



# 2015-2016 ANNUAL REVIEW

SUCCESS ACADEMY SOUTH BEND

Evaluated By:  
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## TABLE OF CONTENTS

<b>Part I: Academic Performance</b>	<b>3</b>
<i>Is the school's educational program successful?</i>	
<b>Part II: Financial Review</b>	<b>7</b>
<i>Is the organization in sound fiscal health?</i>	
<b>Part III: Board Governance and Leadership</b>	<b>9</b>
<i>Is the organization effective and well-run?</i>	
<b>Part IV: School Climate</b>	<b>13</b>
<i>Is the school providing appropriate conditions for student and staff success?</i>	
<b>Part V: Next Steps</b>	<b>15</b>
<i>Does the school or organization require interventions moving forward?</i>	

## OVERVIEW

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

- 1) Document Review
- 2) Routine Site Visits
- 3) Survey Analysis

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

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

## PART I: Academic Performance

The Annual Academic Performance Review gauges the academic success of schools in serving their target populations and closing the achievement gap. Part I of this review consists of nine indicators designed to measure how well a school's student population performs and grows on state standardized tests, attendance, and school-specific measures. All Sub-Indicators are noted in the school's Accountability Plan Performance Rubric.

Overall Rating	Year 1	Year 2	Year 3	Year 4	Year 5
	<b>2015-16</b>	2016-17	2017-18	2018-19	2019-20
	Does Not Meet Standard				

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

Sub-Indicator Ratings	Sub-indicators	Rating
	ISTEP+ Participation Rate	<b>MS</b>
	Attendance Rate	<b>AS</b>
	IDOE Accountability Grade	<b>N/A</b> <small>*YEAR 1 – NO DATA</small>
	Legacy Data	<b>N/A</b> <small>*YEAR 1 – NO DATA</small>
	Indiana Growth Model	<b>N/A</b> <small>*YEAR 1 – NO DATA</small>
	Value Added (NWEA)	<b>DNMS</b>
	IREAD-3	<b>DNMS</b>
	Instruction	<b>DNMS</b>
	Comparison to Surrounding Schools	<b>N/A</b> <small>*YEAR 1 – NO DATA</small>

**ISTEP+ Participation Rate:** ISTEP+ Participation rate calculations are used for state and federal reporting and accountability determinations. Education One requires an ISTEP+ participation rate of at least 95% in order to meet standard. Success Academy South Bend (SASB) had an average participation rate of 98% for the 2015-16 school year, and thus, **Meets Standard** according to their Accountability Plan Performance Rubric.

**Attendance Rate:** Starting at the age of 7, students in Indiana are required to attend school regularly. Habitual truancy is defined by the Indiana Department of Education as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days in the school year.

Success Academy South Bend has an aggregate attendance rate of 94.2%. Although the majority of grade levels dip below the 95% standard, all grade levels are relatively close to achieving this metric. Success Academy South Bend receives **Approaching Standard** according to their Accountability Plan Performance Rubric.

Grade Level Attendance Breakdown		
Kindergarten	92.5%	✗
1 <sup>st</sup> Grade	93.0%	✗
2 <sup>nd</sup> Grade	94.8%	✗
3 <sup>rd</sup> Grade	94.7%	✗
4 <sup>th</sup> Grade	95.6%	✓
<b>Overall Average</b>	<b>94.2%</b>	<b>✗</b>

**IDOE Accountability Grade:** Because 2015-16 was Success Academy’s first year of operation, state Accountability data is not yet available for this school. Thus, the school receives a rating of **Not Applicable** on their Accountability Plan Performance Rubric.

A school receives its final letter grade by earning proficiency points in both English/Language Arts and Math, and receiving a combination of bonus and penalty points based on student growth. For more information including the history of Indiana’s Accountability Grade System from the Indiana Department of Education, visit: <http://www.doe.in.gov/accountability/history-indiana%E2%80%99s-accountability-system>

**Legacy Data:** As previously mentioned, 2015-16 was Success Academy’s first year of operation, and therefore, there are no students who have been enrolled in the school for two or more years. For this sub-indicator, the school receives a rating of **Not Applicable** on their Accountability Plan Performance Rubric.

