



2016-2017 ANNUAL REVIEW

SUCCESS ACADEMY SOUTH BEND

Evaluated By:

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Education One, L.L.C.

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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

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
	2015-16	2016-17	2017-18	2018-19	2019-20
	Does Not Meet Standard	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	MS
	Attendance Rate	AS
	IDOE Accountability Grade	DNMS
	Legacy Data	N/A <small>*YEAR 2 - NO DATA</small>
	Indiana Growth Model	DNMS
	Value Added (NWEA)	MS
	IREAD-3	AS
	Instruction	DNMS
	Comparison to Surrounding Schools	DNMS

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 98.7% for the 2016-17 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 94.7%. 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	93.7%	✗
1 st Grade	94.3%	✗
2 nd Grade	94.4%	✗
3 rd Grade	95.2%	✓
4 th Grade	95.7%	✓
Overall Average	94.7%	✗

IDOE Accountability Grade: In Spring 2016, 40.2% of SASB students passed the English/Language Arts portion of ISTEP+, while 22% of students passed the Mathematics portion.

In English/Language Arts, the school earned 63.4 points for Top 75% growth and 75 points for Bottom 25% growth, giving them 69.2 points for Overall Growth. In Mathematics, the school earned 43.3 points for Top 75% growth and 56.9 points for Bottom 25% growth, giving them 50.1 points for Overall Growth.

The Indiana State Board of Education (SBOE) awarded SASB with an 'F' for its 2015-16 school year performance. This is the school's first letter grade as the 2015-16 school year was its first year of operation. The school was .3 points away from receiving a letter grade of a 'D.'

Thus, the school receives a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

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

<http://www.doe.in.gov/accountability/indiana-student-centered-accountability>

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: Under the Indiana Growth Model, the IDOE compares each student's growth on ISTEP+ for one year to the next and determines whether the student made low, typical, or high growth compared to their academic peers. For more information on how growth is determined, visit: <http://www.doe.in.gov/accountability/growth>.

Education One measures the median percentile rank of students achieving growth in both English/Language Arts and Mathematics to ensure that students are making substantial and adequate gains over time. In 2015-16, 22% of SASB students outgrew their peers at the same achievement level in English/Language Arts and 16% of SASB

students outgrew their peers at the same achievement level in Mathematics. Overall, the school had an average median percentile growth of 19%, which earns them a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

Value Added: Education One requires all of the schools in its portfolio to measure student progress multiple times through 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 indicates 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 the 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	Fall to Spring Growth Target	Grade Level Norms	Met Growth Target
Kindergarten	134.3	156.5	17.1	158.2	✓
1 st Grade	149.3	170.3	21	177.5	✓
2 nd Grade	162.3	182.7	14	188.7	✓
3 rd Grade	177.5	191.3	10.3	198.6	✓
4 th Grade	189.0	195.6	7.8	205.9	✗

NWEA Fall to Spring Comparison – Math					
Grade Level	Mean RIT Score Fall	Mean RIT Score Spring	Fall to Spring Growth Target	Grade Level Norms	Met Growth Target
Kindergarten	133.1	155.7	24.6	159.1	✓
1 st Grade	149.2	175.6	18.4	180.9	✓
2 nd Grade	165.5	190.8	15.2	192.1	✓
3 rd Grade	179.1	196.4	13	203.4	✓
4 th Grade	193.3	202.1	11.6	213.5	✗

NWEA Fall to Spring Comparison – Language Usage					
Grade Level	Mean RIT Score Fall	Mean RIT Score Spring	Fall to Spring Growth Target	Grade Level Norms	Met Growth Target
2 nd Grade	165.3	N/A	15.2	189.7	N/A
3 rd Grade	177.2	193.4	10.6	200.0	✓
4 th Grade	190.7	197.6	7.9	206.7	✗

On average, SASB met the Grade Level Growth Norms in nine of the twelve categories assessed, or 75%, according to NWEA. Therefore, the school **Meets 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 one is a more accurate reflection on the effectiveness of daily classroom instruction while round two data reflects the effectiveness of a school's reading intervention program. SASB had 68.4% of their third grade students pass the first round of IREAD-3, an increase from the previous year's percentage of 62% from the first round. The school receives a rating of **Approaching Standard** on 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 2016-17 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: SASB performed lower than most comparison schools in terms of proficiency and growth. Education One measures whether or not each of its schools outpace the schools that students would have been assigned to in terms of both proficiency and growth. Therefore, SASB receives a rating of **Does Not Meet Standard** according to 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	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	DNMS
	Enrollment Variance	MS
	Current Ratio	MS
	Days Cash	MS
	Debt Default/Delinquency	MS
	Debt to Asset Ratio	MS
	Debt Service Coverage	MS

Financial Management: At the time of this report, Success Academy South Bend has not submitted a copy of the school's completed audit for Fiscal Year 2015/2016. Without this document, Education One is unable to determine whether SASB shows any significant deficiencies or material weaknesses with the school's financial controls. Therefore, the school **does not meet standard** in this area.

