since 2016, while almost all comparison schools have seen an overall decrease or annual decrease. The average decrease for comparison schools in English/Language Arts has been 3.6% since 2016.

TLJA has increased the percentage of students passing ISTEP+ Math by 3% since 2016. Three of the five comparison schools are showing an annual decrease in the percentage of students passing Math. The average decrease for comparison schools in Math has been 4.8% since 2016.

Education One measures whether or not each of its schools outpaces local schools that students may have been assigned to in both proficiency and growth. Therefore, TLJA receives a rating of **Approaching Standard** according to their Accountability Plan Performance Rubric.

IREAD-3: The purpose of the Indiana Reading Evaluation and Determination (IREAD-3) assessment is to measure foundational reading standards through grade three. IREAD-3 is a summative assessment that “requires the evaluation of reading skills for students who are in grade three beginning in the spring of 2012 to ensure that all students can read proficiently before moving to grade four.” IREAD-3 is administered two times per year, round one taking place in the spring and round two taking place in the summer for those students who did not pass the first round assessment. Education One considers both rounds of IREAD-3 data to be important, however, round one is a more accurate reflection on the effectiveness of daily classroom instruction while round two data reflects the effectiveness of a school’s reading intervention program

Education One compares its schools’ passing percentage to those of the state. TLJA had 68.8% of their third grade students pass IREAD-3, while the state passing rate was 87.1%. Therefore, the school receives a rating of **Does Not Meet Standard** with a difference of 18.3%.

Federal Accountability Grade: The Every Student Succeeds Act (ESSA) was signed into law in December 2015. ESSA requires states to submit consolidated plans regarding state academic standards, assessments, state accountability systems, and school support and improvement activities. Indiana’s Consolidated State Plan was approved in January 2019. Under this plan, each school receives a federal accountability grade that looks at various data points different and similar to those used to calculate the state accountability grade. More information on the plan can be found at <https://www.doe.in.gov/essa>.

TLJA received a “D” for its 2017-18 school year performance. This is the first year in which the school could receive such a grade. Thus, the school receives a rating of **Approaching Standard** on their Accountability Plan Performance Rubric.

English Language Proficiency Progress: Education One understands that proficiency of the English language is significant to the academic success of the English Language Learner (ELL) population a school may serve. 45.7% of TLJA’s ELL tested population met annual growth targets or achieved English language proficiency, therefore receiving a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

Chronic Absenteeism: 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. TLJA had a model attendee percentage of 48.6%, giving the school a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

Part II: Financial Review

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

Overall Rating	Year 1	Year 2	Year 3
	2018-19	2019-20	2020-21
	Meets Standard		

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

Sub-Indicator Ratings	Sub-Indicators	Rating
	Financial Management	MS
	Enrollment Variance	MS
	Current Ratio	MS
	Days Cash	DNMS
	Debt/Default Delinquency	MS
	Debt to Asset Ratio	MS
	Debt Service Coverage	N/A

Financial Management: TLJA is meeting standard on its audit, as the school's auditors identified no significant deficiencies or material weaknesses with the school's financial controls. The school also meeting standard in regards to its financial reporting requirements for timely submission of quarterly financial statements. Moreover, the school turned 100% of its financial documents into Education One in a timely manner.

Financials for TLJA, regarding fiscal year 2018, were also reviewed by the Indiana State Board of Accounts (SBOA) and were found to be in accordance with SBOA generally accepted auditing standards and guidelines.

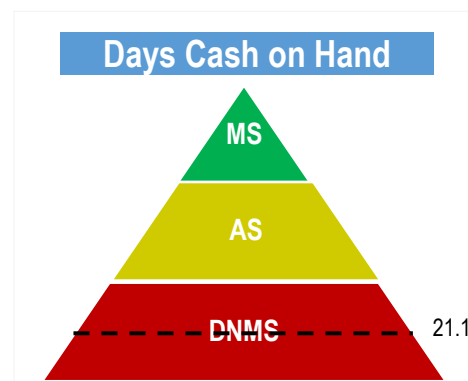
For these reasons, the school receives a rating of **Meets Standard** for the 2018-19 school year on their Accountability Plan Performance Rubric.

Enrollment Variance: Indiana calculates its state tuition support for schools one time per year. According to the Indiana Department of Education, TLJA had an enrollment count of 316 students as of September 2018.