**Indiana Growth Model:** 2015-16 was Success Academy’s first year of operation, and therefore, Indiana Growth Model data is not yet available for this school. Therefore, the school receives a rating of **Not Applicable** on their Accountability Plan Performance Rubric.

**Value Added:** Education One requires all of the schools in our portfolio to measure student progress multiple times throughout the school year, using a tool selected by each individual school. SASB utilizes Northwest Evaluation Association (NWEA) to effectively measure student achievement at the beginning, middle and end of the school year.

The charts below indicate the average performance in each grade level at SASB, in comparison to the mean grade level norms, set by NWEA. While NWEA does measure student growth using a range which includes the standard deviation to account for dispersion, the norms in the tables below have a very straightforward interpretation. The columns marked “Grade Level Norms” are indicative of the “End of Year” mean score in each grade level. The columns marked “Met Growth Target” indicate the expected rate of academic growth and whether or not grade level growth norms were met for the year.

NWEA Fall to Spring Comparison - Reading				
Grade Level	Mean RIT Score – FALL	Mean RIT Score – SPRING	Grade Level Norms	Met Growth Target
Kindergarten	134.6	153.4	158.1	✓
1 <sup>st</sup> Grade	148.8	170.0	177.5	✓
2 <sup>nd</sup> Grade	167.7	181.0	188.7	✗
3 <sup>rd</sup> Grade	181.3	190.4	198.6	✗
4 <sup>th</sup> Grade	194.5	200.5	205.9	✗

NWEA Fall to Spring Comparison – Math				
Grade Level	Mean RIT Score – FALL	Mean RIT Score – SPRING	Grade Level Norms	Met Growth Target
Kindergarten	133.1	154.8	159.1	✓
1 <sup>st</sup> Grade	149.5	175.5	180.8	✓
2 <sup>nd</sup> Grade	167.1	183.3	192.1	✓
3 <sup>rd</sup> Grade	182.0	195.0	203.4	✓
4 <sup>th</sup> Grade	197.4	205.9	213.5	✗

NWEA Fall to Spring Comparison – Language Usage				
Grade Level	Mean RIT Score – FALL	Mean RIT Score – SPRING	Grade Level Norms	Met Growth Target
2 <sup>nd</sup> Grade	N/A	N/A	189.7	N/A
3 <sup>rd</sup> Grade	171.1	178.8	200.0	✗
4 <sup>th</sup> Grade	181.6	183.6	206.7	✗

On average, SASB met the Grade Level Growth Norms in six of the twelve categories assessed, or 50%, according to NWEA. Therefore, the school **Does Not Meet Standard** according to their Accountability Plan Performance Rubric.

For more information on NWEA, visit their website at: <https://www.nwea.org/>

**IREAD-3:** The purpose of the Indiana Reading Evaluation And Determination (*IREAD-3*) assessment is to measure foundational reading standards through grade three. IREAD-3 is a summative assessment which "requires the evaluation of reading skills for students who are in grade three beginning in the Spring of 2012 to ensure that all students can read proficiently before moving on to grade four." IREAD-3 is administered two times per year, once in the spring and again in the summer for any student that did not pass the round 1 test.

Education One considers both rounds of IREAD-3 data to be important, however, emphasis is placed on the first round of testing. This is because round 1 is a more accurate reflection of the effectiveness of daily classroom instruction, while round 2 data reflects the effectiveness of a school's reading intervention program. Success Academy South Bend had 57/92 third grade students pass the first round of IREAD-3, or 62%. That number increased to 75/92 third grade students passing, or 81.5% after the second round of testing. While the school's significant growth between round 1 and round 2 is commendable, SASB receives a rating of **Does Not Meet Standard** according to their Accountability Plan Performance Rubric.