The school also **does not meet standard** in regards to its financial reporting requirements for timely submission of quarterly financial statements. No quarterly financials for SASB were submitted to Education One until May 2017 for the 2016-17 school year.

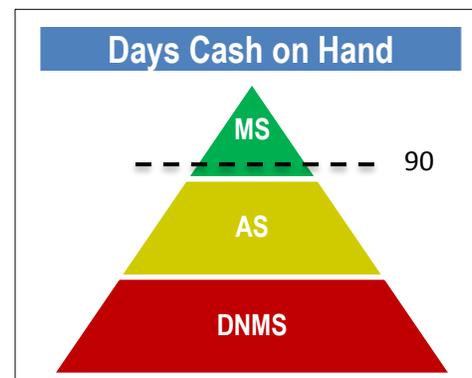
For these reasons, the school receives a rating of **Does Not Meet Standard** for the 2016-17 school year.

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 483 students as of September 2016 and an enrollment count of 477 students as of February 2017. This sub-indicator is calculated by averaging the number of students enrolled in the school on the February 2017 Count Day with the number of students enrolled at the time of the September 2016 Count Day. Therefore, the school had an average annual enrollment of 480 for the 2016-17 school year.

As a whole, CASB-Network had an average enrollment of 1,149.5 students enrolled throughout the school year, with a budgeted enrollment of 1,147. This equates to a positive enrollment variance of 100.2%. Therefore, CASB-Network receives a rating of **Meets 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	Approaching Standard			

Is the organization effective and well-run?									
Performance Targets	<table border="1"> <tr> <td style="background-color: #cccccc;">Does not meet standard</td> <td>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</td> </tr> <tr> <td style="background-color: #cccccc;">Approaching standard</td> <td>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</td> </tr> <tr> <td style="background-color: #cccccc;">Meets standard</td> <td>The school board/leadership team comply with and present no concerns in the sub-indicators below</td> </tr> <tr> <td style="background-color: #cccccc;">Exceeds standard</td> <td>The school board/leadership team consistently and effectively comply with and present no concerns in the sub-indicators below</td> </tr> </table>	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
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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 2016-17 school year, the network delegated daily oversight obligations to Alex Hammel, 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 2016-17 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 continued to work toward overcoming many academic, operational and staffing challenges.

In his time as School Leader, 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 makes attempts to identify current needs, based on classroom walkthroughs, grade-level leader meetings, and staff feedback. Under his leadership, SASB has made significant gains in regards to moving students forward in reading and math, consistently working with students to close the achievement gap. 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 bi-weekly meetings with the Assistant Director of Accountability and monthly meetings with the Education One team. During these meetings, he collaborates and provides detailed updates pertaining to student performance, student recruitment and retention, school initiatives and major events.

While Mr. Fecher has worked to establish clear systems and processes for addressing areas of deficiency in a timely manner there is still room for improvement in communicating expectations and following through with staff members. Tracking of teacher preparedness, planning, and effectiveness should continue to take place, and should include a more consistent process for providing underperforming teachers with the necessary plans, feedback, and support they need to ensure student success.

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 could benefit from growing in this area.

During the 2016-17 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, who was replaced in the 2016-17 school year, and both School Leaders that allowed for 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 2016 to June 2017, the board had 12 opportunities to meet, but met only 7 times or 58%. 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.

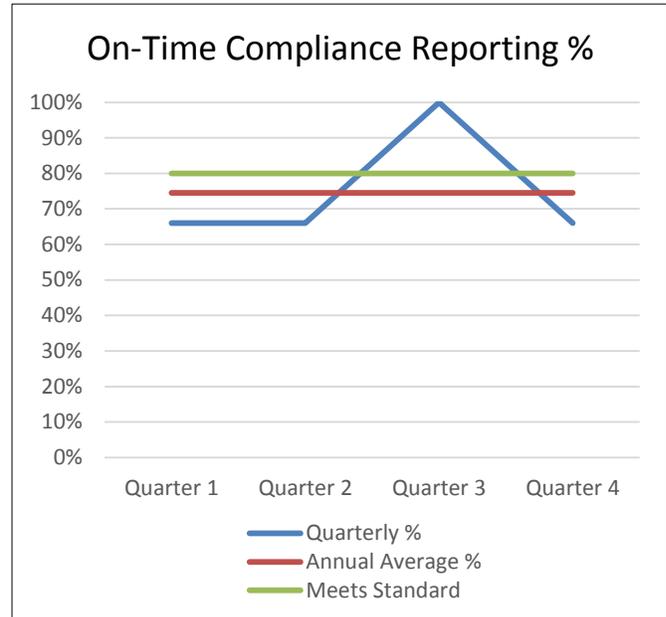
The Board Chair for the CASB-Network maintained consistent and transparent communication with Education One, leading to a positive and collaborative relationship between the two entities. However, often times decisions related to the school were made by the Board Chair without board consent. Therefore, the majority of board meetings throughout the year seemed to serve as informational sessions, rather than true governance sessions. Furthermore, multiple deadlines related to school financials, School Leader evaluations, etc. were not met during the school year, making it difficult to effectively evaluate the network in real time.