Education One requires that each of the schools in its portfolio are within 98% of their budgeted enrollment in order to meet standard. TLJA's enrollment variance was 98%, with a budgeted amount of 324 students, which is the minimum requirement for this metric. Therefore, the school receives a rating of **Meets Standard** on their Accountability Plan Performance Rubric.

Current Ratio: With regard to its current ratio, the school's current assets (cash or other assets that can be accessed in the next 12 months) exceed its current liabilities (debt obligations due in the next 12 months) with a ratio of 6.35 and therefore, the school receives a rating of **Meets Standard** on their Accountability Plan Performance Rubric.

Days Cash: Additionally, Education One also calculates days cash on hand as an important measure of a charter school's fiscal health. This metric indicates how many more days after June 30, 2019 the school would be able to operate. 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, the school still falls far below the desired metric for days cash and for this reason, TLJA receives a rating of **Does Not Meet Standard** with only 21.1 days cash on hand according to their Accountability Plan Performance Rubric.



Debt/Default Delinquency: This metric is determined by both the auditors' comments in the audited financial statements and contact with the school's creditors. In the case of TLJA, neither its auditors nor its creditors provided any indication that the school had defaulted on its debt obligations. Based on the summary of these sub-indicator ratings, TLJA receives a rating of **Meets Standard** according to their Accountability Plan Performance Rubric.

Debt to Asset Ratio: The school **Meets Standard** for the debt to asset ratio sub-indicator, with a ratio of 0.07.

Debt Service Coverage: The debt service coverage ratio for the 2018-19 school year was not available, as this is an interim year for TLJA.

Part III: Board Governance and Leadership

The Annual Governance and Leadership Review gauges the academic and operational leadership of schools. 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	Year 1	Year 2	Year 3
	2018-19	2019-20	2020-21
	Meets Standard		

Is the school's educational program successful?		
Performance Targets	Does Not Meet Standard	The school board/leadership team present concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.
	Approaching Standard	The school board/leadership team present concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.
	Meets Standard	The school board/leadership team comply with and present no concerns in the sub-indicators below.
	Exceeds Standard	The school board/leadership team consistently and effectively comply with and present no concerns in the sub-indicators below.

Sub-Indicator Ratings	Sub-Indicators		Rating
	Academic Leader Review		MS
	Governance		MS
	Charter Accountability Reporting Requirements		MS

Academic Leader Review: During the 2018-19 school year, Dawn Starks served as the School Leader of TLJA. As School Leader, Ms. Starks was primarily responsible for academic and instructional development, state and authorizer reporting requirements, Special Education and ELL 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.

School Leader 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 continues 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 attends all of TLJA board meetings as well as monthly meetings with the Education One team. During these meetings, she provides detailed updates pertaining to student performance, student recruitment and retention, school initiatives, staff professional development, and major events.

In her time as Principal, Ms. Starks' academic expertise, high expectations for staff, and strong organizational skills have allowed her to lead the implementation of effective strategies in response to data at every level. Ms. Starks excels at analyzing and interpreting both student and staff data, and uses it to drive staff development and instructional practices.

Overall, due to the Principal's experience and demonstrated ability to achieve results in the school's fourth year of operation with Education One, TLJA receives **Meets Standard** for school leadership.

Governance: The Board of Directors for TLJA is active, experienced, and provides competent oversight for the school, with a clear understanding of the mission and vision of the operation. The board holds all of its meetings in compliance with Indiana's Open Door Law and adheres to the policies and procedures set forth in the by-laws and its charter.

In accordance with their by-laws, the board was able to recruit and select members that are knowledgeable, including individuals with experience in finance, community engagement, law, and business. These board members represent diverse skill sets, and act in the best interest of the school; demonstrating a clear understanding of and commitment to the mission of TLJA. However, during 2018-19, the board lacked members with educational expertise in grades K-5.

The TLJA school board was very active in the community and worked to secure financial resources as well as additional community partnerships to support expansion and the implementation of mission-aligned programs. The board also demonstrated effective interactions with the School Leader and Education One, that was conducive to the success of the school; including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and establishing clear objectives, priorities, and goals.

The Board Chair for TLJA maintained consistent and transparent communication with Education One, leading to a positive and collaborative relationship between the two entities.

