



# 2018-19 ANNUAL REVIEW

CAREER ACADEMY SOUTH BEND MIDDLE SCHOOL

Evaluated By:

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## OVERVIEW

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

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

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

Annual Review reports are presented to key stakeholders, including but not limited to: the School Board Chair, School Leader, and EMO/Superintendent (*if applicable*). A final copy of each school's Annual Review report can be found on Education One's website: [www.education1.org](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 seventeen sub-indicators designed to measure how well a school's student population performs and grows on state standardized assessments, attendance, and school specific measures. All sub-indicators are noted in the school's Accountability Plan Performance Rubric.

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

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

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

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

Based on qualitative and quantitative evidence collected throughout the 2018-19 school year, Career Academy South Bend Middle School (CASB MS) receives a rating of **Exceeds Standard** according to their Accountability Plan Performance Rubric.

2018-19 Monthly Site Visit Percentage of Classrooms Showing a Concern							
	Curriculum	Learning Objectives	Rigorous Pace and Delivery	Differentiated Strategies	Classroom Management	Active Engagement	Growth Oriented Feedback
Aug.	0%	0%	37.5%	75%	25%	25%	50%
Sept.	0%	0%	27.3%	18.2%	0%	18.2%	36.4%
Oct.	0%	0%	20%	30%	0%	20%	40%
Nov.	No Site Visit (November/December Visit Combined)						
Dec.	9.1%	18.2%	36.4%	27.3%	9.1%	36.4%	45.5%
Jan.	0%	0%	50%	16.7%	0%	33.3%	25%
Feb.	No Site Visit						
Mar.	0%	12.5%	12.5%	0%	0%	25%	37.5%
Apr.	0%	0%	9.1%	9.1%	0%	27.3%	36.4%
<b>Average</b>	1.3%	4.4%	27.5%	25.2%	4.9%	26%	38.7%

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

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

**Attendance Rate:** Starting at the age of seven, students in Indiana are required to attend school regularly. The Indiana Department of Education defines habitual truancy as ten or more days absent from school, meaning students are required to attend school for 95% of the 180 days in a school year.

Education One requires an average attendance rate greater than or equal to 95%. CASB MS has an aggregate attendance rate of 95.8%, and thus, **Meets Standard** according to their Accountability Plan Performance Rubric.

Grade Level Attendance Breakdown		
Sixth Grade	96.2%	✓
Seventh Grade	95.4%	✓
Eighth Grade	95.9%	✓
Overall Average	95.8%	✓

**Benchmark Assessment Legacy Data:** Education One requires all schools in its portfolio to measure student progress multiple times throughout the school year, using a tool selected by each individual school. CASB MS utilized Pivot to effectively measure student progress at the beginning, middle, and end of the year in reading and math.

When calculating Benchmark Assessment Legacy Data, Education One looks at students who have been enrolled at the school for two or more years and the grade level proficiency of those students. The following tables indicate the percentage of students enrolled at CASB MS for at least two years that met proficiency targets on the end of the year benchmark assessment in reading and math.

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

Pivot Data: Reading				
Grade Level	Number of Students Enrolled for at Least Two Years	Number of Students who Scored a 45% on Pivot	Percentage of Grade Level Proficient Legacy Students	Proficiency Target Rating
Sixth Grade	90	46	51.1%	✗
Seventh Grade	84	41	48.4%	✗
Eighth Grade	82	52	63.4%	✗
Whole School	256	139	54.3%	✗

Pivot Data: Math				
Grade Level	Number of Students Enrolled for at Least Two Years	Number of Students who Scored a 45% on Pivot	Percentage of Grade Level Proficient Legacy Students	Proficiency Target Rating
Sixth Grade	90	62	68.9%	✗
Seventh Grade	84	24	28.6%	✗
Eighth Grade	82	50	61%	✗
Whole School	256	136	53.1%	✗

English/Language Arts: 54.3% of legacy students were considered proficient on Pivot Reading. Therefore, the school receives a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

Math: 53.1% of legacy students were considered proficient on Pivot Math. Therefore, the school receives a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

**Benchmark Assessment Value Added:** The tables below indicate the percentage of students enrolled for at least one semester that met school specific growth targets of an increase of 10% from the beginning of the year to the end of the year assessment.

