



Office of Charter Schools

Thea Bowman Leadership Academy

2015-16 CHARTER RENEWAL APPLICATION

[October 1, 2015]

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INTRODUCTION

According to Indiana law, a charter school is established to provide innovative and autonomous programs that: 1) serve the different learning styles and needs of public school students; 2) offer public school students appropriate and innovative choices; 3) provide varied opportunities for professional educators; 4) allow public schools freedom and flexibility in exchange for exceptional levels of accountability; and 5) provide parents, students, community members, and local entities with an expanded opportunity for involvement in the public school system (IC 20-24-2-1). As an authorizer of charter schools, Ball State University is responsible for ensuring that its charter schools demonstrate that they are achieving academic, financial, and organizational outcomes.

Merit-based renewal decisions will be based on an analysis of a comprehensive body of objective evidence defined by the Performance Frameworks and gauged under standards developed under national principles and standards for quality authorizing. Renewals will be granted to each charter school that can demonstrate that it has achieved ongoing and continuous performance standards as stipulated in the Performance Frameworks (developed by OCS), and has been faithful to the terms of the contract and applicable laws.

The renewal process serves three purposes. First, it forms OCS' decision on whether to renew a school's contract by providing evidence of school performance in relation to the academic, financial, and organizational performance standards set out in the school's charter and in the Performance Frameworks. Second, the process through the renewal application provides the school a meaningful opportunity to present additional evidence regarding its performance. Third, it provides the school with an opportunity to outline – based on its past performance – a deliberate plan for sustaining success, addressing areas requiring improvement, and ensuring ongoing viability of the school.

RENEWAL TIMELINE

Release of Renewal Application May 15, 2015

Renewal Orientation: Meetings with School Leaders and Board Members June-July 2015

Letter of Intent to Renew and Renewal Application Due to OCS October 1, 2015

Onsite School Visits June – December 2015

Renewal Decisions On or before January 15, 2016

RENEWAL DECISION OVERVIEW

The OCS intends to conduct a rigorous, transparent renewal decision process that leads to merit-based decisions consistent with national principles and standards for quality authorizing. In the OCS's process to make changes to its accountability framework and to align its processes with national principles and standards for quality authorizing, the Performance Frameworks and the OCS's Policy for School Assessment and Intervention will both be used to determine a school's eligibility for a charter renewal. The OCS will base its renewal decisions on the existing record of school performance including, but not limited to, the school's written response to the Renewal Narrative of the Charter Renewal Application and any additional performance data provided by the school.

The first stage of the process involves the OCS sharing with each school that is up for renewal the schools' data as evaluated through the Performance Frameworks. Additional data is gathered through site visits, desk audits, and the CSAPPHIRE database.

The second stage requires the school to prepare and submit the Charter Renewal Application. The Renewal Application provides schools an opportunity to present the school's existing record of performance and to outline plans for the school's next charter term. Within the Charter Renewal Application, schools will have an opportunity to comment on the data and provide factual corrections and/or supplement the record with information and data to explain academic results and demonstrate other academic measures that may provide evidence of the school's academic success and/or improvement (*e.g.*, individual student growth data, legacy/cohort group data, summer remediation and/or additional IREAD scores, etc.). The school's plans for the next charter term may affect the length of the renewal term/extension and may shape the development of a new charter contract.

The third stage is an evaluation of the data collected in the first stage and the second stage by the staff and contractors of OCS; and the determination by the Executive Director of OCS as to whether to extend or renew the school's charter and the duration of the renewal or extension.

2015-2016 CHARTER RENEWAL APPLICATION – INSTRUCTIONS AND CSAPPHIRE SUBMISSIONS

INSTRUCTIONS:

The OCS will provide a Charter Renewal Application template to each school up for renewal. A school's Charter Renewal Application will have some data charts pre-filled by the OCS with the school's data; however, the school should fill in any empty boxes, as applicable. Charter Renewal Applications must be submitted to OCS **electronically through CSAPPHIRE no later than October 1, 2015.**

FORMAT FOR SUBMISSIONS:

- The Renewal Narrative should not exceed 25 pages, excluding attachments.
- Attachments to the Renewal Narrative (excluding the required CSAPPHIRE submissions and updates listed below) should not exceed 25 pages and should be **clearly** referenced in the Renewal Narrative.
- Any attachment should provide information that a) meaningfully augments the body of evidence that OCS has already collected on the school's performance, or b) illustrates or supports plans or strategies for the next charter term that would be material to the charter contract for the renewal term (*e.g.*, revised student handbook provisions, updated professional development plan, etc.).

CSAPPHIRE SUBMISSIONS AND UPDATES:

The following documents will be reviewed and verified by the OCS remotely through CSAPPHIRE during the renewal process. In order to make the process more efficient, please review and/or upload the school's *most current* version of each of the following documents. If any of these documents was submitted previously, please just be certain that the version in CSAPPHIRE is the most current version.

School Documents

Please review and verify the following "Plans and Policies" in CSAPPHIRE are the most current version. If such document listed below is not in CSAPPHIRE, please upload the required document.

- Organizational Chart (updated administrative organizational chart with names)
- Staffing Matrix
- General Descriptions of Responsibilities of Teachers and Staff
- School Calendar (current school year)
- Curriculum and Instructional Methods
- Methods of Promoting Parent and Community Involvement Practices
- Supplemental Programs (Information on Current Student Clubs, Organizations, and Other Extracurricular Activities Offered (including athletic teams))
- Methods of Pupil Assessments

Current School Policies and Plans

Please review and verify the following “Plans and Policies” in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

- Staff Handbook
- Student Handbook
- Promotion/Retention Policy
- Elementary School Reading Plan
- Policy and Procedures for Special Education
- Policy and Procedures for ELL Students
- Performance Evaluation Plan for Administrators and Teachers
- Personnel Plan, including Methods of Selection, Retention and Compensation of Employees
- Teacher and Staff Compensation and Benefits Plans
- Professional Development Methods
- School Admission Policy
- Transportation Policy (if applicable)
- School Safety and Emergency Preparedness Plan
- Student Health Screening Policy
- Student Records Policy
- Medication Policy
- Discipline Policy
- Criminal Background Check Policy
- Graduation Requirements, including diploma types offered (if applicable)
- Conflict of Interest Policy
- Fundraising Policy and Guidelines
- Deposit of Funds Policy
- Social Media Policy

