



**EDUCATION ONE**  
AT TRINE UNIVERSITY

## 2024-25 ANNUAL REVIEW

# TIMOTHY L JOHNSON ACADEMY MIDDLE SCHOOL

### Evaluated By:

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Education One, L.L.C.

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## REPORT OVERVIEW

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

Evidence of each indicator's ratings is reported to the school's Board of Directors during regularly scheduled board meetings throughout the school year when data is available. Through continuous monitoring, Education One can identify trends in data over time, address key areas of concern, and highlight successes more frequently. While the process involves significant time commitments, Education One believes that this high level of accountability, coupled with strong collaboration and partnerships, supports its schools to best meet the needs of the student populations served.

Annual Review reports are presented to key stakeholders, including, but not limited to: School Board Chair, School Leader, and EMO/Superintendent, if applicable. A final copy of each school's Annual Review is posted on Education One's website, [www.education1.org](http://www.education1.org), for public viewing.

## Part I: Academic Performance

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

| Overall Rating for Academic Performance | Year 1               | Year 2  | Year 3  | Year 4  | Year 5  |
|---|----------------------|---------|---------|---------|---------|
|   | 2024-25              | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|   | Approaching Standard |         |         |         |         |

| Is the school's educational program successful? |                        |  |
|---|------------------------|--|
| Performance Rubric                              | Meets Standard         | The school complies with and presents minimal to no concerns in the indicator measures.  |
|   | Approaching Standard   | The school presents some concerns in the indicator measures. There is a credible plan to address the issues.   |
|   | Does Not Meet Standard | The school presents concerns in some of the indicator measures with no credible plan to address the issues <b>OR</b> the school presents concerns in a majority of indicator measures with or without a credible plan to address the issues. |

| What does the Overall Rating for Academic Performance mean? |   |
|---|---|
| Year 1  | Overall, the school received a rating of Approaching Standard, having been rated on 21 measures, with seven of those measures receiving a rating of Does Not Meet Standard. Of those measures, most are indicative of the 2023-24 school year. While the school's current outcomes do not yet meet the established proficiency standards, the data reflects steady and appropriate progress aligned with the school's targeted English Learner (EL) strategies and programmatic implementations. The year-over-year growth indicates that the foundational supports now in place are beginning to yield measurable results. Looking ahead, the school is transitioning to a differentiated performance framework that will more accurately assess how it is serving its unique population of students, ensuring that future evaluations better reflect both the context and the progress of the school community. |

|  | Accountability Plan Performance Framework Indicators                        | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|---|--------|--------|--------|--------|--------|
| State and Federal Academic Performance | <a href="#">Federal Accountability Rating</a>                               | DNMS   |        |        |        |        |
|  | <a href="#">Proficiency on State Summative Assessment: E/LA</a>             | MS     |        |        |        |        |
|  | <a href="#">Proficiency on State Summative Assessment by Subgroup: E/LA</a> | DNMS   |        |        |        |        |
|  | <a href="#">Proficiency on State Summative Assessment: Math</a>             | DNMS   |        |        |        |        |
|  | <a href="#">Proficiency on State Summative Assessment by Subgroup: Math</a> | DNMS   |        |        |        |        |
|  | <a href="#">Growth on State Summative Assessment: E/LA</a>                  | MS     |        |        |        |        |
|  | <a href="#">Growth on State Summative Assessment by Subgroup: E/LA</a>      | MS     |        |        |        |        |
|  | <a href="#">Growth on State Summative Assessment: Math</a>                  | AS     |        |        |        |        |
|  | <a href="#">Growth on State Summative Assessment by Subgroup: Math</a>      | AS     |        |        |        |        |
|  | <a href="#">Pass or Pass+ Status Growth: E/LA</a>                           | ES     |        |        |        |        |
|  | <a href="#">Did Not Pass Status Growth: E/LA</a>                            | MS     |        |        |        |        |
|  | <a href="#">Pass or Pass+ Status Growth: Math</a>                           | MS     |        |        |        |        |
|  | <a href="#">Did Not Pass Status Growth: Math</a>                            | AS     |        |        |        |        |
|  | <a href="#">Comparison to Local Schools</a>                                 | AS     |        |        |        |        |
|  | <a href="#">6th Grade Math</a>  | DNMS   |        |        |        |        |
|  | <a href="#">English Language Proficiency</a>                                | DNMS   |        |        |        |        |
|  | <a href="#">Chronic Absenteeism</a>   | DNMS   |        |        |        |        |
|  | <a href="#">English Learner Compliance</a>                                  | MS     |        |        |        |        |
|  | <a href="#">Special Education Compliance</a>                                | MS     |        |        |        |        |

|                            | Accountability Plan Performance Framework Indicators           | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|----------------------------|--|--------|--------|--------|--------|--------|
| Local Academic Performance | <a href="#">Instruction</a>                                    | ES     |        |        |        |        |
|                            | <a href="#">Attendance</a>                                     | AS     |        |        |        |        |
|                            | <a href="#">Progress Towards Proficiency: E/LA</a>             | N/A    |        |        |        |        |
|                            | <a href="#">Progress Towards Proficiency by Subgroup: E/LA</a> | N/A    |        |        |        |        |
|                            | <a href="#">Progress Towards Proficiency: Math</a>             | N/A    |        |        |        |        |
|                            | <a href="#">Progress Towards Proficiency by Subgroup: Math</a> | N/A    |        |        |        |        |
|                            | <a href="#">Historical Proficiency: E/LA</a>                   | N/A    |        |        |        |        |
|                            | <a href="#">Historical Proficiency: Math</a>                   | N/A    |        |        |        |        |

## STATE AND FEDERAL ACADEMIC PERFORMANCE

### Federal Accountability Rating

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

| Exceeds Standard  | Meets Standard  | Approaching Standard   | Does Not Meet Standard   |
|---|---|--|--|
| The school receives a rating of Exceeds Expectations for the most recent school year. | The school receives a rating of Meets Expectations for the most recent school year. | The school receives a rating of Approaches Expectations for the most recent school year. | The school receives a rating of Does Not Meet Expectations for the most recent school year.<br><b>OR</b><br>The school receives a rating of Approaches Expectations three or more consecutive years. |

A school receives one overall, summative rating based on the weighted points earned for each applicable federal measure. The rating reflects a school's achievement with respect to performance goals for the State. Data utilized for the ratings is from the 2023-24 school year. The measures included within the Federal Accountability system are also further defined and rated throughout the State and Federal Academic Performance section of this review.

Based on the information released by the Federal Department of Education, Timothy L. Johnson Academy Middle School (TLJA MS) receives a rating of **Does Not Meet Standard** based on the school's Accountability Plan Performance Framework.

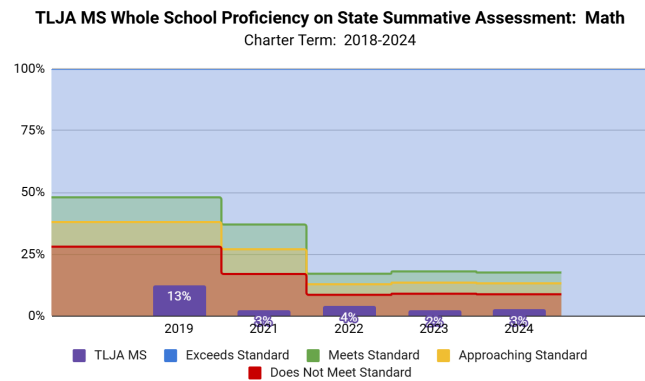
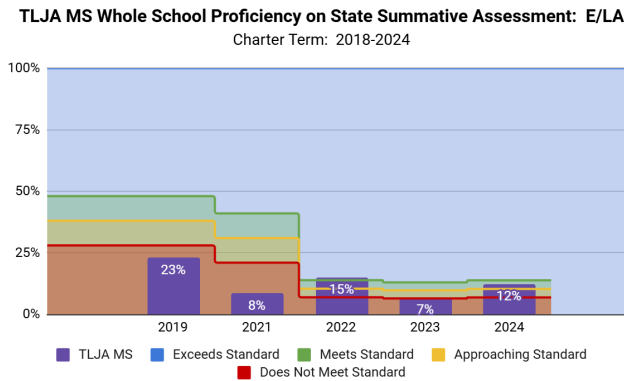
### Proficiency on State Summative Assessment

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

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

Students in grades six through eight at TLJA MS, participated in Indiana's state summative assessment, the Indiana Learning Evaluation Assessment Readiness Network (ILEARN) test. ILEARN is administered each spring to measure grade-level standard proficiency and annual growth for students in grades three through eight. All data utilized in this measure's review is from the 2023-24 school year.

The following graphs illustrate the historical trends of the school and state passing rates throughout the school's current charter term defined within this review. All students, regardless of legacy status, are included.



**English/Language Arts:** In Indiana, 14% of students in grades three through eight met or exceeded standards on the 2023-24 English/Language Arts assessment. At TLJA MS, 12% of students met or exceeded standards on the same assessment. With a difference of two points, the school **Meets Standard**. The success of TLJA MS in meeting standards on standardized assessments reflects the dedication, expertise, and collaborative efforts of the entire school community.

**Math:** In Indiana, 18% of students in grades three through eight met or exceeded standards on the 2023-24 math assessment. At TLJA MS, 3% of students met or exceeded standards on the same assessment. With a difference of 15 points, the school **Does Not Meet Standard**. Despite efforts to address deficiencies, the school's performance continues to fall short of established standards.