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

Pivot Data: Reading				
Grade Level	Number of Students Enrolled for at Least One Semester	Number of Students Meeting Growth Target	Percentage	Growth Target Rating
Sixth Grade	99	50	50.5%	✗
Seventh Grade	83	32	38.6%	✗
Eighth Grade	99	77	77.8%	✓
Whole School	281	159	56.6%	✗

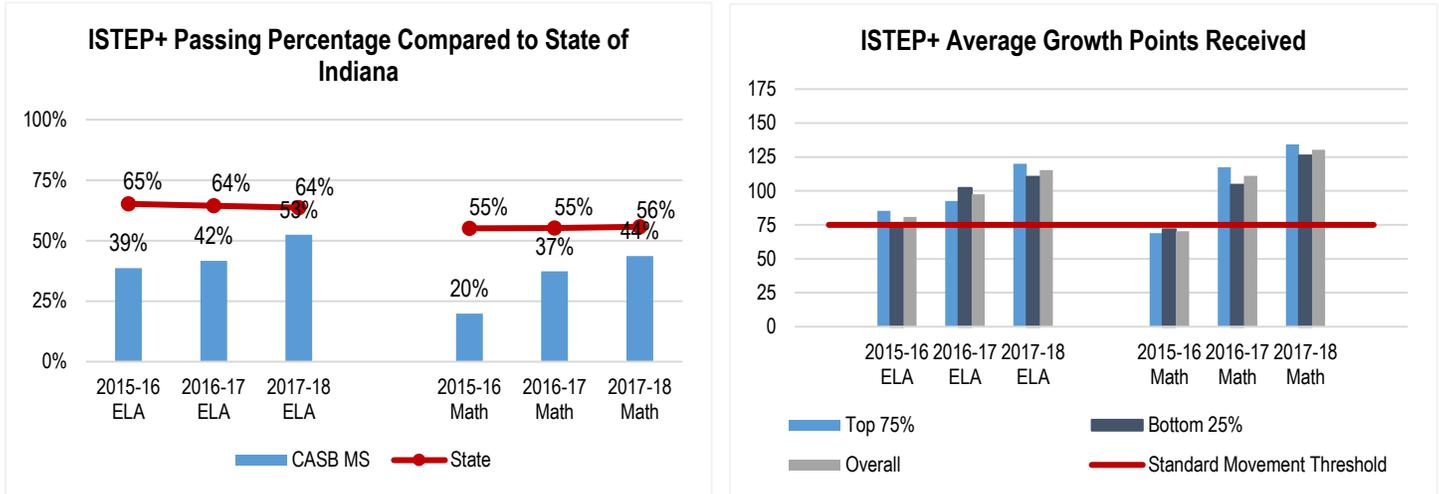
Pivot Data: Math				
Grade Level	Number of Students Enrolled for at Least One Semester	Number of Students Meeting Growth Target	Percentage	Growth Target Rating
Sixth Grade	99	68	68.7%	✗
Seventh Grade	83	22	26.5%	✗
Eighth Grade	99	57	57.6	✗
Whole School	281	147	52.3%	✗

English/Language Arts: 56.6% met their growth target on Pivot Reading. Therefore, the school receives a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

Math: 53.2% met their growth target on Pivot Math. Therefore, the school receives a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

**State Accountability Grade:** In Spring 2018, 52.5% of CASB MS students passed the English/Language Arts portion of ISTEP+, while 43.7% of students passed the math portion.

In English/Language Arts, the school earned 120 points for Top 75% growth and 110.3 points for Bottom 25% growth, giving them 115.2 points for Overall Growth. In math, the school earned 134.3 points for Top 75% growth and 126.1 points for Bottom 25% growth, giving them 130.2 points for Overall Growth. The following charts show trend data for both proficiency percentages and growth points received from ISTEP+ in which a state accountability grade is derived from.