Corporate Documents

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

- Articles of Incorporation (and any Amendments thereto)
- Any Fictitious Name Registrations filed with the Indiana Secretary of State
- Board By-Laws
- Board Member List (including Current Contact Information)
- Calendar of Board Meetings
- EMO Agreement (together with all Amendments thereto, if applicable)

Financials and Budgets

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

- School’s Budgets for 2014-15 and 2015-2016

- School's Audit (if not conducted by Fitzgerald Isaac) for the school year ended 6/30/2015

Board – Agenda and Minutes

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

- Board Minutes approving School's Budgets for 2014-2015 and 2015-2016

Insurance

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

- Certificate of Liability Insurance
- Evidence of Property Insurance

Facility Documents

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

- Lease Agreement(s) or Deed(s) for All Occupied Facilities
- Certificate of Occupancy issued by the Indiana Department of Health

RENEWAL NARRATIVE

I. Enrollment and Demographic Overview

A. Provide the enrollment and demographic information for the current school year.

2015-16 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	1260	
# of Students on Waiting List		
Gender		
# Male	644	51%
# Female	616	49%
Ethnicity/Race		
# White	2	<1%
# Black	1213	96%
# Hispanic	22	2%
# Asian		
# Native American		
# Other	23	2%
Special Populations		
# Students with IEPs	108	9%
# English Language Learners		
# Homeless Students	6	<1%
# Eligible for Free and Reduced Lunch	1139	90%

B. Provide enrollment information for length of charter contract (ADM count).

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Total Student Enrollment	387	441	494	572	649	1300	1450	1494	1500	1465	1450	1317	1260

C. Provide the student attendance information for the length of the charter contract.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Grade	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
K							104	106	101	111	111	100
1							102	108	113	103	119	93
2							100	104	115	115	110	102
3							100	106	97	113	115	100
4							105	103	115	102	104	92
5							101	107	101	106	93	93
6							102	101	108	100	98	77
7							123	134	134	113	115	105
8							126	127	138	133	116	113
9							143	136	119	130	131	114
10							133	139	129	111	130	121
11							103	126	124	114	95	110
12							108	97	106	114	113	97
All Grades							1,450	1,494	1,500	1,465	1,450	1,317

D. Provide the number and percentage of students eligible for special education by eligibility category for the length of the charter contract based on the previous December 1 count.

SPECIAL EDUCATION STUDENT POPULATION BY CATEGORY																										
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9		Year 10		Year 11		Year 12			
	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Autism Spectrum Disorder																								6	<1%	
Blind of Low Vision																										
Cognitive Disability																									18	1%
Deaf of Hard of Hearing																										
Deaf-Blind																										
Development Delay (early childhood)																										
Emotional Disability																									7	<1%
Language or Speech Impairment																									16	1%
Multiple Disabilities																										
Other Health Impaired																									11	<1%
Orthopedic Impairment																										
Specific Learning Disability																									49	4%
Traumatic Brain Injury																									1	<1%

E. Provide the number and percentage of ELL students for length of charter contract.

ELL STUDENT POPULATION																									
Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9		Year 10		Year 11		Year 12			
2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015			
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%

A. Provide the number and percentage of homeless students for length of charter contract.

HOMELESS STUDENT POPULATION																									
Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9		Year 10		Year 11		Year 12			
2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015			
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%

B. Provide the number and percentage of High Ability students for length of charter contract.

HIGH ABILITY STUDENTS																									
Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9		Year 10		Year 11		Year 12			
2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015			
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
																								38	29%

A. Executive Summary

Provide a brief description of the school, including an overview of the mission and vision, educational program, community and local partnerships, and the school's leadership and governance. The following sections will be entered into AdvancEd Assist.

Description of the school (6000 character limit)

- a. Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large.
- b. What unique features and challenges are associated with the community/communities the school serves?

School's Purpose (6000 character limit)

- a. Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.
- b. Address why the school was founded? What educational need were the founders seeking to address in your community?
- c. Describe any changes to the school's mission or substantial revisions to the educational program as described in the current charter that the school proposes to make for the next charter term. Discuss any associated challenges or risks.
- d. Describe any substantial modifications pertaining to the educational program that the school intends to request should it be renewed for an additional charter term.

Achievements and Notable Improvements (6000 character limit)

- a. Describe the school's notable achievements and areas of improvement in the last three years.
- b. Describe areas for improvement that the school is striving to achieve in the next three years.
- c. Note: consider both student and teacher recognition or achievements (e.g. teacher of the year awards, special certifications)

Additional Information (6000 character limit)

II. Self-Assessment

The following self-assessments will be completed in AdvancEd Assist.

- a. Purpose and Direction
- b. Governance and Leadership
- c. Teaching and Assessing for Learning
- d. Resources and Support System
- e. Using Results for Continuous Improvement

III. Academic Performance Overview

Please note this section is still in process. School leaders and staff are working to upload the latest data in order to provide a thoughtful and thorough analysis. Completion of the Academic Performance Overview is expected within the next two weeks.

The chart below provides an overview of the school's academic performance for length of charter contract. This snapshot of academic data provides information to assist schools in the process of completing Sections II and III of the Renewal Application.

2.1 STUDENT PROGRESS OVER TIME (GROWTH)

2.1.a Are students making expected growth based on the school’s median student growth? Thea Bowman Leadership Academy (TBLA), at the beginning of the Charter in 2010, met the standard in Median Student Growth Percentile (SGP) in both English/Language Arts (ELA) and math. The SGP in 2010 for ELA and math was 65% and 53% respectively. In 2012, the school met the standard in ELA with 52%. Currently, ISTEP+ data for the 2014 school year reveal that TBLA *falls far below the standard* with the SGP being 34% in ELA and 22% in math.