**Instruction:** High quality curriculum, coupled with highly effective teachers, ensure a student's academic success. Therefore, Education One evaluates each of the schools in our portfolio to measure the quality of the school's instructional practices. Does the school effectively implement its curriculum? Focus instruction on core learning objectives? Appropriately pace lessons to ensure high levels of rigor and challenge? Implement a variety of differentiated strategies to engage a wide range of student interests, abilities and learning needs? Provide students with timely feedback in order to help them improve their instructional practices? These items are measured through monthly school site visits, which include classroom walk-throughs and observations.

Based on the qualitative evidence collected throughout the 2015-16 school year, Success Academy South Bend receives a rating of **Does Not Meet Standard** according to their Accountability Plan Performance Rubric.

**Comparison to Surrounding Schools:** Because 2015-16 was Success Academy's first year of operation, state Accountability data is not yet available for this school. Thus, the school receives a rating of **Not Applicable** on their Accountability Plan Performance Rubric.

## PART II: Financial Review

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

Overall Rating	Year 1	Year 2	Year 3	Year 4	Year 5
	2015-16	2016-17	2017-18	2018-19	2019-20
	Meets Standard				

Is the organization in sound fiscal health?		
Performance Targets	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues
	Meets standard	The school complies with and presents no concerns in the sub-indicators below
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below

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

**Financial Management:** Success Academy South Bend **met standard** on its audit, as Fitzgerald Isaac, the school’s auditors, identified no significant deficiencies or material weaknesses with the school’s financial controls.

The school also **met standard** in regards to its financial reporting requirements for timely submission of quarterly financial statements. Moreover, the school turned 100% of its financial documents into Education One in a timely manner.

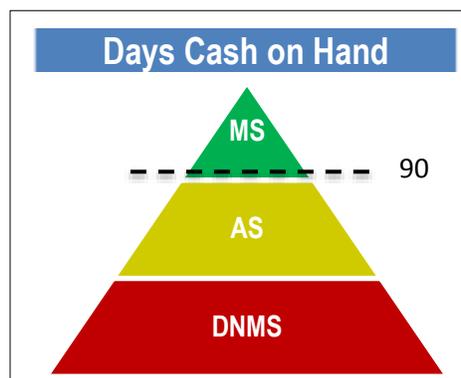
For these reasons, the school receives a rating of **Meets Standard** for the 2015-16 school year.

**Enrollment Variance:** Indiana calculates its state tuition support for schools two times per year. According to the Indiana Department of Education, SASB had an enrollment count of 443 students as of September 2015 and an enrollment count of 428 students as of February 2016. This sub-indicator is calculated by averaging the number of students enrolled in the school on the February 2016 Count Day with the number of students enrolled at the time of the September 2015 Count Day. Therefore, the school had an average annual enrollment of 435.5 for the 2015-16 school year.

Unfortunately, SASB never submitted a board approved budget to Education One for the 2015-16 school year. Therefore, Enrollment Variance cannot be calculated for the school, and SASB receives a rating of **Does Not Meet Standard** for this indicator.

**Current Ratio:** With regard to its current ratio, the school’s Board Chair, Lawrence Garatoni, submitted a written statement of assurance to Education One on August 11, 2015 that guarantees funds will be provided to cover any capital expenditures or operating deficits of the school through June 30, 2022. This commitment is binding for the Garatoni-Smith Family Foundation both during and after the tenure of Lawrence Garatoni as Board Chair. Based on this, the school’s current assets (cash or other assets that can be accessed in the next 12 months) exceed its current liabilities (debt obligations due in the next 12 months) with a ratio of 1.10 or greater and therefore, the school **Meets Standard** according to their Accountability Plan Performance Rubric.

**Days Cash:** Additionally, Education One also calculates days cash on hand as an important measure of a charter school’s fiscal health. This metric indicates how many more days after June 30, 2016, the school would be able to operate. Noting the aforementioned written statement of assurance submitted by Lawrence Garatoni, Board Chair, SASB receives a rating of **Meets Standard** according to their Accountability Plan Performance Rubric.