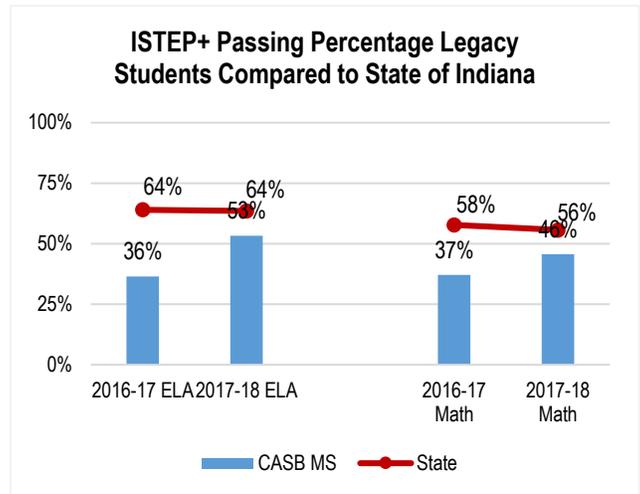


The Indiana State Board of Education (SBOE) awarded CASB MS with an “A” for its 2017-18 school year performance. Due to the school receiving an accountability baseline reset in 2015-16, the school’s accountability grade only accounts for growth. This helped the school maintain its accountability grade of an ‘A.’ Thus, the school receives a rating of **Exceeds Standard** on their Accountability Plan Performance Rubric.

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

**State Assessment Participation Rate:** The state assessment participation rate is used for state and federal reporting and accountability determinations. Education One requires a state assessment participation rate of at least 95% in order to meet standard. CASB MS had an average participation rate of 99.5% for the 2017-18 school year, and thus, **Meets Standard** according to their Accountability Plan Performance Rubric.

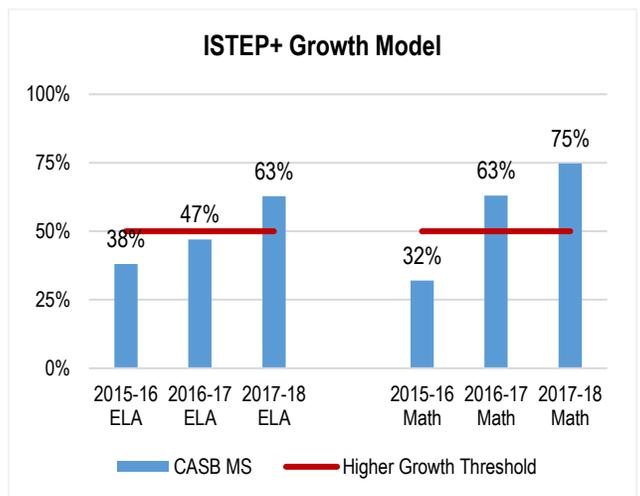
**State Assessment Legacy Data:** When calculating State Assessment Legacy Data, Education One looks at students who have been enrolled in the school for two or more years and how this group of students compare to the state’s summative assessment passing percentage. The corresponding chart shows trend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



**English/Language Arts:** The average passing percentage of students in Indiana in sixth through eighth grade on the state’s summative assessment was 63.6% in English/Language Arts. CASB MS legacy students had a passing rate of 53.3%. With a difference of 10.3% from the state’s average passing percentage, the school receives a rating of **Approaching Standard** on their Accountability Plan Performance Rubric. The school is only 0.3% from being meeting standard.

**Math:** The average passing percentage of students in Indiana in sixth through eighth grade on the state’s summative assessment was 55.7% in Math. CASB MS legacy students had a passing rate of 45.6%. With a difference of 10.1% from the state’s average passing percentage, the school receives a rating of **Approaching Standard** on their Accountability Plan Performance Rubric. The school is only 0.1% from being meeting standard.

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



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

**English/Language Arts:** In 2017-18, 63% of CASB MS students outgrew their peers at the same achievement level in English/Language Arts, which earns them a rating of **Approaching Standard** on their Accountability Plan Performance Rubric.

**Math:** In 2017-18, 75% of CASB MS students outgrew their peers at the same achievement level in Math, which earns them a rating of **Meets Standard** on their Accountability Plan Performance Rubric.