Table: TBLA Median Student Growth in ELA and Math

Year	% ELA	Status	% Math	Status
Spring 2010	65.0	Meets	53.0	Meets
Spring 2011	39.5	Does Not Meet	21.0	Falls Below
Spring 2012	52.0	Meet	44.0	Does Not Meet
Spring 2013	35.0	Does Not Meet	19.0	Falls Below
Spring 2014	34.0	Falls Below	22.0	Falls Below

2.1.b Are the lowest performing students in the school making expected growth based on the median student growth percentile of the lowest quartile of students in math and ELA?

According to the following data, in 2010, TBLA exceeded the standard in SGP for students in the lowest quartile with 71% in ELA, while meeting the standard in math scoring 53%. Both content areas experienced an overall decline in SGP over the next five years. Currently, TBLA *falls far below the standard* in ELA (37%) and math (25%) for students in the lowest quartile.

Table: TBLA Median Student Growth for Lowest Quartile

Year	ELA %	Status	Math %	Status
Spring 2010	71.0	Exceeds	53.0	Meets
Spring 2011	53.5	Meets	43.0	Does Not Meet
Spring 2012	52.5	Meets	52.0	Meets
Spring 2013	37.0	Does Not Meet	25.0	Falls Below
Spring 2014	43.0	Does Not Meet	30.0	Falls Below

2.1.c Are a sufficient number of students meeting the growth standard in math and ELA based on results of the probit regression model? (Calculations based on NWEA results)

* Not applicable per evaluators

2.2 STUDENT ACHIEVEMENT (STATUS)

2.2.a Are students achieving proficiency on state assessments in math and E/LA?

According to the following data, from the 2010 school year through the 2013 school year, more than 70% of TBLA students achieved proficiency on the ELA portion of the ISTEP+. However, during this same timeframe, students were able to surpass the 70% proficiency rating only twice – once during the 2010 school year and again during the 2012 school year. Currently, 62.3% of students demonstrated proficiency in math and 66.2% of students demonstrated proficiency in ELA on the ISTEP+; therefore, TBLA ***falls far below standard*** in percent of students achieving proficiency on state assessments.

Table: TBLA % of Students Achieving Proficiency on ISTEP+

Year	% Passing Math	Status	% Passing ELA	Status
Spring 2010	72.8	Does Not Meet	74.9	Does Not Meet
Spring 2011	59.3	Falls Below	70.9	Does Not Meet
Spring 2012	72.0	Does Not Meet	78.5	Does Not Meet
Spring 2013	66.0	Falls Below	70.1	Does Not Meet
Spring 2014	62.3	Falls Below	66.2	Falls Below

According to the following data, from the 2010 school year through the 2013 school year, less than 70% of the students at TBLA have demonstrated proficiency on both the Algebra I and English 10 ECAs. Despite this, the proficiency rating in both subject areas has continued to increase and the gap between the state and the school has continued to diminish. Currently 64% of students demonstrated proficiency in Algebra I (***falls far below***) and 74% of students demonstrated proficiency in English 10 (***does not meet***).

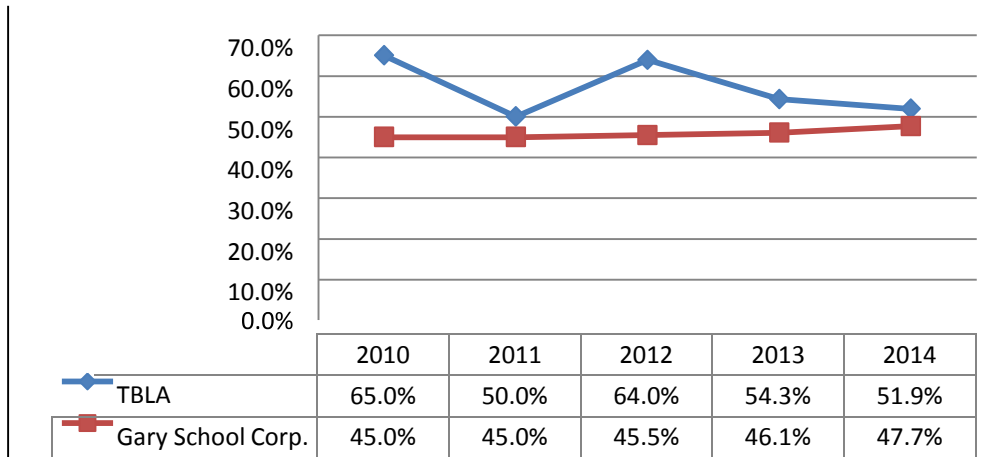
Table: TBLA % of Students Achieving Proficiency on ECA

Year	% Passing Algebra I	Status	% Passing English 10	Status
Spring 2010	20.0	Falls Below	38.0	Falls Below
Spring 2011	55.0	Falls Below	47.0	Falls Below
Spring 2012	59.0	Falls Below	56.0	Falls Below
Spring 2013	50.0	Falls Below	59.0	Falls Below
Spring 2014	64.0	Falls Below	74.0	Does Not Meet

2.2.b Are students performing well on state assessment in math and E/LA in comparison to other schools in the district?