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

**Debt to Asset Ratio:** The school **Meets Standard** for the debt to asset ratio sub-indicator, due to the aforementioned written statement of assurance, indicating the school’s debt to asset ratio would be less than 9.0.

**Debt Service Coverage:** Lastly, the school **Meets Standard** for debt service coverage, based on the aforementioned written statement of assurance, which notes that the school has adequate net income to support its debt service through June 30, 2022.

## PART III: Board Governance and Leadership

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

Overall Rating	Year 1	Year 2	Year 3	Year 4	Year 5
	2015-16	2016-17	2017-18	2018-19	2019-20
	Approaching Standard				

Is the organization effective and well-run?		
Performance Targets	Does not meet standard	The school board/leadership team present concerns in a majority of the sub- indicators with no evidence of a credible plan to address the issues
	Approaching standard	The school board/leadership team present concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues
	Meets standard	The school board/leadership team comply with and present no concerns in the sub-indicators below
	Exceeds standard	The school board/leadership team consistently and effectively comply with and present no concerns in the sub-indicators below

Sub-Indicator Ratings	Sub-indicators	Rating
	Academic Leader Review	AS
	Governance	AS
	Charter Accountability Reporting Requirements	AS

**Academic Leader Review:** Success Academy South Bend is a part of the Career Academy South Bend Network (CASB-Network), which oversees three schools in South Bend. During the 2015-16 school year, the network delegated daily oversight obligations to Paul Schlottman, Superintendent for all three schools, as well as to two School Leaders. The Superintendent, along with the School Leaders and supporting staff, support each of the three schools in areas such as curriculum and instruction, professional development, reporting, financial management, human resources, and technology. Members of the network leadership team all demonstrate sufficient academic and operational expertise.

During the 2015-16 school year, Dean Fecher served as the School Leader of SASB. As School Leader, he was primarily responsible for academic and instructional development, state and authorizer reporting requirements, special education oversight and student discipline. Mr. Fecher has experience teaching and leading within and outside the network, and has demonstrated strong academic outcomes for the students of SASB. Under his leadership, the school successfully navigated its first year of operation, overcoming many academic, operational and facility challenges.

In his time as Principal, Mr. Fecher has engaged his staff in a continuous process of improvement. He has ensured professional development opportunities occur on a routine basis for staff, and has appropriately selected curricular programs that are both effective and engaging. Under his leadership, SASB has made significant gains in regards to moving students forward in reading, consistently working with students to close the achievement gap. Mr. Fecher has worked to establish clear systems and processes for addressing areas of deficiency in a timely manner, and while there is room for improved communication and organization, Mr. Fecher has been consistent in providing information to and consulting with the schools' board of directors, Education One, and other key stakeholders.

In addition, he attends all CASB-Network board meetings as well as monthly meetings with the Managing Director of Education One. During these meetings, he provides detailed updates pertaining to student performance, student recruitment and retention, school initiatives and major events.

In addition to improved communication and organization, improvements related to instructional leadership are necessary. During the 2015-16 school year, Mr. Fecher did not consistently conduct monthly classroom walk-throughs for staff, or provide staff with appropriate growth oriented feedback after each walk-through. At minimum, monthly tracking of teacher preparedness, planning, and effectiveness should take place, including targeted follow-up for any underperforming teachers.

Overall, SASB receives a rating of **Approaching Standard** for school leadership.

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

The CASB-Network board is currently comprised of 9 members. The board recruits and selects members that are knowledgeable, including individuals with experience in finance, education, community engagement and business. These board members represent diverse skill sets, and act in the best interest of the school; demonstrating a clear understanding of and commitment to the mission of CASB-Network, to provide all students – regardless of past academic performance – with a rigorous education that prepares them for college and/or careers. However, the board lacks an individual with legal expertise, and while two members of the board do have experience working in education, neither of these members have educational experience working with grades K-8.