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 directors as well as 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 2016-17 school year, SASB School Leader, 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	Meets Standard			

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

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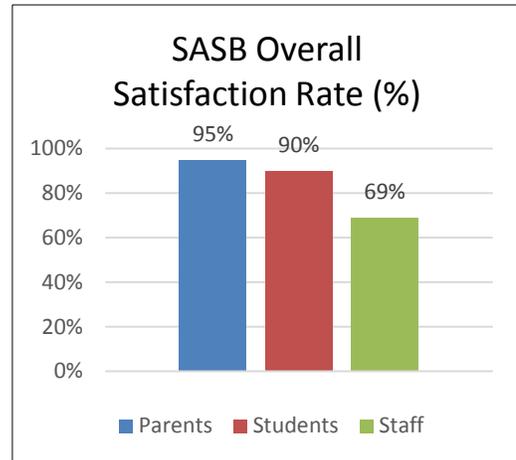
Sub-Indicator Ratings	Sub-indicators		Rating
	School-wide Satisfaction		MS
	Survey Participation		N/A

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

The results of the third party survey, conducted during spring 2017, were generally positive. The survey indicated that SASB was **meeting standard** regarding communication with parents and students, with 95% of parents and 90% of students reporting overall satisfaction with the school.

The survey results showed that 69% of staff reported feeling a sense of job satisfaction, which **does not meet standard**.

Overall, Success Academy South Bend **Meets Standard** according to their Accountability Plan Performance Rubric.



Survey Participation: While survey participation is not a metric that is calculated in the Accountability Plan Performance Rubric, understanding the survey's population size as well as sample size is valuable in determining the validity of the overall survey. A school's population size is 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*	456	75	16%
Students**	460	380	83%
Staff	70	41	59%

*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, 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, 2016-17 was a challenging year for Success Academy, however, the school showed improvements from last year in the following areas:

- 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 management

Throughout the 2016-17 school year, SASB struggled with instructional best practices, implementing rigorous academic programs, effective disciplinary procedures and school climate and culture. For these reasons, SASB will require the implementation of a school improvement plan throughout the 2017-18 school year. Monitoring of this improvement plan will occur quarterly, in conjunction with the school's Accountability Plan Performance Rubric. Non-compliance with this plan, or the untimely submission of documentation to Education One, could result in revocation of the school's charter agreement.

School Improvement Requirements	Monitoring Frequency and Duration	Necessary Documentation for Education One
<i>What interventions are necessary for school improvement?</i>	<i>How often should progress be measured and for how long?</i>	<i>What evidence will Education One collect to measure improvements?</i>
As Determined by Education One		
Identify and track implementation of clear expectations for instructional best practices related to core subject areas.	<p>Frequency: Quarterly</p> <p>Duration: Throughout the 2017-18 school year</p>	<p>Walkthrough trend data in core subject areas and plan for next steps to ensure instructional expectations are being met; submitted by the following dates:</p> <p style="text-align: center;">October 16, 2017 January 15, 2018 March 16, 2018 May 15, 2018</p>
Conduct scheduled monthly data chats with grade level teams, utilizing common classroom assessments and benchmark data to progress monitor growth toward goals.	<p>Frequency: Monthly</p> <p>Duration: Throughout the 2017-18 school year</p>	<p>Progress toward goals documentation, submitted with other monthly reporting requirements on the 15th of each month</p>

<p>Create and maintain a clear system for handling classroom disciplinary issues that allows students to return to their instructional environment in a timely manner, when appropriate</p>	<p>Frequency: Quarterly</p> <p>Duration: Throughout the 2017-18 school year</p>	<p>Office referral trend data, analysis, and next steps for improvement; submitted by the following dates:</p> <p>October 16, 2017 January 15, 2018 March 16, 2018 May 15, 2018</p>
<p>Strengthen school climate and culture to ensure the school's environment is conducive for student and staff success</p>	<p>Frequency: Quarterly</p> <p>Duration: Throughout the 2017-18 school year</p>	<p>Staff survey data, analysis, and next steps for improvement; submitted by the following dates:</p> <p>October 16, 2017 January 15, 2018 March 16, 2018 May 15, 2018</p>