### Subgroup Proficiency on State Summative Assessment

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

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

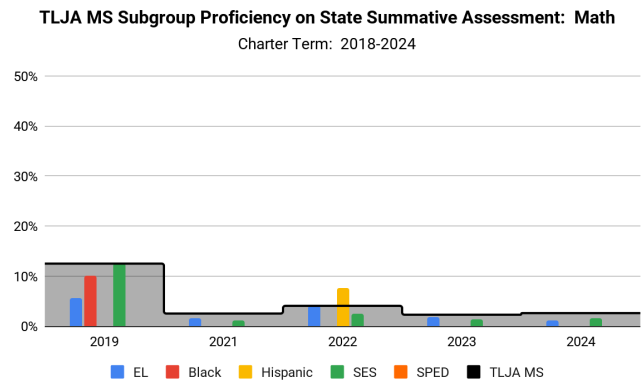
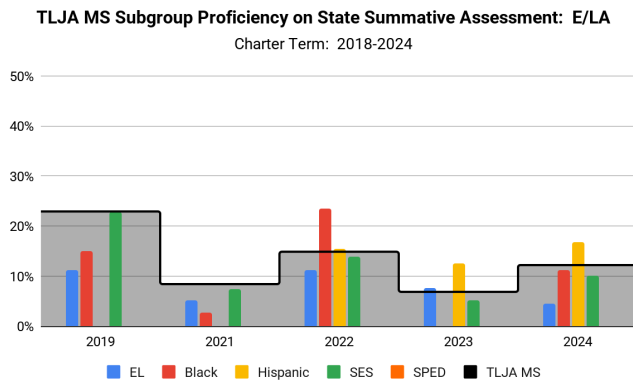
The rubric used for this measure is as follows:

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

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

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

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



The following table highlights 2023-24 results and how they compare to the state.

| Subgroup Information |                   |                  | English/Language Arts |                 |            |        | Math             |                 |            |        |
|----------------------|-------------------|------------------|-----------------------|-----------------|------------|--------|------------------|-----------------|------------|--------|
| Subgroup             | School Population | State Population | School Passing %      | State Passing % | Difference | Rating | School Passing % | State Passing % | Difference | Rating |
| EL                   | 58%               | 9%               | 4.4%                  | 13.8%           | -9.4       | DNMS   | 1.1%             | 17.6%           | -16.5      | DNMS   |
| Black                | 23%               | 13%              | 11.1%                 | 20.9%           | -9.8       | MS     | 0%               | 17.0%           | -17.0      | DNMS   |
| Hispanic             | 8%                | 15%              | 16.7%                 | 27.0%           | -10.3      | AS     | 0%               | 25.5%           | -25.5      | DNMS   |
| F/R Lunch            | 94%               | 47%              | 10.0%                 | 28%             | -17.9      | AS     | 1.6%             | 27.2%           | -25.6      | DNMS   |
| SPED                 | 6%                | 17%              | 0%                    | 13.7%           | -13.7      | DNMS   | 0%               | 16.9%           | -16.9      | DNMS   |

**English/Language Arts:** There were significant disparities in academic achievement among various subgroups of students within the school, with the exception of Black scholars. Overall, the school **Does Not Meet Standard**.

**Math:** The recent data reveals a troubling trend of stagnation or decline in the percentage of students meeting performance standards across various grade levels and subject areas. Overall, the school **Does Not Meet Standard**.

### Growth on State Summative Assessment

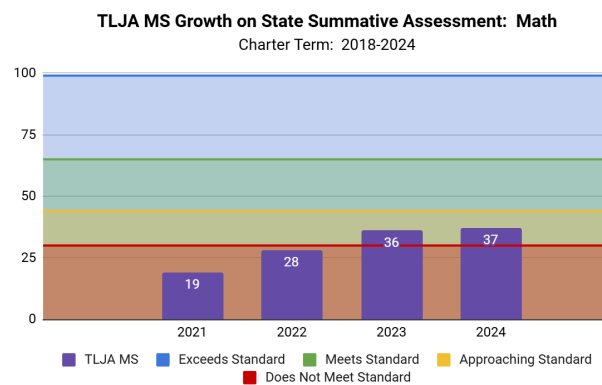
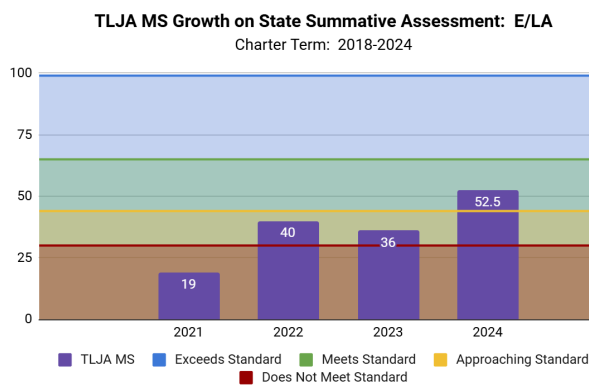
Education One measures the success of the school's implementation of its educational model by analyzing the amount of academic progress students make in a given year compared to other students with similar histories of academic proficiency. For more information on how the state of Indiana calculates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

The rubric for this measure is as follows:

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

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

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



**English/Language Arts:** TLJA MS had an MGP of 52.5 based on 2023-24 ILEARN assessment results. Therefore, the school **Meets Standard**. Students consistently demonstrate growth in key content areas, reflecting the effectiveness of the instructional programs and support systems. Growth in overall MGP over the last four years reflects meaningful progress, signaling that recent instructional and support strategies are beginning to yield positive academic outcomes.

**Math:** TLJA MS had an MGP of 37 based on 2023-24 ILEARN assessment results. The recent data indicates a positive trend in the school's Median Growth Percentile, but the rate of improvement falls short of expectations. Therefore, the school is **Approaching Standard**.

### Subgroup Growth on State Summative Assessment

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

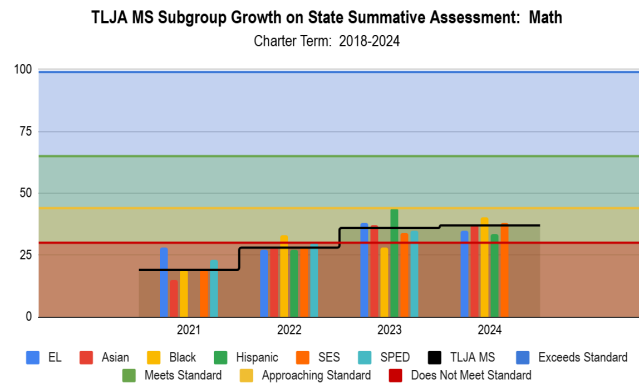
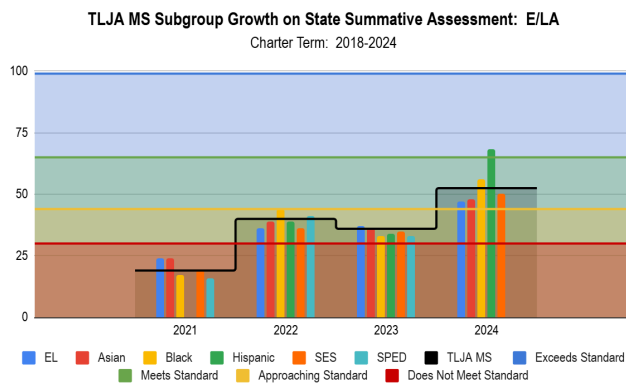
- Bottom 25%;
- English Learner (EL);
- Race;
- Socioeconomic Status (F/R Lunch); and
- Special Education (SPED).



The rubric used for this measure is as follows:

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

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



**English/Language Arts:** All identified subgroups are meeting standard for growth, with Hispanic students exceeding standard, performing 4 points over the meets standard metric. The school has made progress in closing gaps amongst student subgroups. Through concerted efforts and targeted interventions, the school has witnessed improvement in academic growth outcomes for historically marginalized groups. Overall, the school **Meets Standard**. While proficiency amongst subgroups is not meeting standard, this level of growth indicates that differentiated instructional practices are effective for students who are below grade level.

**Math:** While identified subgroups had similar MGP with no major gaps between groups, all subgroups fell into the Approaching Standard range. While meeting proficiency standards is an essential benchmark of academic achievement, it is equally important for students to demonstrate growth and progress over time. Growth reflects the effectiveness of teaching methods, curriculum, and interventions in supporting students' ongoing development and mastery of skills. Overall, the school is **Approaching Standard**.

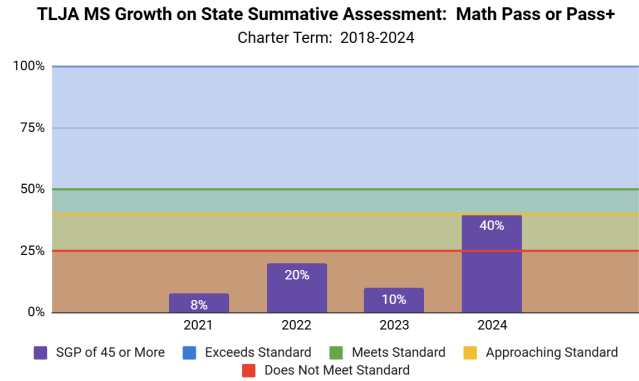
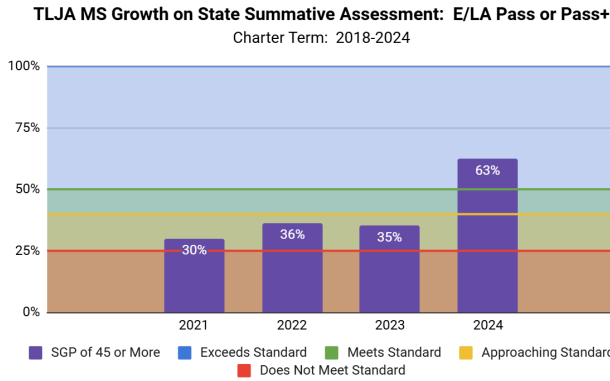
### Passing Status Growth on State Summative Assessment

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

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

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

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



**English/Language Arts:** 63% of 'Pass or Pass+' students had an SGP of at least 45 on the 2023-24 English/Language Arts assessment. The school receives a rating of **Exceeds Standard**.