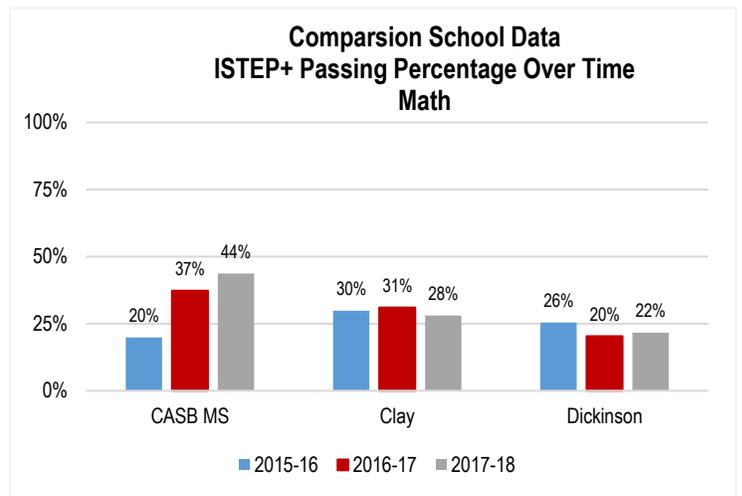
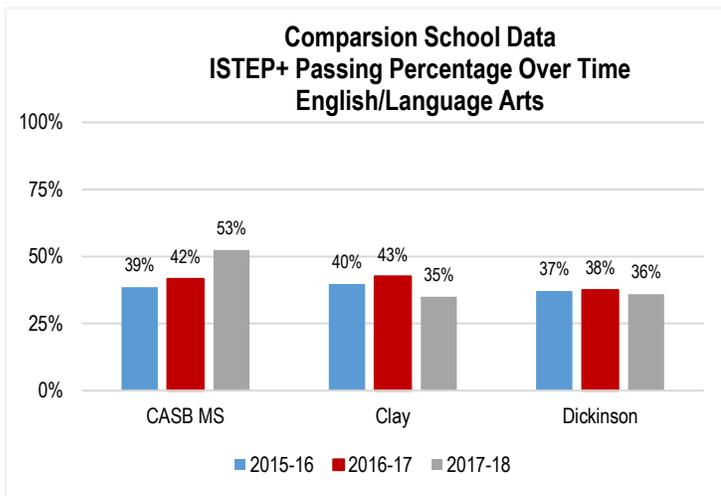
**State Assessment Subgroup Growth to Proficiency:** Education One identifies subgroups within the testing population to track if students in those subgroups made sufficient academic growth to achieve, maintain, or exceed proficiency in their grade level. The six subgroups identified for CASB MS based off 2017-18 state testing data were African American, Multi-Racial, White, Hispanic, Free/Reduced Lunch, and Special Education. 83% of African American, 83% of Multi-Racial, 82% of White, 71% of Hispanic, 81% of Free/Reduced Lunch, and 84% of Special Education students made sufficient academic growth. Therefore, the school receives a rating of **Exceeds Standard** according to their Accountability Plan Performance Rubric.

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

School Name	E/LA Pass	Math Pass	E/LA Growth	Math Growth
Career Academy South Bend MS (6-8)	52.5%	43.7%	115.2 points	130.2 points
Clay International Academy (6-8)	35%	28%	105.6 points	94.4 points
Dickinson Fine Arts Academy (6-8)	36%	21.7%	106.6 points	90.3 points

\*Areas highlighted in green indicate those in which CASB MS outperformed comparison schools.

CASB MS outperformed all comparison schools in both passing percentage and growth points received for the 2017-18 school year. The following graphs provide passing percentage trend data for CASB MS and comparison schools in English/Language Arts and Math.



CASB MS has increased the percentage of students passing ISTEP+ English/Language Arts by 14% from 2016 to 2018, while both comparison schools saw a decrease. The average decrease for comparison schools in English/Language Arts was 3%.

CASB MS has increased the percentage of students passing ISTEP+ Math by 24% from 2016 to 2018, while both comparison schools saw a decrease. The average decrease for comparison schools in Math was 3%. In two years, CASB MS has grown the number of students passing English/Language Arts and Math from being below or similar to comparison schools to surpassing them in a range of 18-22%.

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

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

**Federal Accountability Grade, cont.:**

CASB MS received a “A” for its 2017-18 school year performance. This is the first year in which the school could receive such a grade and is a growth only calculation. Thus, the school receives a rating of Exceeds Standard on their Accountability Plan Performance Rubric.