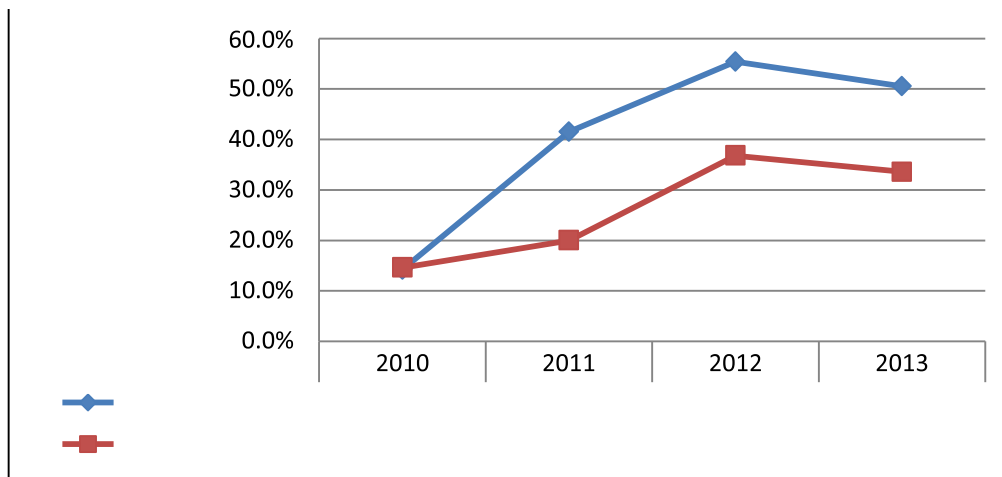
According to ISTEP+ data during the past 5 years, TBLA had more students passing both parts of the ISTEP+ than Gary Community Schools. Currently, only 4.2% more of TBLA students passed ISTEP+ ELA and math than students in Gary Schools; therefore, TBLA ***meets standard*** in comparison to students in the home district.

Figure: ISTEP Comparison: TBLA to Gary Community Schools



According to ECA data during the past five years, TBLA had more students passing both parts of the ECA than Gary Community Schools. Currently, TBLA exceeds the Gary Community Schools by 16.9%; therefore, TBLA **exceeds standard** in comparison to students in the home district.

Figure: ECA Comparison: TBLA to Gary Community Schools



TBLA	14.2%	41.5%	55.4%	50.5%
Gary School Corp.	14.6%	20.0%	36.8%	33.6%

2.2.c Are students performing well on state assessments in math and ELA in comparison to similar schools in the state?

When compared to similar schools, TBLA outperformed East Washington Academy. TBLA's percent passing was 8% lower than Springfield Elementary, and 14.2% lower than Benjamin Banneker. Overall, TBLA **does not meet standard** when compared to similar schools for the 2013-2014 school year on IREAD.

Table: IREAD Corporation Comparison 2013-2014

School	I-READ3 % Passing (Spring Score Only)	Status
TBLA	85.8	
Springfield Elementary	93.8	Does Not Meet
East Washington Academy	77.8	Meets
Benjamin Banneker	100	Does Not Meet

TBLA's average proficiency rating on math and ELA for grades 3-5 is below the average performance of students in similar schools by 30+ percentage points; therefore, TBLA ***falls far below the standard*** on how well students performed on state assessments during the 2013-2014 school year in comparison to similar schools in grades 3-5.

Table: ISTEP+ Comparison to Students in Similar Schools 2013-2014

School	3 rd grade % passing ELA/Math	4 th Grade % passing ELA/Math	5 th Grade % passing ELA/Math	Average % passing	Status
TBLA	55.9	64.4	52.9	57.3	
Springfield Elementary	88.5	80.6	92.3	87.1	Falls Below
East Washington Academy	61.1	94.4	94.3	83.3	Falls Below
Benjamin Banneker	92.3	71.2	90.2	84.6	Falls Below

TBLA's average proficiency rating on math and ELA for grades 6-8 is below the average performance of students in similar schools by 2.0 - 20.0%; therefore, TBLA ***does not meet standard*** on how well students are performing on state assessments in comparison to similar schools in.

Table: ISTEP+ Comparison to Students in Similar Schools for SY2013-2014

School	6 th grade % passing ELA/Math	7 th Grade % passing ELA/Math	8 th Grade % passing ELA/Math	Average % passing	Status
TBLA	64.5	37.0	39.3	46.9	
William A Wirt/EVPA	41.9	47.2	59.2	49.4	Does Not Meet
Parkview Middle School	62.6	61.3	54.4	59.4	Does Not Meet
Lane Middle School	69.6	63.4	68.5	67.1	Falls Below

TBLA’s proficiency rating on the English 10 is below the performance of students in similar schools by 0.9 – 17.5%; therefore, TBLA **does not meet standard** for English 10. On the other hand, TBLA’s proficiency rating on the Algebra I, with the exception of one school, is above the performance of students in similar schools by 16.8 – 22.5%; therefore TBLA **exceeds standard** for Algebra I.

Note: This information is from the 2012-2013 school year. Comparable data from similar schools has not yet been made available on Compass. However, as noted in 2.2.a., we experienced an increase in both subject areas.

Table: ECA Comparison to Students in Similar Schools for 2012-2013

School	English 10	Status	Algebra I	Status
TBLA	59.1		50.5	
William A Wirt/EVPA	77.2	Falls Below	33.7	Exceeds
Oakland High School	64.3	Does Not Meet	68.6	Falls Below
Benjamin Basse High School	61.0	Does Not Meet	28.0	Exceeds

2.2.d Are students in demographic sub-groups achieving proficiency on state assessments in math and ELA?

TBLA students in demographic sub-groups are 8.8% below the statewide average; therefore, TBLA **does not meet standard** on percent of sub-groups achieving proficiency in math and ELA.

Table: Comparison to Sub-groups Averages Achieving Proficiency on ISTEP+

	Special Education % Passing	Free/Reduced % Passing	Black % Passing	Hispanic % Passing	Average % Passing
TBLA subgroup average	28.6	51.3	51.6	54.5	46.5
IN subgroup average	41.8	63.1	52	64.3	55.3

2.3 STATE AND FEDERAL ACCOUNTABILITY

2.3.a Is the school meeting acceptable standards to the A-F Accountability Label?

At the beginning of the charter, TBLA earned an “A” rating; therefore, the school exceeded the standard according to the A-F Accountability Label. In 2011 and 2012, TBLA did not meet the standard, and currently TBLA **falls far below the standard**

due to a “D” grade. *Note: While the school in an entirety received a ‘D’ for the past two school years, the high school, when the data is separated, received a ‘B’ for both school years.*

**Table:
Accountability
Grade 2010-2014**

School Year	Final Grade	Status
2010	A	Exceeds
2011	C	Does Not Meet
2012	C	Does Not Meet
2013	D	Falls Below
2014	D	Falls Below

2.4 POST-SECONDARY READINESS

2.4.a.1. Does students' performance on the ACT and SAT reflect college readiness?