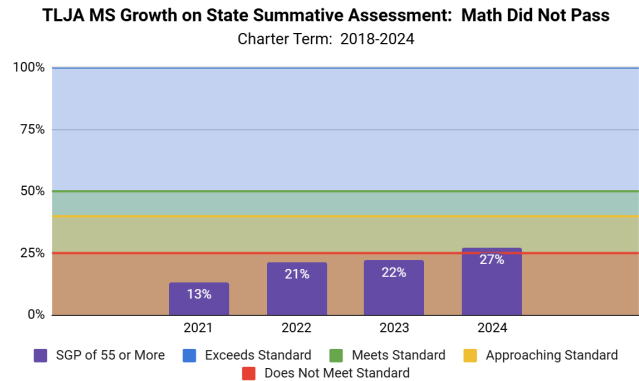
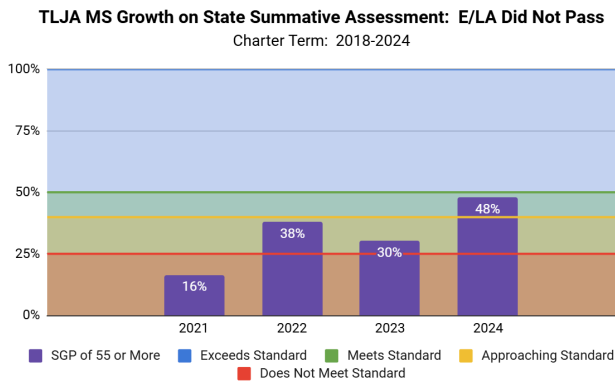
**Math:** 40% of 'Pass or Pass+' students had an SGP of at least 45 on the 2023-24 math assessment. The school receives a rating of **Meets Standard**.

The data reflects strong academic progress and indicates that current instruction and support are effectively meeting the needs of students who are already performing at grade level.

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

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

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



**English/Language Arts:** 48% of 'Did Not Pass' students had an SGP of at least 55 on the 2023-24 English/Language Arts assessment. The school receives a rating of **Meets Standard**.

**Math:** 27% of 'Did Not Pass' students had an SGP of at least 55 on the 2023-24 math assessment. The school receives a rating of **Approaching Standard**.

The school has observed significant increases among the percentage of non-passing students meeting accelerated growth targets, indicating progress towards proficiency and demonstrating the school's commitment to supporting every student on their academic journey.

### Comparison to Local Schools

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

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

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

| School Name                  | English/Learner Population | F/R Lunch Population | SPED Population | Distance from School |
|------------------------------|----------------------------|----------------------|-----------------|----------------------|
| <b>TLJA MS</b>               | <b>58%</b>                 | <b>83%</b>           | <b>6%</b>       |                      |
| Paul Harding Jr. High School | 34%                        | 77%                  | 12%             | 2.3 miles            |
| Miami Middle School          | 24%                        | 71%                  | 15%             | 5.7 miles            |
| Lane Middle School           | 19%                        | 69%                  | 16%             | 6.3 miles            |

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

| School Name                  | E/LA Proficiency | Math Proficiency | E/LA Growth | Math Growth |
|------------------------------|------------------|------------------|-------------|-------------|
| <b>TLJA MS</b>               | <b>8%</b>        | <b>2%</b>        | <b>8%</b>   | <b>2%</b>   |
| Paul Harding Jr. High School | 5%               | 3%               | 11%         | 5%          |
| Miami Middle School          | 4%               | 1%               | 8%          | 5%          |
| Lane Middle School           | 3%               | 0%               | 5%          | 3%          |

Overall, TLJA MS outperformed comparison schools 50% of the time when looking at proficiency and growth. Therefore, the school receives a rating of **Approaching Standard**.

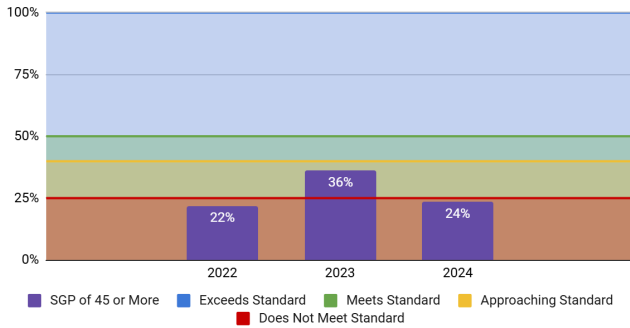
### 6th Grade Math

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

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

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

TLJA MS 6th Grade Math Growth  
Charter Term: 2018-2024



In 2023-24, 24% of sixth grade students had an SGP of at least 45 on the ILEARN math assessment. Therefore, the school receives a rating of **Does Not Meet Standard** according to their Accountability Plan Performance Framework.

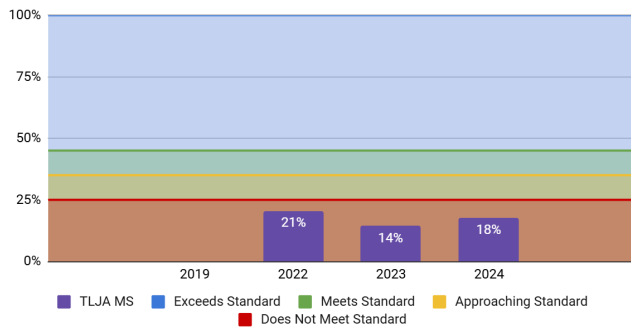
Struggles in 6th-grade math can serve as an early warning sign of potential academic challenges that may require intervention and support. Identifying and addressing these challenges early on can help prevent academic setbacks and ensure that students receive the necessary assistance to succeed academically.

### English Language Proficiency

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

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

TLJA MS English Language Proficiency  
Charter Term: 2018-2024



In 2024-25 the school served 89 EL students, which made up 59% of its overall population. The following graph illustrates the growth percentages overtime in the school's current charter term.

WIDA results indicated that 18% of students met or exceeded growth targets. Therefore, the school receives a rating of **Does Not Meet Standard**. English language learners may face significant challenges in acquiring language proficiency due to factors such as limited English proficiency upon enrollment, interrupted formal education, or exposure to multiple languages and dialects.

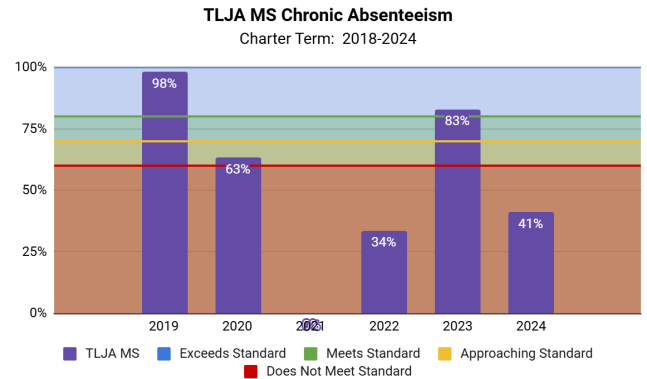
### Chronic Absenteeism

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

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

The corresponding graph illustrates trends over time for TLJA MS throughout its current charter term. Based on the current model attendee rate of 41% the school receives a rating of **Does Not Meet Standard**.

High rates of chronic absenteeism may indicate barriers to access that prevent students from attending school regularly. These barriers could include transportation issues, health problems, housing instability, family responsibilities, or other socioeconomic factors that affect students' ability to attend school consistently.



### English Learner Compliance

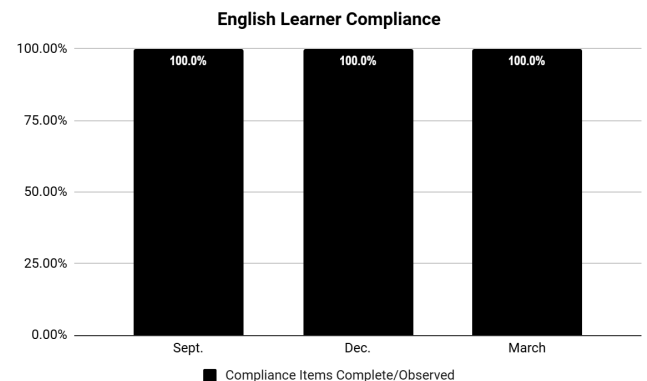
To ensure that laws and requirements are being upheld and students who are English Learners (EL) are being serviced appropriately, Education One conducts an EL compliance check on a quarterly basis, looking for the following components:

- Evidence that ILP goals are established, current, and up to date in Indiana's online system;
- Case conference meetings occur in compliance with all state and federal laws;
- Evidence of interventions and ILPs are appropriately communicated with the classroom teacher;
- Evidence of high quality interventions and ILPs are implemented in push in and/or pull out settings;
- Staff to student ratios are adequate for providing services, in accordance with state and federal guidelines; and
- Staff receive ongoing professional development to understand legal obligations, current legislation, research, and effective practices relating to services being provided.

The rubric for this sub-indicator is as follows:

| Meets Standard  | Approaching Standard  | Does Not Meet Standard  |
|---|---|---|
| The school complies with and presents no concerns in the measure characteristics. | The school presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues. | The school presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues.<br><b>OR</b><br>The school presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues. |

High-quality interventions are implemented effectively in both push-in and pull-out settings, tailored to meet individual student needs. The school has established robust systems for communicating ILP goals and interventions to classroom teachers, fostering a collaborative environment that supports student success. The following graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, TLJA MS receives a rating of **Meets Standard**.