During the 2015-16 school year, the board was very active in the community and worked to secure financial resources as well as additional community partnerships to support expansion and the implementation of mission-aligned programs. The board also demonstrated effective interactions with the Superintendent and School Leaders that was conducive to the success of the schools; including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, engaging the school leader in school improvement plans and establishing clear objectives, priorities, and goals.

Regarding governance operations, board meetings were scheduled monthly, however, meetings were routinely cancelled or changed with little to no notice. From July 2015 to June 2016, the board had 12 opportunities to meet, but met only 6 times or 50%. However, when regularly scheduled board meetings did take place, the CASB-Network board typically met quorum, and maintained high levels of attendance, with very few directors absent at each meeting. Board meeting minutes were provided to Education One in a timely manner and included all necessary information as per Indiana’s Open Door Law.

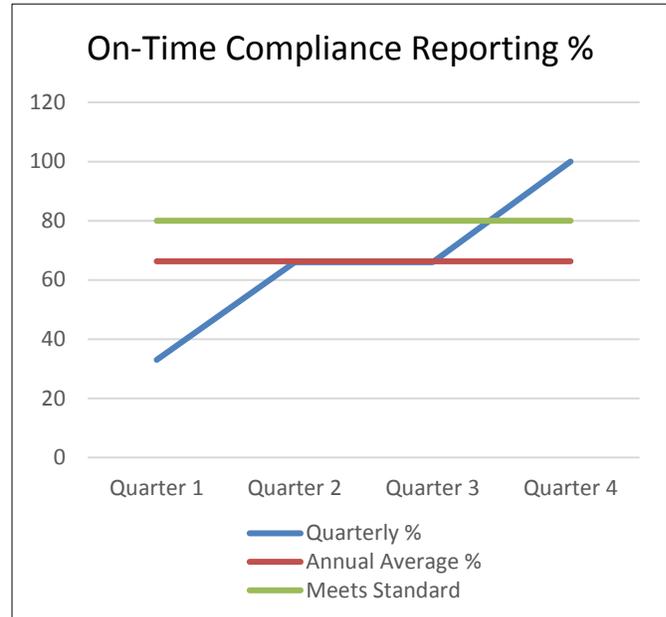
The Board Chair for the CASB-Network maintained consistent and transparent communication with Education One, leading to a positive and collaborative relationship between the two entities. However, often times the primary communication between Education One and the CASB-Network was delegated to the school’s Superintendent. Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies were routinely not communicated to Education One; specifically regarding incidents with the Indiana Department of Education and/or community concerns and complaints. Deadlines regarding School Leader evaluations were not met during the mid or end of year evaluation windows, and email communications regularly went unanswered, making it difficult to collaborate effectively.

It is also worth noting that the CASB-Network board has yet to develop a system for assessing its own performance throughout the year, preventing the board from objectively measuring its effectiveness at the close of each school year.

The CASB-Network board has created a positive and collaborative working relationship with the network leadership team, and with Education One. However, due to the need for improved communication, the lack of a formalized self-evaluation tool for the board, regular adjustments to the board meeting schedule and need for additional board development, the Career Academy South Bend Network board receives a rating of **Approaching Standard** according to their Accountability Plan Performance Rubric.



**Charter Accountability Reporting Requirements:** During the 2015-16 school year, SASB Principal, Mr. Fecher was primarily responsible for submitting compliance documents to Education One. Documents such as employee spreadsheets, board meeting minutes, academic data, and quarterly reports were routinely submitted on-time, however, submissions were often incomplete. State reporting documents were submitted in accordance with state law. SASB maintained compliance with all material sections of its charter and submitted amendments as applicable. Mr. Fecher was consistently actively engaged in meetings with Education One and maintained sufficient communication with Education One between scheduled meetings. Thus, SASB receives **Approaching Standard** for compliance obligations.