The exact data, whether or not students have earned a composite score of 21, is not available. Data from the ACT report, however, is listed in the table below. The average student performance has consistently fallen below that benchmark. Therefore, TBLA *falls far below standard* on student performance on the ACT.

**Table: Average
ACT Composite
Score by Year**

School Year	Average Composite Score	Status
2010	15.9	Falls Below
2011	17.3	Falls Below
2012	15.3	Falls Below
2013	15.7	Falls Below
2014	15.1	Falls Below

2.4.a.2. Are students participating in the ACT or SAT?

According to the available data, 56.7% of all juniors and seniors from the 2013-2014 school year took the ACT and 25% of all juniors and seniors from the 2013-2014 school year took the SAT.

**Table: SAT and ACT Data based on 2013-2014
Juniors and Seniors**

ACT Data		Status	SAT Data		Status
#	%		#	%	
118	56.7%	Does Not Meet	52	25%	Falls Below

2.4.b Are students graduating from high school?

According to the data, TBLA's percentage of graduating students has increased over the past five years by 10.7%. Therefore, TBLA *exceeds* standard for students graduating from high school.

Table: Graduation Percentage by Year

School Year	Percentage of Students	Number of Students	Status
2010	84.9%	101	Does Not Meet
2011	86.4%	89	Does Not Meet
2012	88.4%	99	Does Not Meet
2013	95.6%	108	Exceeds

2.4.c. Are high school graduates enrolled in post-secondary institutions in the fall following graduation?

* Data not currently available but will be included in the framework in the future

2.4.d. Are high school graduates who did not enroll in post-secondary institutions after graduation employed in January following graduation? (Including military service)

* Data not currently available but will be included in the framework in the future

2.5 MISSION-SPECIFIC ACADEMIC GOALS

2.5.a Is the school meeting mission specific academic goals?

TBLA included a number of goals in its previous renewal. They can be found in the table below. The areas in which the goals stated in the charter renewal were either met or exceeded have been highlighted and the actual percentage is located in parentheses.

Overall, TBLA ***falls far below standard*** for meeting mission specific academic goals.

Table: TBLA Goals Outlined in 2010 Charter Renewal

Goal	Metric	Grades	2010	2011	2012	2013	2014
Reading - %Meet or Exceed	ISTEP	3-8	66% (75.4%)	72%	78% (78.5%)	84%	90%
Math - %Meet or Exceed	ISTEP	3-8	69% (73.4%)	75%	81%	87%	93%
Composite - %Meet or Exceed	ISTEP	3-8	67.5%	75%	79.5%	85.5%	91.5%
Reading Gains	ISTEP	3-8	6% Gains	6% Gains	6% Gains	6% Gains	6% Gains
Math Gains	ISTEP	3-8	6% Gains	6% Gains	6% Gains	6% Gains	6% Gains
Composite Gains	ISTEP	3-8	6% Gains	6% Gains	6% Gains	6% Gains	6% Gains
Attendance Rate	Average Daily Attendance	K-8	95% (97.3%)	95% (95%)	95% (96%)	95%	95%
Graduation Rate	4-Year Cohort		90%	90%	90%	90% (95.6%)	90%
Student Retention Rate		K-8	92%	92%	92%	92%	92%
Unique Educational Goal (NWEA)							
Composite Reading/Math	% of Students Meeting NWEA Target	3-12	44%	50%	56%	61%	67%
Composite Reading/Math	NWEA Percentile Rank	3-12	45%	51%	57%	63%	69%

Average Student Growth Reading/Math	NWEA Percentile Rank	3-12	6% pts.	6% pts.	6% pts.	6% pts.	6% pts.
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Please **verify and, if necessary, denote changes** to the below academic data.

	PL 221/A-F	Data Results Under Intervention /Assessment Policy	NWEA % meeting reading growth target	NWEA % meeting LA growth target	NWEA % meeting math growth target	ISTEP % Passing Math	ISTEP % Passing ELA	ISTEP % Passing Math & ELA
SY 2002-03			7.4%	9.2%	12.4%	n/a	n/a	n/a
SY 2003-04			2.6%	2.1%	2.4%	23.10%	47.10%	37.50%
SY 2004-05			43.9%	45.2%	37.1%	40.33%	51.12%	32.74%
SY 2005-06	Probation		42.6%	42.2%	35.1%	59.50%	61.27%	45.10%
SY 2006-07	Probation		42.1%	43.6%	38.7%	54.96%	60.38%	49.38%
SY 2007-08	Acad Progress		44.3%	45.2%	32.7%	65.48%	68.18%	58.80%
SY 2008-09	n/a		38.0%	38.2%	38.2%	44.8%	50.5%	33.6%
9			50.0%	38.2%	38.2%			
SY 2009-10	Exemplary (A)		52.2%	57.0%	47.9%	72.76%	74.92%	65.02%
9-10			49.3%	52.3%	-			
SY 2010-11	C	Does not meet standard	51.0%	48.5%	46.6%	62.4%	75.0%	54.00%
9-10			38.8%	42.2%	41.1%			
SY 2011-12	C	Does not meet standard	38.7%	49%	39%	89.6%	80.2%	75.5%
9-10			30.9%	30.5%	32.8%			
SY 2012-13	D		49%	45.6%	44%	65.60%	70.10%	54.30%
SY 2013-14	D		45.3%	49.5%	43.8%	62.3%	66.2%	51.9%
SY 2014-15						N/A	N/A	N/A

This section provides schools an opportunity to supplement the record of performance by submitting evidence that informs the school's performance in relation to OCS's Accountability Framework. Responses should reference the indicators and measures from the Accountability Performance Frameworks to which the information applies (*e.g.*, 2.1 Student Progress Over Time, 2.4 Post-Secondary Readiness).