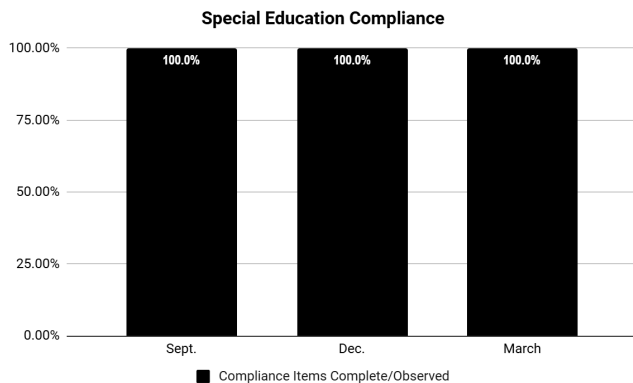
### Special Education Compliance

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

- Evidence that IEP goals are established, current, and up to date in Indiana's online system;
- Case conference meetings occur in compliance with all state and federal laws;
- Evidence of high quality interventions and IEPs are appropriately communicated with the classroom teacher;
- Evidence of high quality interventions and IEPs are implemented in push in and/or pull out settings;
- Staff to student ratios are adequate for providing services, in accordance with state and federal guidelines
- Staff receive ongoing professional development to understand legal obligations, current legislation, research, and effective practices relating to services being provided;
- Evidence that disciplinary actions are appropriate, legal, equitable, and fair; and
- The percentage of disciplinary actions of SPED students does not exceed the percentage of students identified as SPED.

The rubric for this sub-indicator is as follows:

| Meets Standard  | Approaching Standard  | Does Not Meet Standard  |
|---|---|---|
| The school complies with and presents no concerns in the measure characteristics. | The school presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues. | The school presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues.<br><b>OR</b><br>The school presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues. |



The school ensures that every student with an Individualized Education Plan (IEP) receives tailored support and services. Indiana's online system shows that IEP goals are meticulously established, current, and up-to-date, reflecting a commitment to individualized student success. The following graph illustrates the measure characteristics met throughout this current school year.

By ensuring that case conference meetings comply with all state and federal laws, the school shows a robust understanding and application of legal requirements, safeguarding the rights and needs of students with special needs. Based on evidence collected throughout the school

year, TLJA MS receives a rating of **Meets Standard**.

## LOCAL ACADEMIC PERFORMANCE

### Instruction

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

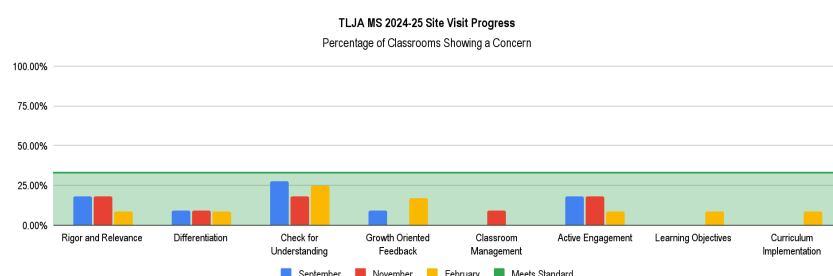
- **Rigor and Relevance:** Instructional delivery possesses the appropriate level of rigor and relevance, whereas rigor is defined as complexity and relevance is defined as culturally affirming.
- **Differentiated Instruction:** Differentiation in a classroom refers to the practice of tailoring instruction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

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

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

The rubric for this measure is as follows:

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



The corresponding graph illustrates the percentage of classrooms showing a concern in each observable best practice throughout the 2024-25 school year. The goal is for a bar to be within the green 'Meets Standard' shaded area of the graph.

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

improvement with the school leadership team at the site visit and to the Board of Directors during regularly scheduled board meetings.



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

|                           | September | November | February |
|---------------------------|-----------|----------|----------|
| Rigor + Relevance         | 18%       | 18%      | 8.3%     |
| Differentiation           | 9%        | 9%       | 8.3%     |
| Checks for Understanding  | 27%       | 18%      | 25.0%    |
| Growth Oriented Feedback  | 9%        | 0%       | 16.7%    |
| Classroom Management      | 0%        | 9%       | 0.0%     |
| Active Engagement         | 18%       | 18%      | 8.3%     |
| Learning Objectives       | 0%        | 0%       | 8.3%     |
| Curriculum Implementation | 0%        | 0%       | 8.3%     |

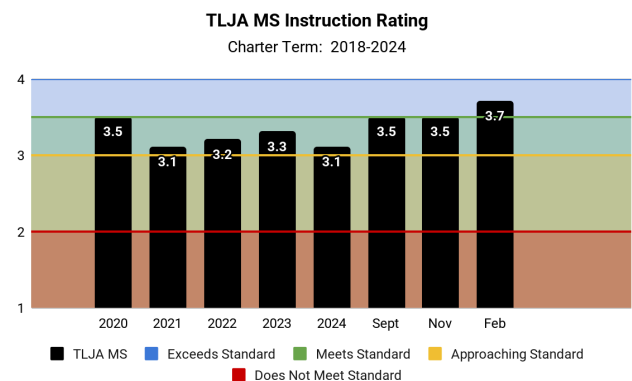
The instructional capacity at this school is notably strong, reflecting a cohesive and intentional approach to high-quality teaching and learning. Classrooms consistently demonstrated rigor and relevance, with students engaging in complex tasks that required analysis, synthesis, and evaluation, often connected to real-world and culturally affirming contexts. Teachers effectively scaffolded instruction, enabling students to gradually access and master challenging content. Instruction was clearly differentiated to meet the varied linguistic and academic needs of students, with academic grouping strategies supporting targeted instruction and accelerating growth.

Teachers held high expectations, encouraging all students to explain and justify their thinking across multiple levels of cognitive demand. Lessons were driven by clear learning objectives aligned with standards, and instruction was adapted to ensure that all students, especially English Learners, were supported in acquiring both language and content. Active engagement was a strength, with students consistently participating in meaningful discussions, collaborative tasks, and hands-on learning experiences.

Throughout instruction, educators used purposeful checks for understanding and delivered timely, specific growth feedback aligned with learning goals, fostering both academic progress and student confidence. Classrooms were well-managed, with routines, expectations, and relationships that promoted a respectful and focused learning environment. Overall, the school's instructional practices are highly intentional and responsive, equipping students with the skills and supports needed to thrive academically.

Based on the school's federal, state, and local academic measure outcomes, the school was identified as a Tier II school, receiving site visits on a bi-monthly basis during the 2024-25 school year. The following graph illustrates the school's instructional trend data throughout the current charter term (by year) and then the current school year (by month).

Based on the qualitative and quantitative evidence collected throughout the 2024-25 school year, TLJA MS receives a rating of **Exceeds Standard** with an average instruction rating of 3.6 points.





### Attendance

The school receives an overall rating for this measure at the end of the year based on data submitted to the IDOE. Average attendance is submitted to and reported out by Education One, however, on a monthly basis. Starting at the age of seven, students in Indiana are required to attend school regularly. IC 20-20-8-8 defines habitual truancy as ten or more days absent from school, meaning students are required to attend school for 95% of the 180 days in a school year. The rubric for this measure is as follows:

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

The table below identifies the average attendance rate per grade level and the school's overall average attendance rate. TLJA MS had an average attendance rate of 92.6% and, thus, **Approaching Standard** according to the school's Accountability Plan Performance Framework. Lower attendance rates at this school may be attributed to cultural, religious, and familial obligations that do not align with a traditional school calendar. Many students come from backgrounds that observe important holidays, travel, and events not recognized in standard academic schedules, leading to absences that reflect cultural identity rather than disengagement.

Additionally, students often take on essential family responsibilities, such as attending medical appointments or assisting with caregiving, which can impact daily attendance. These factors reflect the lived realities of the school community and highlight the importance of interpreting attendance data through a differentiated lens, while the school continues to promote consistent attendance and build strong partnerships with families.

| Attendance Breakdown  |       |   |
|---|-------|---|
| Sixth   | 93.1% | ✗ |
| Seventh   | 93.1% | ✗ |
| Eighth  | 91.5% | ✗ |
| Whole School  | 92.6% | ✗ |
| Key: ✓ = Meets Standard, ✗ = Approaching Standard, ✗ = Does Not Meet Standard |       |   |

### Progress Towards Proficiency

The success of the school's educational model is measured by analyzing the percentage of students who demonstrate grade level proficiency and/or those who are growing appropriately towards proficiency. Ratings for both reading and math are based on the results of the school's chosen benchmark assessment and standards. The rubric for this sub-indicator is as follows:

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

TLJA MS will receive a rating of **Not Applicable** for the 2024-25 school year, having participated in the ILEARN Checkpoint Pilot. Those results were captured at a local level, however the school will not be held accountable for results as the state finalizes proficiency and growth for those assessments.

### Subgroup Progress Towards Proficiency

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

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

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

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

TLJA MS will receive a rating of **Not Applicable** for the 2024-25 school year, having participated in the ILEARN Checkpoint Pilot. Those results were captured at a local level, however the school will not be held accountable for results as the state finalizes proficiency and growth for those assessments.

#### Historical Proficiency

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

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

TLJA MS will receive a rating of **Not Applicable** for the 2024-25 school year, having participated in the ILEARN Checkpoint Pilot. Those results were captured at a local level, however the school will not be held accountable for results as the state finalizes proficiency and growth for those assessments.