## PART IV: School Climate

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

Overall Rating	Year 1	Year 2	Year 3	Year 4	Year 5
	2015-16	2016-17	2017-18	2018-19	2019-20
	Approaching Standard				

Is the school providing appropriate conditions for student and staff success?		
Performance Targets	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues
	Meets standard	The school complies with and presents no concerns in the sub-indicators below
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below

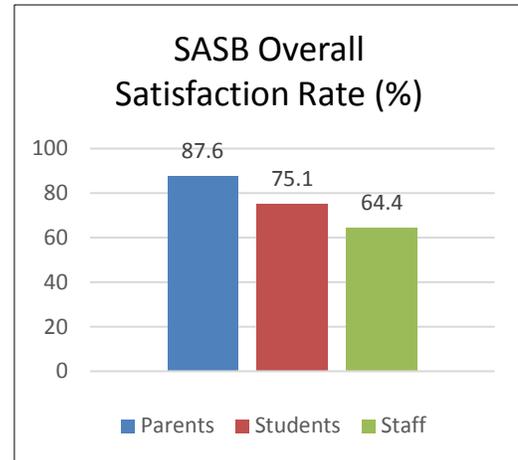
Sub-Indicator Ratings	Sub-indicators	Rating
	School-wide Satisfaction	AS
	Survey Participation	N/A

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

The results of the third party survey, conducted during Spring 2016, were generally positive. The survey indicated that SASB was **meeting standard** regarding communication with parents, with 87.6% of parents reporting overall satisfaction with the school.

In regards to communication with students, 75.1% of students reported satisfaction, indicating that they preferred attending SASB in comparison to their previous school. The school is **approaching standard** in this sub-indicator.

Finally, the survey results showed that 64.4% of staff reported feeling a sense of job satisfaction, which **does not meet standard**.



Overall, Success Academy South Bend receives a rating of **Approaching Standard** according to their Accountability Plan Performance Rubric.

**Survey Participation:** While survey participation is not a metric that is calculated in the Accountability Plan Performance Rubric, understanding the survey’s population size as well as sample size is valuable in determining the validity of the overall survey. A school’s population size is the total number of people in the group you are trying to reach with your survey. The sample size is the number of completed responses the survey receives. Population size and sample size are listed for SASB stakeholders in the table below.

SASB Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size # of Respondents	% of Survey Participation
Parents*	349	113	32.4%
Students**	420	245	58.3%
Staff	68	45	66.2%

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

\*\*Please Note: The student group includes students in grades K-6

Overall, student, staff, and parent participation rates for SASB were relatively low and Education One would like to see increased participation in future surveys conducted. The school receives a rating of **Not Applicable** for this sub-indicator.

## PART V: Next Steps

*Does the school or organization require interventions moving forward?*

Overall, Success Academy South Bend's first year of operation, 2015-16, was a positive year, however, improvements are necessary in order for the school to meet its academic potential.

At this time, no significant recommendations for school improvement are required, however, considerations for improvement in the following areas should be noted in the coming school year to ensure continued progress:

- Continued board development, including the addition of further highly qualified members to the board; the implementation of board self-assessment procedures; strengthened communication between the board and Education One; and maintaining a consistent and regularly scheduled board meeting calendar
- Improved processes and procedures to strengthen Special Education services, including clear and concise communication of services to families – as a means to reduce the number of complaints being filed with the Indiana Department of Education
- Clear plan for addressing ELL student needs, including a communication plan for staff and families
- Strengthen school climate and culture to ensure the school's environment is conducive for student and staff success
- Improved communication between Education One and the Superintendent, including timely responses to all email communications, on-time submission of necessary reporting requirements, and continuous follow-through of tasks
- Timely and complete submission of all reporting requirements to Education One
- Increased classroom monitoring coupled with growth oriented feedback for teachers, and a rigorous plan for improvement when teachers are not meeting standard
- Clear and concise expectations with strong follow-through in regards to classroom and behavior management