The board has maintained compliance to its bylaws throughout the school year. Public meetings were held bi-monthly, with an executive working session held in between, and in accordance with Open Door Law. The board has met quorum at each

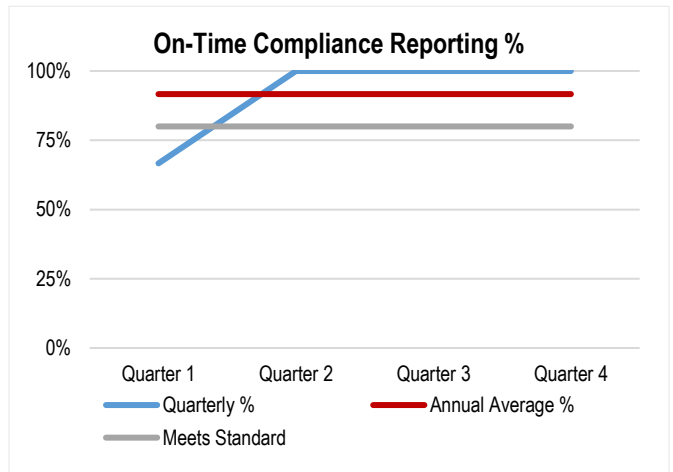


Governance, cont.:

public meeting, with an average attendance of members at each meeting 7.5/9 or 83.3%. The majority of the board's discussions focus on expansion of the school, academic performance, and furthering opportunities for students and families through community outreach.

After a thorough review of the TLJA board, including meeting minutes and notes, the board demonstrates a clear understanding and commitment to the school's mission. As the school has experienced academic difficulties, the board has responded to these difficulties through appropriate staffing, as well as clear and consistent communication with the school leadership team and Education One. For these reasons, the TLJA board receives a rating of **Meets Standard** according to their Accountability Plan Performance Rubric.

Charter Accountability Reporting Requirements: During the 2018-19 school year, TLJA Principal Ms. Starks was primarily responsible for submitting compliance documents to Education One. Documents such as employee spreadsheets, board meeting minutes, academic data, and quarterly reports were routinely submitted on time and complete. State reporting documents were submitted in accordance with state law. TLJA maintained compliance with all material sections of its charter and submitted amendments as applicable. Ms. Starks was consistently and actively engaged in meetings with Education One and maintained sufficient communication with Education One between scheduled meetings. Thus, TLJA receives a rating of **Meets Standard** according to their Accountability Plan Performance Rubric.



Part IV: School Climate

The Annual School Climate Review gauges the culture of schools in meeting the needs of students, staff, and parents in order to ensure overall effectiveness. Part IV of this review consists of two indicators designed to measure how well a school is providing the appropriate conditions for stakeholder success. All Sub-Indicators are noted in the school's Accountability Plan Performance Rubric.

Overall Rating	Year 1	Year 2	Year 3
	2018-19	2019-20	2020-21
	Meets Standard		

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

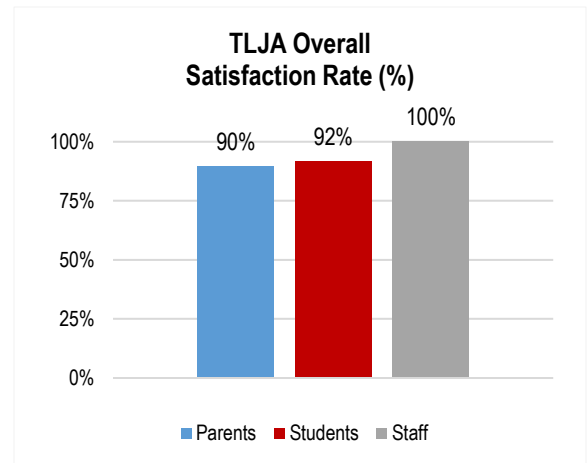
Sub-Indicator Ratings	Sub-Indicators		Rating
	School-Wide Satisfaction		MS
	Survey Participation		N/A

School-Wide Satisfaction: In order to gauge school-wide satisfaction amongst stakeholders, including parents, students and staff, Education One requires all of the schools in its portfolio to administer an annual survey, created and analyzed by a third party provider. The survey measures overall satisfaction with the school, effectiveness of communication, safety of the school environment, and student/staff/parent interactions.

The results of the third party survey, conducted during spring 2019, were positive. The survey indicated that TLJA **meets standard** regarding communication with parents and students, with 89.5% of parents and 91.6% of students reporting overall satisfaction with the school.

In regards to communication with staff, 100% of staff reporting satisfaction. The school **meets standard** in this sub-indicator.

Overall, TLJA receives a rating of **Meets Standard** according to their Accountability Plan Performance Rubric.