## Part II: Financial Performance

The Financial Performance section gauges both short-term financial health as well as long term financial sustainability, while accounting for key financial reporting requirements. Part II of this review consists of various measures designed to assess the overall financial viability of a school. All measures are noted in the school's Accountability Plan Performance Framework.

| Overall Rating for Financial Performance | Year 1               | Year 2  | Year 3  | Year 4  | Year 5  |
|--|----------------------|---------|---------|---------|---------|
|  | 2024-25              | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|  | Approaching Standard |         |         |         |         |

### Is the school in good financial standing?

| Performance Rubric | Meets Standard         | The school receives a weighted score of 2.7-3.2, complying with and presenting minimal to no concerns in the indicator measures.   |
|--------------------|------------------------|--|
|                    | Approaching Standard   | The school receives a weighted score of 2.0-2.6, presenting some concerns in the indicator measures. There is a credible plan to address the issues.   |
|                    | Does Not Meet Standard | The school receives a weighted score of 1.0-1.9, presenting concerns in some of the indicator measures with or without a credible plan to address the issues <b>OR</b> the school receives a weighted score of 2.0-2.6, with no credible plan to address the issues. |

### What does the Overall Rating for Financial Performance mean?

| Year 1 | The school received an overall rating of Approaching Standard, with a weighted score of 2.3. While current levels of Enrollment Variance and Days Cash did not present immediate concerns, given the fact that the school is closely tied to Timothy L. Johnson Academy Elementary School, they are important indicators to monitor closely. If not proactively addressed, continued fluctuations in enrollment and declining cash reserves could impact the school's ability to maintain financial flexibility and long-term sustainability to be able to implement its specialized instructional model. |
|--------|---|
|--------|---|

| Accountability Plan Performance Framework Indicators |  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|--|--------|--------|--------|--------|--------|
| Financial Performance                                | <a href="#">Financial Management</a>     | MS     |        |        |        |        |
|  | <a href="#">Enrollment Variance</a>      | DNMS   |        |        |        |        |
|  | <a href="#">Current Ratio</a>            | MS     |        |        |        |        |
|  | <a href="#">Days Cash</a>                | AS     |        |        |        |        |
|  | <a href="#">Debt/Default Delinquency</a> | MS     |        |        |        |        |
|  | <a href="#">Debt to Asset Ratio</a>      | MS     |        |        |        |        |
|  | <a href="#">Debt Service Coverage</a>    | N/A    |        |        |        |        |

### Financial Management

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

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

These characteristics are observed on a quarterly basis as well as annually when new financial information is provided by the school and the State Board of Accounts (SBOA). The rubric for this sub-indicator is as follows:

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

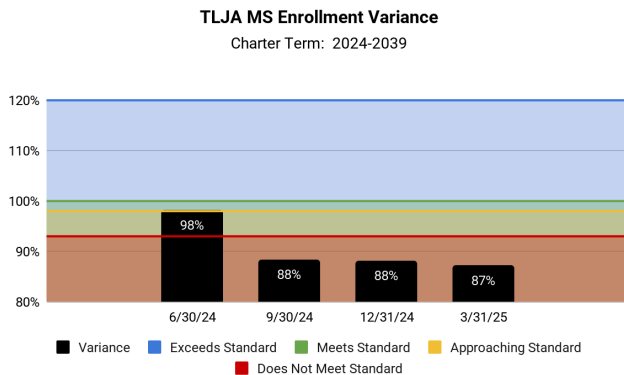
The State Board of Accounts reviewed the annual audit for the period July 1, 2023 to June 30, 2024 on April 2, 2025. Based on their opinion, the Supplemental Audit Report was prepared in accordance with the guidelines established by the Indiana State Board of Accounts. The audit did not indicate any deficiencies.

Throughout the 2024-25 school year, TLJA MS submitted quarterly financial statements on time that were used to assess the financial measures found in this report. For these reasons, the school receives a rating of **Meets Standard** according to the school's Accountability Plan Performance Framework.

### Enrollment Variance

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

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

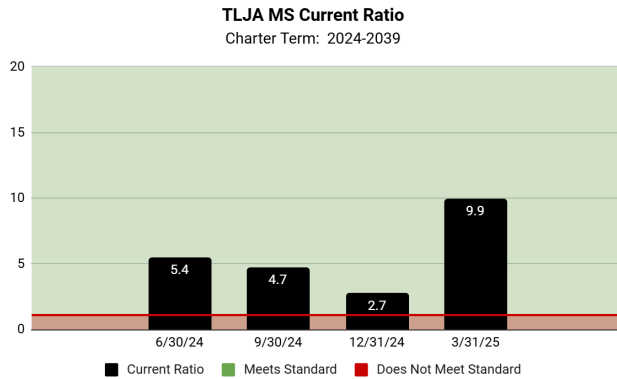


According to the Indiana Department of Education, TLJA MS had an enrollment of 150 students as of October 2024. Similarly in February of 2025, the school observed an enrollment of 145 students. In August of 2024, TLJA MS submitted its annual budget based on an enrollment of 170 students. With an average enrollment variance of 87%, the school receives a rating of **Does Not Meet Standard**. The corresponding graph illustrates trends in enrollment variance throughout the school's current charter term.

### Current Ratio

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

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



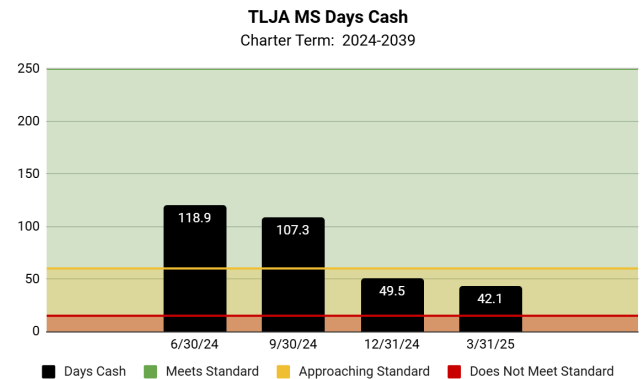
At the time of this report, the school's assets exceed its current liabilities with a ratio of 9.9nd, therefore, receives a rating of **Meets Standard**. The corresponding graph illustrates trends in current ratio throughout the school's current charter term.

### Days Cash

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

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

At the time of this report, TLJA MS had 42.1 days cash. For this reason, the school receives a rating of **Approaching Standard**. The corresponding graph illustrates trends in days cash throughout the school's current charter term.



### Debt/Default Delinquency

This sub-indicator is determined by both the auditors' comments in the audited financial statements and contact with the school's creditors. The rubric for this sub-indicator is as follows:

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

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

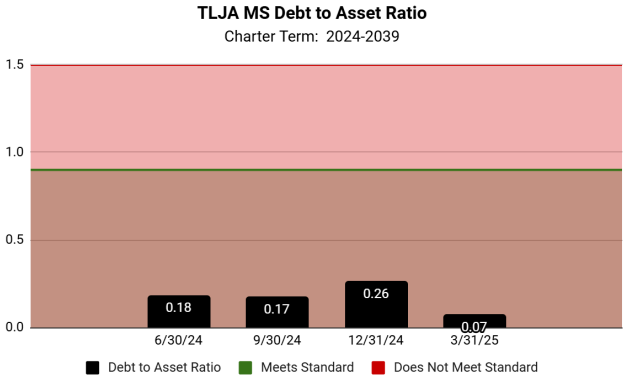
### Debt to Asset Ratio

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

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

The school receives a rating of **Meets Standard** with a ratio of 0.70. The corresponding graph illustrates trends in debt to asset ratio throughout the school's current charter term.

**Debt Service Coverage**  
Education One monitors the school's debt service coverage ratio, which is a measurement of the cash flow available to pay current debt obligations. This measure was not available for the school during this school year.



## Part III: Organizational Performance

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

| Overall Rating for Organizational Performance | Year 1               | Year 2  | Year 3  | Year 4  | Year 5  |
|---|----------------------|---------|---------|---------|---------|
|   | 2024-25              | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|   | Approaching Standard |         |         |         |         |

### Is the school's organizational structure successful?

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

### What does the Overall Rating for Organizational Performance mean?

|        |  |
|--------|--|
| Year 1 | The school received a rating of Approaching Standard, with some concerns in indicator measures with credible plans to address the issues. While the board includes highly skilled members, inconsistent attendance, leading to one-third of meetings missing or nearly missing quorum, raises concerns about engagement. Regular participation is critical to maintaining high-functioning governance and effective oversight. |
|--------|--|

|                 | Accountability Plan Performance Framework Indicators | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-----------------|--|--------|--------|--------|--------|--------|
| Governing Board | <a href="#">Focus on High Academic Achievement</a>   | MS     |        |        |        |        |
|                 | <a href="#">Commitment to Exemplary Governance</a>   | AS     |        |        |        |        |
|                 | <a href="#">Fiduciary Responsibilities</a>           | AS     |        |        |        |        |
|                 | <a href="#">Strategic Planning and Oversight</a>     | MS     |        |        |        |        |
|                 | <a href="#">Legal and Regulatory Compliance</a>      | MS     |        |        |        |        |
| School Leader   | <a href="#">Culture of High Expectations</a>         | MS     |        |        |        |        |
|                 | <a href="#">Staff Development</a>                    | MS     |        |        |        |        |
|                 | <a href="#">Instructional Leadership</a>             | MS     |        |        |        |        |
| Compliance      | <a href="#">Charter Compliance</a>                   | MS     |        |        |        |        |

## GOVERNING BOARD

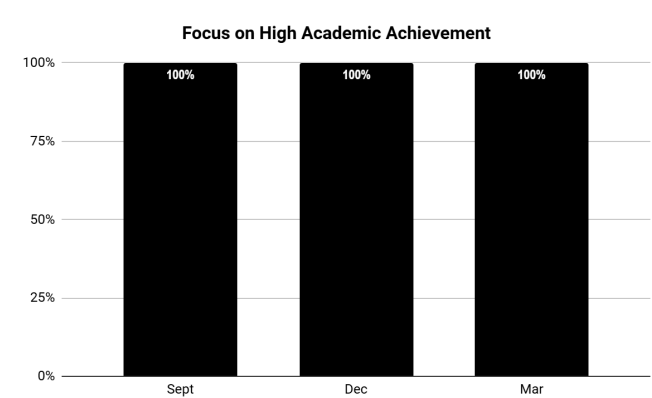
### Focus on High Academic Achievement

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

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

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

| Meets Standard   | Approaching Standard   | Does Not Meet Standard  |
|--|--|---|
| The governing board complies with and presents no concerns in the measure characteristics. | The governing board presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues. | The governing board presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues.<br><b>OR</b><br>The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues. |



The Timothy L Johnson Academy Network (TLJA Ntwk) governing board demonstrates a clear commitment to high academic achievement and the mission of the school by consistently using student performance data to guide strategic decisions and monitor progress toward established goals. Board members share a unified definition of academic excellence and assume ultimate responsibility for ensuring both school and student success.