**English Language Proficiency Progress:** Education One understands that proficiency of the English language is significant to the academic success of the English Language Learner (ELL) population a school may serve. CASB MS did not have a cohort of students that met the requirement for this sub-indicator. Therefore, the school receives a rating of Not Applicable on their Accountability Plan Performance Rubric.

**Chronic Absenteeism:** A student is considered a model attendee under the federal accountability grade by having an average attendance of 96% or higher or an increase in their attendance rate by 3% from the prior year. Rather than averaging an attendance rate similar to the sub-indicator ‘Attendance Rate,’ this indicator finds the percentage of students who meet the aforementioned criteria. CASB MS had a model attendee percentage of 60.3%, giving the school a rating of Does Not Meet Standard on their Accountability Plan Performance Rubric.

## Part II: Financial Review

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

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

Is the school’s educational program successful?	
<b>Performance Targets</b>	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.

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

**Financial Management:** At the time of this report, CASB MS has not submitted a copy of the school's completed audit for Fiscal Year 2017-18. However, the school's financial team worked hard to complete the missing audits from Fiscal Years 2015-16 and 2016-17 during the 2018-19 school year and have an established plan to have the 2017-18 audit complete by June 30, 2019. Without this document, however, Education One is unable to determine whether CASB MS shows any significant deficiencies or material weaknesses with the school's financial controls. Thus, the school is approaching standard in this area.

The school meets standard in regards to its financial reporting requirements for timely submission of quarterly financial statements, a drastic improvement of processes and procedures over the last couple of years.

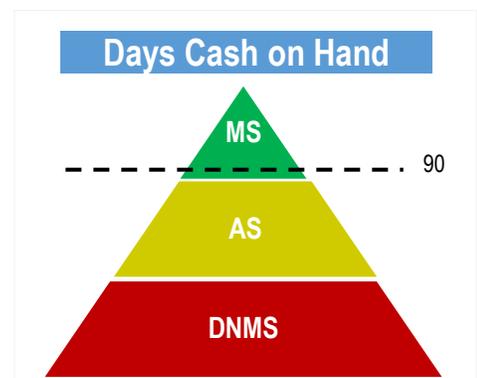
The school receives a rating of **Approaching Standard** for the 2018-19 school year on their Accountability Plan Performance Rubric.

**Enrollment Variance:** Indiana calculates its state tuition support for schools one time per year. According to the Indiana Department of Education, CASB MS had an enrollment count of 305 students as of September 2018.

Education One requires that each of the schools in its portfolio are within 98% of their budgeted enrollment in order to meet standard. As a whole, CASB-Network had an enrollment count of 1,217 in September 2018, with a budgeted enrollment of 1,275. This equates to an enrollment variance of 95%. Therefore, CASB-Network receives a rating of **Approaching 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 1.54 and therefore, the school receives a rating of **Meets Standard** on their Accountability Plan Performance Rubric.

**Days Cash:** Additionally, Education One also calculates days cash on hand as an important measure of a charter school's fiscal health. This metric indicates how many more days after June 30, 2019, the school would be able to operate. Noting the aforementioned written statement of assurance submitted by Lawrence Garatoni, Board Chair, CASB MS receives a rating of **Meets Standard**.



**Debt/Default Delinquency:** This metric is determined by analyzing the quarterly financial statements and contact with the school's creditors. In the case of CASB MS, neither its financials nor its creditors provided any indication that the school had defaulted on its debt obligations to date. Based on the summary of these sub-indicator ratings, CASB MS 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 0.90.

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

## 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	Meets Standard	Meets Standard	<b>Meets Standard</b>	

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

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

**Academic Leader Review:** CASB MS is a part of the Career Academy South Bend Network (CASB Network), which oversees three schools in South Bend. During the 2018-19 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 network staff, support each of the three schools in areas such as curriculum and instruction, professional development, reporting, financial management, human resources, and technology.

The 2018-19 school year experienced two significant leadership changes at the beginning of the school year as the previous school leader retired and assistant school leader left to pursue other opportunities. Mr. Greg Dettinger, the newly hired school leader in late spring 2018, was primarily responsible for academic and instructional development, state and authorizer reporting requirements, special education oversight, and school discipline. Mr. Dettinger required improvement in areas of staff support, communication, instructional capacity, and carrying out the mission and vision of the school.