Responses may include, but are not limited to, information about interim assessments or progress reports; evidence of performance on school-or mission-specific goals; and evidence of progress for any areas in which the school has not previously met or is not currently meeting the performance standard. In answering this section, please refer to the School Data Summary Document attached to the renewal application.

Renewal recommendations will be based on all evidence of school performance in the record, including but not limited to the school's responses in this part. For your convenience, please reference appropriately the sections from the **Academic Performance Framework**: <http://bit.ly/162WbPx>

The following information will be entered into the Student Performance Diagnostic in AdvancEd Assist.

Student Performance

- a. Assessment Data
- b. Areas of Notable Improvements
 - 1) To what do you attribute these improvements?
- c. Areas in Need of Improvement
 - 1) Do the areas of weakness affect many or few students? Is it a particular subgroup of students? Is there a trend in one content area or across all content areas?
 - 2) What progress monitoring tools do you have in place that provided this information?
 - 3) Based on the analysis of the academic data, what are the school's next steps for improving academic indicators based on the Academic Performance Framework, and what are the strategies the school will employ to achieve the "Meets Standards" rating?

IV. Stakeholder Assessment (optional)

V. Organizational Performance

The OCS will review and verify the organizational documents submitted through CSAPPHIRE during the renewal process (see above for the specific list of required CSAPPHIRE submissions and updates). It is important for each school to upload the school's most recent version of each of the required documents in order for the OCS to make appropriate decisions related to Organizational Performance.

Note: With respect to Organizational Performance, there will be a presumption of compliance, unless the school's record includes evidence to the contrary.

1. Along with the required CSAPPHIRE submissions, provide any organizational related evidence, supplemental data, or contextual information. Submissions may include evidence of current compliance in areas for which the school was found previously to be non-compliant or other updates relevant to previous school findings. Please reference appropriately the sections of the Organizational Performance Framework <http://bit.ly/162X0ru>.
2. Please respond appropriately to the following evidence of the school's alleged noncompliance with the Organizational Performance regarding the following information:

[If this section is blank, there are no organizational findings in which a response is needed.]

3. **Governance and Management.** Describe any anticipated changes to the governance and management of the school, including but not limited to board composition, committee structure, and/or amendments to by-laws.

No significant changes to governance or board bylaws are anticipated. As of July 2015, Drexel Foundation for Educational Excellence, Inc., which serves as the fiduciary and school board, is under new leadership by board

chairwoman, Keisha White. Also, effective July 1, 2015 Drexel became the employer of record for all TBLA administrators, teachers and staff. The Leona Group, the Educational Services Provider (ESP), provides support in the area of human resource and benefit administration, budget and finance support, and ancillary support with technology and social media training, food service, special education, and grants compliance. Drexel hired a school president to manage marketing, fundraising, and compliance. The president and school leaders report directly to the school board.

4. **Transportation (if applicable).** Describe the plan for providing transportation to students to attend the school, including transportation to extra-curricular activities, if applicable.

Thea Bowman Leadership Academy currently does not provide bus transportation for students and traditionally has relied on parents and families to get students to and from school. Although this demonstrates a high degree of dedication to our school and commitment on the part of parents, the board recognizes the need to explore ways to provide transportation. The board of directors will convene a Transportation Committee during the 2015-16 school year to study the benefits (and expenses) of adding transportation routes for students to both campuses. A transportation component adds the new benefit of teaching time management, organization and responsibility for students and represents an added value to parents for selecting our school to educate their children. For the time being, bus transportation to sporting events, field trips, and extracurricular activities will continue to be contracted out to local transportation companies.

5. **Facility.** Describe the current status of the school's facility. Discuss any anticipated changes in facilities needs and/or location, which includes any changes to lease terms and/or building plan.

Thea Bowman Leadership Academy operates on two campuses. The elementary school located at 975 W. 6th Avenue, is leased from the Catholic Diocese of Gary. No significant changes to the lease arrangement are anticipated. The middle/high school building located at 3401 W. 5th Avenue, is owned by the Drexel Foundation for Educational Excellence, Inc.

6. **Educational Service Providers.** Renewal applicants are asked to declare whether they intend to contract with an education service provider (ESP). The term "ESP" refers to any number of organizations that contract with the governing board of a school to provide comprehensive services. After the organizing board of directors' appropriate review of the performance of the school and the services provided by an ESP, applicants should choose the applicable statement from the choices, below, and follow the related instructions. Copy/paste the statement that is applicable and proceed as directed:

NOTE: The OCS may require additional information before approving this modification.

- a) (Statement) *We contracted with an educational service provider during the original term of the charter and intend to continue to contract with the same education service provider.* (Instructions) Discuss any material changes to the agreement from the one currently in effect. **Submit a copy of the proposed management agreement for the renewal term. (Please note the agreement has been uploaded to CSAPPHIRE)**

The Drexel Foundation for Educational Excellence, Inc. will continue contracting with The Leona Group as the

educational service provider. The board will pursue extending the contract with Leona before the end of the year. No significant changes to the agreement currently in effect are anticipated.

VI. Financial Performance

The OCS will review and verify the financial documents submitted through CSAPPHIRE during the renewal process (see above for the specific list of required CSAPPHIRE submissions and updates). It is important for each school to upload the school's most recent version of each of the required documents in order for the OCS to make appropriate decisions related to Financial Performance. Please reference appropriately the sections of the Financial Performance Framework <http://bit.ly/10uUv98>.

With respect to Findings for Financial Performance, there will be a presumption of compliance unless the school's record includes evidence to the contrary.

1. Provide an assurance that the school is current in meeting its liabilities including, but not limited to, payroll taxes, debt service payments, and employee benefits.
2. Provide any financial performance-related evidence, supplemental data, or contextual information that may not be captured in the Office of Charter School records. Submissions may include but are not limited to document of actions taken and results achieved in response to audit findings; updated financial records; and other updates regarding previous school findings.

NOTE: June financials and current Historical Aged Trial Balance are attached.