Through regular review of key indicators, such as assessment outcomes, growth measures, and college or career readiness benchmarks, the board remains actively informed and engaged in evaluating the school's performance. Their actions

reflect a focused effort to align governance with outcomes, ensuring that all decisions support the academic success of every student. The graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, TLJA Ntwk governing board receives a rating of **Meets Standard**.

### Commitment to Exemplary Governance

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

- Recruit and maintain a full slate of excellent board members who bring diverse skills, experiences, partnership opportunities, etc.;



- Election of a board chair who can successfully lead the board and engage all members;
- Timely removal of disengaged members from the board;
- Investment in the board's development, through orientation for new members and ongoing training for existing members;
- Clearly defined roles and responsibilities for officers, committees, and board members;
- Employment of a robust committee structure to accomplish board work strategically and efficiently;
- Engagement during meetings through questioning, commenting, etc. based on a comprehensive review of all board materials prior to the meeting;
- Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Executive Director of Education One; and
- Timely distribution of board meeting materials to Education One prior to any publicly held meeting, that includes academic, financial, and organizational updates.

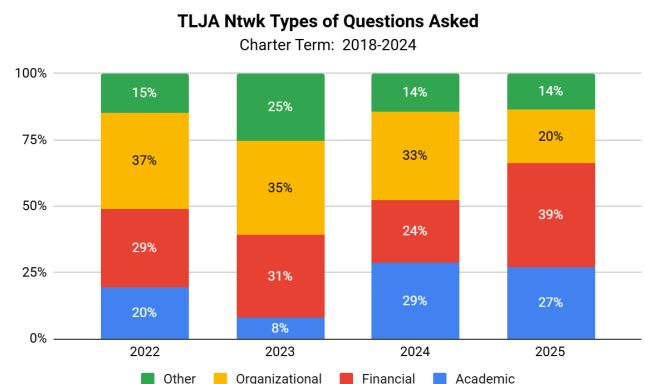
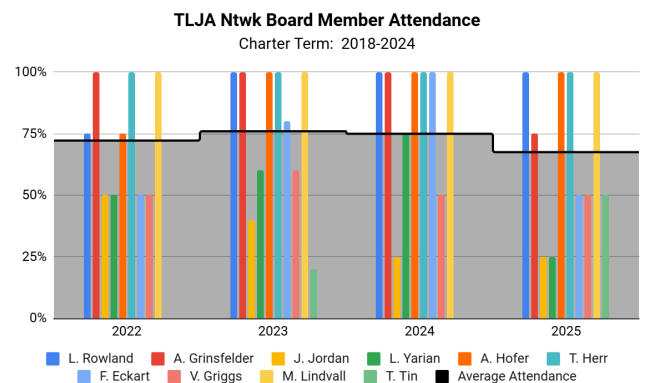
Characteristics of the commitment to exemplary board governance are observed during attendance of regularly scheduled board meetings, as well as from documentation provided by the chair and board committees. The rubric for this sub-indicator is as follows:

| Meets Standard   | Approaching Standard   | Does Not Meet Standard  |
|--|--|---|
| The governing board complies with and presents no concerns in the measure characteristics. | The governing board presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues. | The governing board presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues.<br><b>OR</b><br>The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues. |

The governing board demonstrates a strong commitment to exemplary governance through the implementation of effective structures and practices that support strategic oversight and organizational success. The board maintains a diverse and skilled membership, with clear roles and responsibilities that enable members to contribute meaningfully to the school's mission.

While the board is composed of highly skilled individuals, inconsistent attendance at regularly scheduled meetings, resulting in one third of meetings not meeting quorum or nearly missing it, raises concerns about board engagement. Education One evaluates the quality of governance through a board's ability to remain high-functioning and committed, and regular participation is essential to upholding exemplary governance and ensuring effective oversight.

The board maintains open and timely communication with Education One, providing comprehensive meeting materials and promptly addressing any organizational or academic concerns, thereby upholding high standards of accountability and transparency. The following graph illustrates the measure characteristics met throughout this current school year.



Based on evidence collected throughout the school year, the governing board receives a rating of **Approaching Standard**, with minimal number of the measure characteristics with a credible plan to address the issues of board member attendance and active engagement.

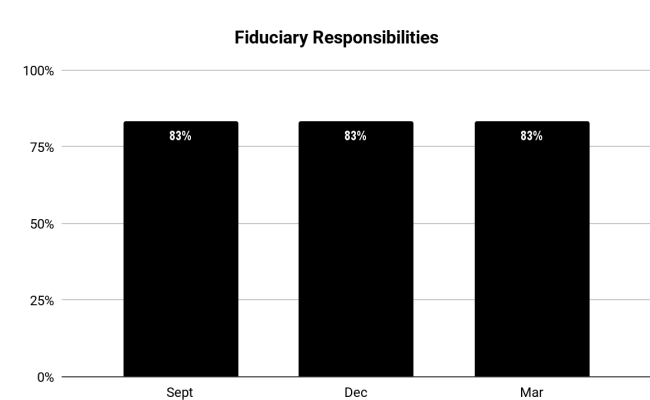
**Fiduciary Responsibilities**

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

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

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

| Meets Standard   | Approaching Standard   | Does Not Meet Standard  |
|--|--|---|
| The governing board complies with and presents no concerns in the measure characteristics. | The governing board presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues. | The governing board presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues.<br><b>OR</b><br>The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues. |



The governing board demonstrates a clear commitment to responsible financial oversight and long-term sustainability through informed decision-making and alignment with the school’s mission and goals. Annual budgets are developed with a focus on student achievement, and board members actively contribute their time, expertise, and resources to support school success.

As the board continues to grow, there is an opportunity to strengthen its impact by setting and meeting realistic fundraising goals through targeted donor engagement. The board has extensive connections and should leverage them to actively support the school’s fundraising and donor

engagement efforts. Doing so, alongside its current work in community engagement and advocacy, will strengthen the school’s financial stability and long-term sustainability. The following graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, TLJA Ntwk governing board receives a rating of **Approaching Standard**.

### Strategic Planning and Oversight

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

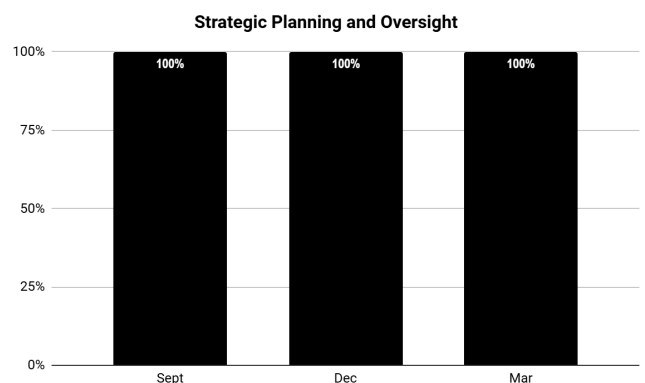
- Oversee the development of a clear strategic plan that reflects the board's vision and priorities for the school's future;
- Set annual goals for the school, board, and each board committee;
- Organize the board, its committees, and all meetings in order to meet the school's annual goals and strategic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

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

| Meets Standard   | Approaching Standard   | Does Not Meet Standard  |
|--|--|---|
| The governing board complies with and presents no concerns in the measure characteristics. | The governing board presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues. | The governing board presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues.<br><b>OR</b><br>The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues. |

While the board demonstrates a general commitment to strategic planning and oversight, there is limited evidence of a fully developed and widely shared strategic plan. Although a planning session was scheduled, low participation hindered meaningful progress. Moving forward, Education One expects the board to finalize, adopt, and publicly share a strategic plan that aligns with the school's vision and includes measurable goals to guide long-term growth.

Board members respect the leadership's autonomy while maintaining clear oversight through regular performance evaluations and data-informed discussions. They work collaboratively with school leadership, engaging in ongoing communication and feedback loops to address challenges and drive continuous improvement. Succession planning for both the board and school leadership is thoughtfully considered, ensuring stability and sustained progress toward strategic priorities. The following graph illustrates the measure characteristics met throughout this current school year.



Based on evidence collected throughout the school year, TLJA Ntwk governing board receives a rating of **Meets Standard**. Despite receiving a “Meets Standard” rating for this measure, consistent implementation and communication of a strategic plan will be a focus for continued accountability.