Survey Participation: While survey participation is not a metric that is calculated in the Accountability Plan Performance Rubric, understanding the survey’s population size as well as sample size is valuable in determining the validity of the overall survey. A school’s population size is defined as the total number of possible respondents. The sample size is the number of completed responses the survey received. Population size and sample size are listed for TLJA stakeholders in the table below.

TLJA Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size # of Respondents	% of Survey Participation
Parents*	300	220	73.3%
Students**	300	263	87.7%
Staff	44	22	50.0%

*Please Note: The Parent group utilized the total number of families surveyed, rather than total number of individual parents

**Please Note: The student group includes students in grades K-5

Overall, student, staff, and parent participation rates for TLJA were high with the exception of the staff survey. Education One would like to see increased staff participation of at least 80% in future surveys conducted. The school receives a rating of **Not Applicable** for this sub-indicator.

Part V: Next Steps

Does the school or organization require interventions moving forward?

Education One provides tiered support to its portfolio of schools to ensure that students and families are receiving the best possible educational experience. Education One believes the process for turn around, improvement, and maintaining quality practices happens through a differentiated, tiered approach to authorizing.

Tier I: High-Quality Authorization, Screening and Group Interventions

All schools within Education One's portfolio receive a foundation of high-quality authorization best practices to ensure that any difficulties seen at the school are not due to inadequate authorization. All schools are monitored to identify areas of improvement on a monthly basis through Monthly Site Visits and Monthly Reporting Requirements that monitor the status of the school's Accountability Plan and documents academic, board governance, and financial processes.

All schools receive supplemental authorization support in identified areas of improvement based off the continuous monitoring through Mid-Month Accountability Visits that provide schools an opportunity to collaborate with the Education One Team on school-specific initiatives. Schools not showing adequate progress in Tier I are moved to Tier II. Inadequate progress is receiving a rating of "Does Not Meet Standard" in academics, board governance, or finance on the school's Annual Review.

Tier II: Targeted Interventions

Schools not making adequate progress in Tier I are provided with increasingly rigorous support to match their needs on the basis of levels of performance on the Annual Review and rates of progress from the Monthly Site Visits and Monthly Reporting Requirements. A School Improvement Plan will be created, identifying areas of improvement, goals, strategies to be implemented to support the goals created, and a timeline for application of the strategies identified. The Education One Team and School Leadership Team will collaborate and create the School Improvement Plan together to ensure the plan is rigorous and that the team has the capacity to carry out the plan.

The intensity of support will vary in frequency and duration based on the team's ability to implement the identified strategies. The school will have one academic year to implement the School Improvement Plan to show progress in their area of growth. Schools that move out of the "Does Not Meet Standard" rating on the next Annual Review will move back to Tier I. Schools that show progress towards the goals in their School Improvement Plan but maintain a "Does Not Meet Standard" rating on the next Annual Review will remain in Tier II. Schools that continue to have a rating of "Does Not Meet Standard" on the next Annual Review with little to no progress towards goals outlined in their School Improvement Plan will move to Tier III.

Tier III: Intensive Interventions and Comprehensive Evaluation

Schools not making adequate progress in Tier II are provided with increasingly intensive support to match their needs on the basis of levels of performance on the Annual Review, rates of progress from the Monthly Site Visits and Monthly Reporting Requirements, and lack of progress towards goals created in previous School Improvement Plan. The school will receive individualized, intensive interventions that target deficits through a specialized Emergency Accountability Plan. While each school has an Accountability Plan that monitors broad, best practices regarding academics, board governance, and finances, the Emergency Accountability Plan will be specific to the targeted deficits, including implementation components and timelines that are non-negotiable. Schools that meet the desired level of progress will be moved back to Tier II with the implementation of a School Improvement Plan to ensure progress towards meeting standard continues. If schools do not achieve the desired level of progress, within the allotted period, in response to these targeted interventions, the school may be referred for a comprehensive evaluation and considered for nonrenewal or closure.

Overall, the systems and processes put into place for continuous improvement at Timothy L. Johnson Academy were positive. Instructional best practices were evident in majority of classrooms, professional development was targeted and purposeful throughout the year, and all stakeholders created an academic environment of high expectations and excellence.

TLJA received a rating of Does Not Meet Standard in Academic Performance and will require Tier II support. Improvement in the following areas is necessary for the coming school year and will be monitored through a School Improvement Plan in conjunction with the school's Accountability Plan Performance Rubric:

- Improved processes and procedures related to attendance
- Improved academic structure and programing for more rigorous and differentiated math instruction
- Training and process for utilizing new benchmark system to drive instruction that promotes growth towards proficiency