2-year Financial Projections. Complete a two-year projected budget for the next term at the campus and network level (if applicable). The budget detail should make clear the assumptions on which the school bases its key revenue and expenditure projections. The two year projected budget should include the Board of Directors' review and attached minutes. If there is intent to add to or change facilities, this should be included in the budget projection as well as new lease terms and/or building plans under Organizational Plans. Specific documents reviewed during the renewal process will include:

1. Current Board approved budget with minutes. **(NOTE: 2015-16 board approved budget and minutes uploaded to CSAPPHIRE)**
2. Prior year's Board approved budget with minutes. **(NOTE: 2014-15 board approved budget and minutes uploaded to CSAPPHIRE)**
3. Current facility/school lease term and conditions. **(NOTE: Documents uploaded to CSAPPHIRE)**
4. Applicable insurance policies and their renewal. **(NOTE: Documents attached and uploaded to CSAPPHIRE)**
5. Current Accrual-Based Audits **(NOTE: 2014 audit is attached. 2015 audit not complete, however, engagement letter is attached)**

6. Enrollment Plan. Describe the enrollment plan for the next charter term (*e.g.*, grade level and projected student enrollment). Please provide a brief paragraph on the school's enrollment and tuition support. Explain how enrollment impacts the budget and the school's overall financial health. Identify how the school plans to sustain its enrollment and what plan(s) the school has to continue to recruit students.

The operating budget for Thea Bowman Leadership Academy is largely predicated on student enrollment and the associated per pupil funding provided by the state of Indiana. Although Title I grants, special education funding, and other grants augment the operating budget, the financial health of the school and ability to deliver educational services are primarily dependent on maintaining a sustainable level of student enrollment.

Recognizing the importance of maintaining a sustainable level of student enrollment, TBLA has developed a strategic marketing and student recruitment strategy. The plan includes an aggressive marketing initiative to encourage students to remain at TBLA while promoting opportunities for new students to enroll. Marketing efforts include running recruitment ads in local newspapers, distributing informational flyers, radio advertising, and public service programming on local television. The strategy will be bolstered with special events such as recruitment fairs, open houses at both campuses, a parent summit, and an annual kindergarten roundup. Student recruitment and enrollment information will also be placed on the TBLA website and other social media. TBLA has also worked closely with its ESP to expand and strengthen marketing and student recruitment efforts. Through the Leona Group, the Academies received training on all aspects of social media including Twitter and Facebook as an avenue to attract greater attention to the successes of the campuses. In addition, a new and improved TBLA Website was introduced in August 2015 to recruit, retain, and enroll new and returning students. The cost of the website was significantly reduced and the website was became easier for school-based staff to manipulate and edit.

It should be noted the foundation of the marketing strategy is to continue strengthening the "Bowman Brand" by increasing rigor, expanding academic offerings, and improving classroom instruction. The logic holds that as student performance and academic achievement improves, the so called "Bowman Advantage" will increase, the school's brand will strengthen, and consequently student enrollment will increase over time.

Projected enrollment for 2016-17 school year is 1375 students. Projection for 2017-18 school year is 1400 students. Growth projections are conservative estimates based on marketing and student recruitment plan outlined above.

FINANCIAL PERFORMANCE FRAMEWORK BALL STATE UNIVERSITY			Meets
			Does Not Meet
			Falls Far Below
1. NEAR TERM INDICATORS			
1.a.	Current Ratio (Working Capital Ratio)	Current Assets divided by Current Liabilities	
1.b.	Cash to Current Liabilities	Cash divided by Current Liabilities	
1.c.	Unrestricted Days Cash	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	
1.d.	Enrollment Variance	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	
1.e.	Default		
2. SUSTAINABILITY INDICATORS			
2.a.	Total Margin	Net Income divided by Total Revenue and Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	
2.b.	Debt to Asset Ratio	Total Liabilities divided by Total Assets	
2.c.	Cash Flow	Multi-Year Cash Flow = (Year 3 Total Cash)-(Year 1 Total Cash); One-Year Cash Flow = (Year 2 Total Cash)-(Year 1 Total Cash)	
2.d.	Debt Service Coverage Ratio	(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	

Financial Performance Framework – Data Points	
Current Assets	\$1,746,997
Current Liabilities	\$191,797
Cash	\$1,158,944
Unrestricted Cash	\$963,944
Total Expenses	\$12,599,179
Depreciation Expenses	\$667,961
Enrollment Projection in Charter School Board-Approved Budget	1375
Actual Enrollment	1273
Default	No
Net Income	(\$165,904)
Total Revenue	\$12,433,276
Aggregated Total Margin	-2.02%
Total 3 Year Net Income	(\$773,453)
Total 3 Year Revenues	\$38,427,183
Total Liabilities	\$18,128,047
Total Assets	\$19,348,130
Year 1 Total Cash	\$963,944
Year 2 Total Cash	\$350,442
Year 3 Total Cash	(\$1,347,547)
Depreciation	\$667,961
Interest	\$2,493,394
Interest Expense	\$2,493,394
Annual Principal, Interest, and Lease Payments	\$3,032,537

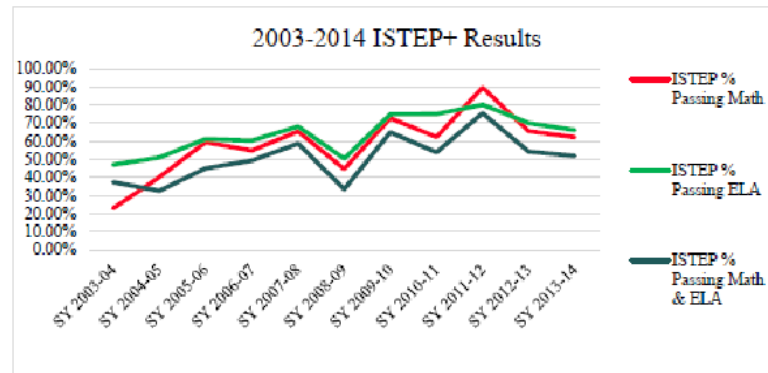
School Data Summary Document

Thea Bowman Leadership Academy
Gary, IN
In Operation since 2003 (12 Years)
EMO: American Quality Schools
Grade Range: K-12