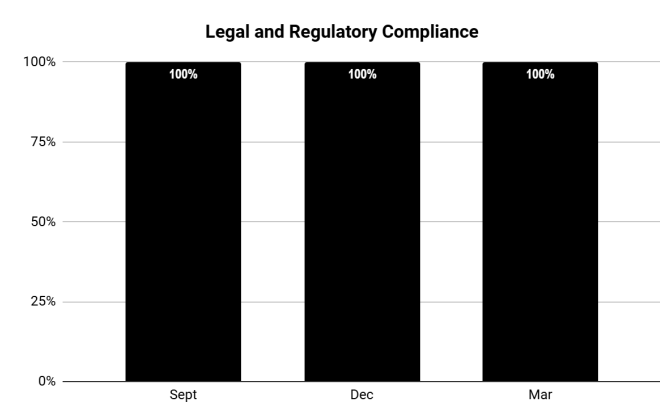
**Legal and Regulatory Compliance**

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

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

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

| Meets Standard   | Approaching Standard   | Does Not Meet Standard  |
|--|--|---|
| The governing board complies with and presents no concerns in the measure characteristics. | The governing board presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues. | The governing board presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues.<br><b>OR</b><br>The governing board presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues. |



The governing board consistently demonstrates a strong commitment to legal and regulatory compliance, fulfilling its fiduciary responsibilities with diligence and integrity. Board meetings are conducted in alignment with Indiana’s Open Door Law, and proceedings are accurately documented to uphold transparency and public accountability.

The board operates in accordance with the terms of the charter agreement and follows established policies and procedures as outlined in its bylaws. Policies are reviewed and updated regularly to reflect evolving legal standards and best practices. The board ensures compliance with all applicable state and federal laws, including those governed by the State

Board of Accounts and IRS requirements, and exercises sound business judgment in matters such as conflict of interest management, liability insurance, and financial reporting. The corresponding graph illustrates the measure characteristics met throughout this current school year.

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

## SCHOOL LEADER

### Culture of High Expectations

Education One measures the school leader and/or leadership team on the effectiveness of creating a school culture of high expectations. Leaders serve as models, mentors, and catalysts for positive change within the school community. The ability to create a culture of high expectations is fundamental to creating a thriving, dynamic learning community where all students can flourish. Leadership teams exhibit the following characteristics in creating a culture of high expectations:

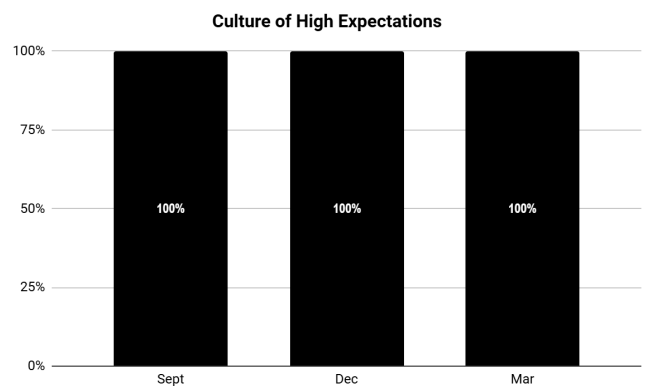
- Evidence stability in key administrative positions;
- Maintain appropriately licensed and/or certified personnel in key administrative positions;
- Receive a rating of effectiveness in the role of a school leader;
- Provide clarity of roles and responsibilities among school staff;
- Execute goals created by the school's board of directors that align with the school's mission and/or vision;
- Engage in the continuous process of improvement and establishment of systems for addressing areas of deficiency on time;
- Communicate effectively with stakeholders (i.e., students, staff, families, and community) that support the implementation of the mission and vision of the school; and
- Provide consistent information to and consult with the school's board of directors and members of Education One.

Characteristics of a culture of high expectations are observed during qualitative site visits, attendance at regularly scheduled board meetings, collection of ongoing performance evaluations, and quantitative classroom observations. The rubric for this measure is as follows:

| Meets Standard   | Approaching Standard  | Does Not Meet Standard   |
|--|---|--|
| The school leader and/or team complies with and presents no concerns in the measure characteristics. | The school leader and/or team present concerns in a minimal number of the measure characteristics with a credible plan to address the issues. | The school leader and/or team presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues.<br><b>OR</b><br>The school leader and/or team present concerns in a minimal number of the measure characteristics with no credible plan to address the issues. |

The leadership team has set a powerful example of what it means to lead with intention, proactivity, and collaboration. Faced with a significant change in their student population, the team responded with swift, thoughtful action that ensured a welcoming environment without compromising high expectations.

Their ability to maintain stability in key roles while clearly defining responsibilities among staff has created a sense of direction and coherence that supports the school's mission. They communicate consistently and transparently with all stakeholders and align their goals with the board's vision, establishing a culture where all students, regardless of background, are expected to achieve and thrive. Based on evidence collected throughout the school year, TLJA Ntwk school leadership receives a rating of **Meets Standard**.



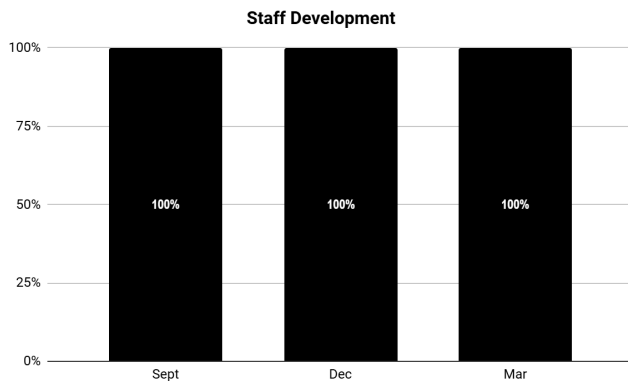
### Staff Development

Education One expects school leaders and/or leadership teams to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous and fair definitions of teacher effectiveness, as evidenced by the following characteristics:

- At least 90% of teachers who teach full-time either:
  - Hold a license or permit to teach in a public school in Indiana described in code or rules adopted by the state board concerning the licensing of teachers; or
  - Are in the process of obtaining a license to teach in a public school in Indiana under the transition to teaching program established by the Indiana code.
- Any individuals who provide a service for which a license is required under Indiana law must have the appropriate license;
- Establish an environment of high expectations for teacher performance (in content knowledge and pedagogical skills) in which teachers believe that all students can succeed;
- Conduct regular teacher evaluations with clear criteria that accurately identify teachers' strengths and weaknesses, that teachers are held accountable for;
- Provide sustained, systemic, and effective supervision, professional development, and coaching that improves teachers' instructional effectiveness; and
- Ensure professional development activities are interrelated with classroom practice.

Characteristics of teacher development are observed during qualitative site visits, attendance at regularly scheduled board meetings, collection of ongoing performance evaluations, and quantitative classroom observations. The rubric for this measure is as follows:

| Meets Standard   | Approaching Standard  | Does Not Meet Standard   |
|--|---|--|
| The school leader and/or team complies with and presents no concerns in the measure characteristics. | The school leader and/or team present concerns in a minimal number of the measure characteristics with a credible plan to address the issues. | The school leader and/or team presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues.<br><b>OR</b><br>The school leader and/or team present concerns in a minimal number of the measure characteristics with no credible plan to address the issues. |



The leadership team has also made remarkable progress in developing and supporting their staff through targeted, data-informed professional development. They took valuable feedback from the state's EL program review as an opportunity for growth, using it to strengthen teacher understanding and implementation of strategies in meaningful ways.

The team continues to ensure that teachers are appropriately licensed and held to high expectations, while simultaneously offering regular evaluations, coaching, and professional development that is directly tied to classroom practice. Their dedication to building teacher capacity has enhanced instructional quality schoolwide and reinforced the belief that

all students can succeed. The following graph illustrates the measure characteristics met throughout this current school year. Based on evidence collected throughout the school year, TLJA Ntwk school leadership receives a rating of **Meets Standard**.

### Instructional Leadership

Education One believes that the role of a school leader and/or leadership team extends far beyond administrative duties. A leader shapes the academic direction and fosters a culture of continuous learning. Instructional leadership is the ability to inspire, guide, and support teachers in delivering high-quality instruction that promotes student growth and achievement, as evidenced by the following characteristics:

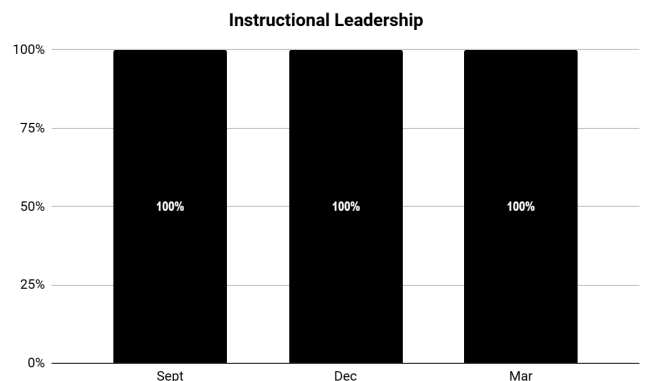
- Define specific instructional and behavioral actions that are linked to the school's mission and/or vision;
- Use classroom observations to support student academic achievement by visiting all teachers frequently to observe instruction;
- Provide prompt and actionable feedback to teachers to support the improvement of student outcomes;
- Analyze assessment results frequently to adjust classroom instruction, grouping of students, and/or identifying students for special intervention; and
- Establish processes and procedures for collaboration between staff that center on student learning and achievement.

Characteristics of instructional leadership are observed during qualitative site visits, attendance at regularly scheduled board meetings, collection of ongoing performance evaluations, and quantitative classroom observations. The rubric for this measure is as follows:

| Meets Standard   | Approaching Standard  | Does Not Meet Standard   |
|--|---|--|
| The school leader and/or team complies with and presents no concerns in the measure characteristics. | The school leader and/or team present concerns in a minimal number of the measure characteristics with a credible plan to address the issues. | The school leader and/or team presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues.<br><b>OR</b><br>The school leader and/or team present concerns in a minimal number of the measure characteristics with no credible plan to address the issues. |

Instructional leadership is clearly a strength of this team, as evidenced by their ability to define and model instructional priorities that align with the school's mission. Through frequent classroom visits, they not only support teachers but also use observations and assessment data to guide decision-making, intervention strategies, and student groupings.

Their approach to feedback is immediate, clear, and actionable, pushing both teacher and student growth. The leadership team has also fostered a collaborative culture where educators work together with an intentional focus on student learning. Their ongoing commitment to learning and continuous improvement sets a powerful tone for the entire school community. Based on evidence collected throughout the school year, TLJA Ntwk school leadership receives a rating of **Meets Standard**.





## COMPLIANCE

### Charter Compliance

Schools are held accountable to be in compliance with the terms of its charter and collaborate effectively with Education One. The following components are assessed on a monthly basis:

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

The rubric for this sub-indicator is as follows:

| Meets Standard  | Approaching Standard  | Does Not Meet Standard  |
|---|---|---|
| The school complies with and presents no concerns in the measure characteristics. | The school presents concerns in a minimal number of the measure characteristics with a credible plan to address the issues. | The school presents concerns in a majority of the measure characteristics and/or does not have a plan to address issues.<br><b>OR</b><br>The school presents concerns in a minimal number of the measure characteristics with no credible plan to address the issues. |

Over the course of the year, the school demonstrated full compliance with the terms of its charter and maintained a consistent and collaborative relationship with Education One. All required compliance documentation, including board meeting minutes and schedules, board member updates, reports, and employee records, were submitted accurately and in a timely manner. The school remained aligned with the expectations outlined in its charter agreement and adhered to all applicable federal and state regulations. Additionally, the school engaged productively with both its governing board and Education One, actively participating in scheduled meetings and fulfilling governance responsibilities with transparency and professionalism. Based on evidence collected throughout the school year, the TLJA Ntwk receives a rating of **Meets Standard**.



## Part IV: School Wide Climate

| Overall Rating<br>for School<br>Climate | Year 1         | Year 2  | Year 3  | Year 4  | Year 5  |
|---|----------------|---------|---------|---------|---------|
|   | 2024-25        | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|   | Meets Standard |         |         |         |         |

### Is the school providing appropriate conditions for student, family, and staff success?

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

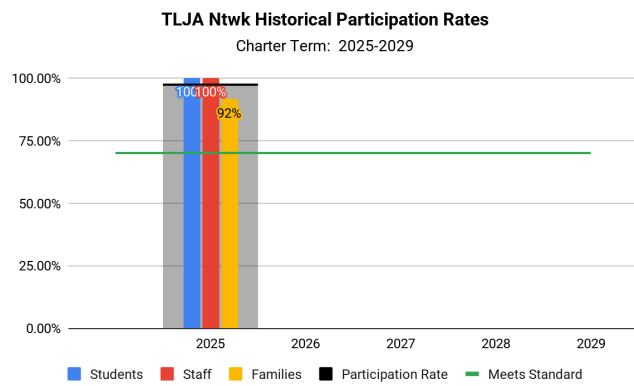
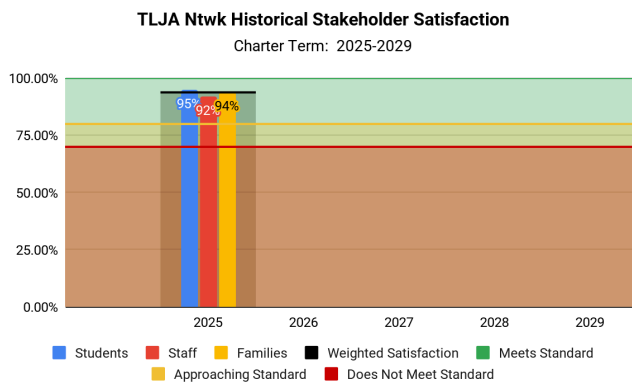
| Accountability Plan Performance Framework Indicators |  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|--|--------|--------|--------|--------|--------|
| <a href="#">Stakeholder Satisfaction</a>             |  | MS     |        |        |        |        |

## Stakeholder Satisfaction

Education One requires its schools to conduct an annual third-party survey of 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. Education One's standard for survey reliability is a participation rate of at least 70.0%. The rubric for this measure is as follows:

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

The graphs illustrate the historical weighted satisfaction rate and participation rates for the school. With an overall weighted satisfaction rate of 93.7%, the school receives a rating of **Meets Standard**.



While survey participation is not a measure found in the school's Accountability Plan Performance Framework, it is an important metric to understand the viability of the rating provided above. The following table indicates the total number of possible participants for each stakeholder group, the number of stakeholders that took the survey, and the participation rate of each stakeholder. Education One's standard for survey viability is a participation rate of at least 70.0%. The high participation rates by all stakeholder groups is commendable and further validates the successful results.

| TLJA's Survey Participation |  |  |                           |
|-----------------------------|--|--|---------------------------|
| Stakeholder Group           | Population Size<br>Total # of Possible Respondents | Sample Size<br>Total # of Actual Respondents | Survey Participation Rate |
| Students                    | 583  | 583  | 100%                      |
| Staff                       | 78   | 78   | 100%                      |
| Families                    | 328  | 300  | 91.5%                     |

## Part V: Next Steps

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

Education One utilizes a tiered approach to providing schools with differentiated supports to best meet their unique needs, including schools who require more intensive interventions, based on quantitative and qualitative data points. A school's performance in regards to the indicators found in this annual review determines their assigned intervention and/or support tier each year. Education One's Intervention framework is composed of three tiers:

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

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

|                                   | Tier I  | Tier II  | Tier III   |
|-----------------------------------|---|--|--|
| <b>Academic Performance</b>       | <ul style="list-style-type: none"> <li>• 2 Site Visits (Q1, Q3)</li> <li>• Major Assessment Data Dives</li> </ul>       | Tier IIa <ul style="list-style-type: none"> <li>• 3 Site Visits (Oct-Feb)</li> <li>• Targeted Support Checks based on School Initiatives</li> </ul> Tier IIb <ul style="list-style-type: none"> <li>• 4 Site Visits (Sept.-Mar.)</li> <li>• Targeted Support Checks based on Deficiencies</li> </ul> | <ul style="list-style-type: none"> <li>• 6 Site Visits (Sept.-Mar.)</li> <li>• Targeted Support Checks based on SIP</li> </ul>   |
| <b>Financial Performance</b>      | <ul style="list-style-type: none"> <li>• Quarterly Review</li> </ul>  | <ul style="list-style-type: none"> <li>• Quarterly Review</li> <li>• Targeted Support Checks based on Deficiencies</li> </ul>  | <ul style="list-style-type: none"> <li>• Quarterly Review</li> <li>• Ongoing Finance Meetings based on SIP</li> </ul>  |
| <b>Organizational Performance</b> | <ul style="list-style-type: none"> <li>• Quarterly Board Chair Check-ins</li> <li>• Board Meeting Attendance</li> </ul> | <ul style="list-style-type: none"> <li>• Quarterly Board Chair Check-ins</li> <li>• Board Professional Development</li> <li>• Board Meeting Attendance</li> </ul>  | <ul style="list-style-type: none"> <li>• Frequent Board Chair Check-ins</li> <li>• Targeted Support Checks based on SIP</li> <li>• Board Professional Development</li> <li>• Board Meeting Attendance</li> </ul> |

## Next Steps Overview

For 2024-25 School Year

| Academic Performance |  |                      |
|----------------------|--|----------------------|
| Rating               | Tier   | Probationary Status? |
| Approaching Standard | Tier placements will be determined following the release of 2025 ILEARN results. |                      |

### Commendations:

- Demonstrating a high-functioning program through consistently exceptional site visit outcomes, showcasing strong implementation of differentiation, curriculum, model, and use of data to drive instruction
- Establishing a clear, schoolwide system for rigorous instruction that can be aligned to grade-level standards
- Implementing a co-teaching model in English/Language Arts and math that maximized instructional support and ensures students have access to grade-level content
- Grouping students by achievement level to provide targeting instruction that is differentiated based on the group to maximize academic growth opportunities
- Completing IDOE English Learner Program support, receiving notable recognition for program quality and implementation

### Recommendations:

- Identify instructional practices to be implemented and/or changed based on new academic performance standards that will be implemented

| Financial Performance |        |                      |
|-----------------------|--------|----------------------|
| Rating                | Tier   | Probationary Status? |
| Approaching Standard  | Tier I | No                   |

### Commendations:

- Exhibiting a clear understanding of finances and budgeting
- Illustrating sound judgement in financial planning and resource allocation

### Recommendations:

- Identify more appropriate enrollment targets, especially as the school has implemented co-teaching models
- Identify root cause for loss of Days Cash over this school year to mitigate further loss and build back to a consistent 60 days

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

#### GOVERNING BOARD

Commendations:

- Demonstrating a clear commitment to academic excellence by regularly reviewing student performance data
- Communicating consistently with Education One, including updates on all academic, financial, and organizational matters
- Supporting school leadership and holding them accountable through regular evaluations and collaborative support checks
- Maintaining a mission-driven focus on the scholars and community the school serves

Recommendations:

- Improve board member attendance and engagement by implementing an attendance policy or adding expectations for participation as part of annual board self-evaluations
- Enhance board recruitment practices by adding members with both expertise and availability, instituting onboarding practices to foster long-term retention
- Participate, as a whole board, in strategic planning as the school's are one year into a 15-year charter term

#### SCHOOL LEADERSHIP

Commendations:

- Using data and frequent classroom observations to guide instruction, interventions, and student grouping
- Tying professional development to classroom practice and based on meaningful data, including feedback from the IDOE's English Learner program review
- Maintaining stable leadership while establishing a clear succession plan, providing appropriate training and supports for upcoming leaders
- Ensuring all educators are licensed and able to implement rigorous instructional expectations and practices to support students

Recommendations:

- Strengthen mechanisms for collecting and responding to feedback from families to further improve transparency and partnerships
- Continue to refine and expand professional development around supporting English Learners and students with diverse needs, ensuring that all instructional staff are equipped to deliver effective instruction