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Total Student Enrollment	387	441	494	572	649	1300	1450	1494	1500	1465	1450	1317

2014-15 YEAR ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	1317	
# of Students on Waiting List		
Gender		
# Male		
# Female		
Ethnicity/Race		
# White	1	0.1
# Black	1276	96.9
# Hispanic	23	1.7
# Asian	0	0
# Native American	0	0
# Other	17	1.3
Special Populations		
# Students with IEPs		
# English Language Learners		
# Homeless Students		
# Eligible for Free and Reduced Lunch	1023	77.7

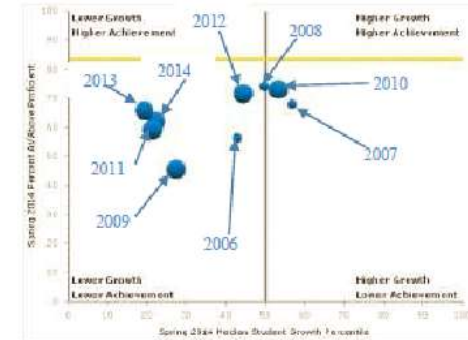
	AYP	PL 221	A-F	Data Results Under Intervention /Assessment Policy (2009)	Data Results Under Intervention /Assessment Policy (2012)	NWEA % meeting reading growth target	NWEA % meeting LA growth target	NWEA % meeting math growth target	ISTEP % Passing Math	ISTEP % Passing ELA	ISTEP % Passing Math & ELA
SY 2003-04	No	n/a	n/a	n/a	n/a	2.6%	2.1%	2.4%	23.10%	47.10%	37.50%
SY 2004-05	Yes	n/a	n/a	n/a	n/a	43.9%	45.2%	37.1%	40.33%	51.12%	32.74%
SY 2005-06	No	Probation	n/a	n/a	n/a	42.6%	42.2%	35.1%	59.50%	61.27%	45.10%
SY 2006-07	No	Probation	n/a	n/a	n/a	42.1%	43.6%	38.7%	54.96%	60.38%	49.38%
SY 2007-08	Yes	Acad Progress	n/a	n/a	n/a	44.3%	45.2%	32.7%	65.48%	68.18%	58.80%
SY 2008-09 2-8						38.0%	38.2%	38.2%			
9	n/a	n/a	n/a	n/a	n/a	50.0%	38.2%	38.2%	44.8%	50.5%	33.6%
SY 2009-10 K-8						52.2%	57.0%	47.9%			
9-10	No	Exemplary	A	n/a	n/a	49.3%	52.3%	-	72.76%	74.92%	65.02%
SY 2010-11 K-8				Meets requirements	Does not meet standard	51.0%	48.5%	46.6%			
9-10	No	n/a	C			38.8%	42.2%	41.1%	62.4%	75.0%	54.00%
SY 2011-12 K-8				Not applicable due to IDOE policy change	Does not meet standard	38.7%	49%	39%			
9-10	n/a	n/a	C			30.9%	30.5%	32.8%	89.6%	80.2%	75.5%
SY 2012-13 K-8	n/a	n/a	D			49%	45.6%	44%	65.60%	70.10%	54.30%
SY 2013-14 K-8	n/a	n/a				45.3%	49.5%	43.8%	62.3%	66.2%	51.9%
SY 2014-15											



Math Growth:

2006: Low growth, low achievement
 2007: High growth, low achievement
 2008: Low growth, low achievement
 2009: Low growth, low achievement
 2010: High growth, low achievement
 2011: Low growth, low achievement
 2012: Low growth, low achievement
 2013: Low growth, low achievement
 2014: Low growth, low achievement

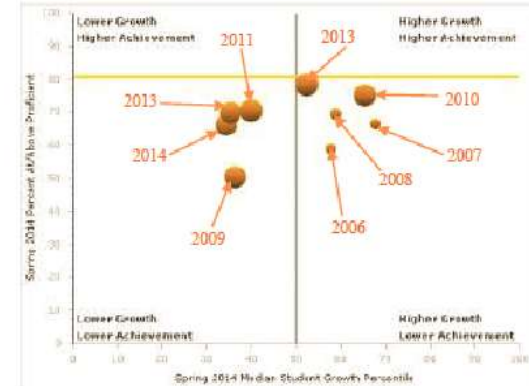
Year	# Tested	Pass %	Median Growth %
Spring 2006	312	55.8	43.0
Spring 2007	313	67.4	57.0
Spring 2008	321	73.8	50.0
Spring 2009	633	45.7	27.0
Spring 2010	635	73.1	53.0
Spring 2011	647	59.2	21.0
Spring 2012	648	71.8	44.0
Spring 2013	613	65.9	19.0
Spring 2014	608	62.3	22.0



ELA Growth:

2006: High growth, low achievement
 2007: High growth, low achievement
 2008: High growth, low achievement
 2009: Low growth, low achievement
 2010: High growth, low achievement
 2011: Low growth, low achievement
 2012: High growth, low achievement
 2013: Low growth, low achievement
 2014: Low growth, low achievement

Year	# Tested	Pass %	Median Growth %
Spring 2006	311	58.5	58.0
Spring 2007	314	66.2	68.0
Spring 2008	320	69.1	59.0
Spring 2009	632	50.8	36.0
Spring 2010	637	75.5	65.0
Spring 2011	643	70.8	39.5
Spring 2012	641	78.5	52.0
Spring 2013	615	70.1	35.0
Spring 2014	606	66.2	34.0



Graduation Rate	2010		2011		2012		2013		
	#	%	#	%	#	%	Total	108/113	95.6
	101/119	84.9	12/14	85.7	99/112	88.4	Non-Waiver	107/113	94.7

School Year	Total Students	# Pass IREAD	% Pass IREAD	% ELL	% F/R Lunch	# in Remediation	# Re-tested	# Pass Retest
2011-12	95	78	82.1	0.0	100.0			
2012-13	107	92	86.0	0.0	74.3			
2013-14	107	90	84.1	0.0	83.0			