After consideration, the school decided to move in a different direction after the first semester and brought back Principal Jagger to finish the remainder of the school year. Education One commends the decision to make the necessary leadership change to maintain the momentum and stability achieved at CASB MS. Principal Jagger has experience teaching and leading within and outside the network, and has demonstrated strong academic outcomes for the students of CASB MS. Through her leadership, the school continued to maintain stability in key administrative and teaching positions.

Ms. Jagger has continuously proven to be an excellent communicator, consistently providing information to and consulting with the schools' board of directors, Education One, and other key stakeholders. In addition, she attends all CASB Network board meetings as well as meetings with the Education One team. During these meetings, she provides detailed updates pertaining to student performance, student recruitment and retention, school initiatives, and major events.

In her time as School Leader, Ms. Jagger has engaged her staff in a continuous process of improvement and has established clear systems and processes for addressing areas of deficiency in a timely manner. Under her leadership, CASB MS has undergone drastic improvements, including maintaining a high attendance rate and increasing student proficiency and growth. Ms. Jagger's academic expertise, high expectations for staff, and strong organizational skills have allowed her to lead the implementation of effective strategies in response to data at every level.

Overall, due to the Principal's experience and ability to restore stability and success to CASB MS, the school receives a rating of **Meets 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 nine 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. However, the board lacks an individual with legal expertise, and could benefit from growing in this area as well as developing a self-assessment system to further identify areas of deficiency.

During the 2018-19 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. Members of the board often attended or took part in school functions. The



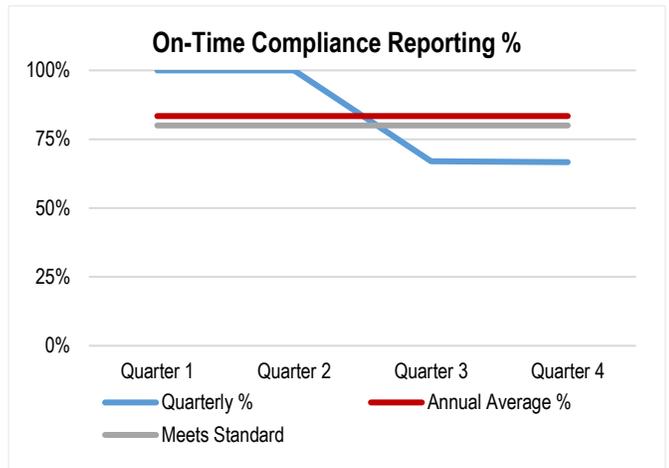
**Governance, cont.:**

board also demonstrated effective interactions with the Superintendent and 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 the operations of the board, meetings were scheduled monthly; however, meetings were routinely cancelled. At the time this report was written, the board had eight opportunities to meet, but only met 75% of the time. However, when regularly scheduled board meetings did take place, the CASB-Network board met quorum and average attendance was 7 members. 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 of the CASB Network maintained consistent and transparent communication with Education One, leading to a positive and collaborative relationship between the two entities. The CASB Network board has created a positive and collaborative working relationship with the leadership team and Education One. Therefore, the board receives a rating of **Meets Standard** according to their Accountability Plan Performance Rubric.

**Charter Accountability Reporting Requirements:** During the 2018-19 school year, Emily Mares, Assistant to the Superintendent, was primarily responsible for compiling and submitting compliance documents to Education One. Documents such as employee spreadsheets, board meeting minutes, and quarterly reports were routinely submitted on time, however sometimes incomplete. Ms. Mares worked to provide any missing submissions when they became available. Moving forward, timely and complete academic data reporting needs to be a focus of improvement. State reporting documents were submitted in accordance with state law. CASB MS maintained compliance with all material sections of its charter and submitted amendments as applicable. The school leadership team was consistently and actively engaged in meetings with Education One and maintained sufficient communication with Education One between scheduled meetings. Therefore, CASB MS receives a rating of **Meets Standard** according to their Accountability Plan Performance Rubric.



## Part IV: School Climate

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

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

Is the school's educational program successful?		
Performance Targets	Does Not Meet Standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.
	Approaching Standard	The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.
	Meets Standard	The school complies with and presents no concerns in the sub-indicators below.

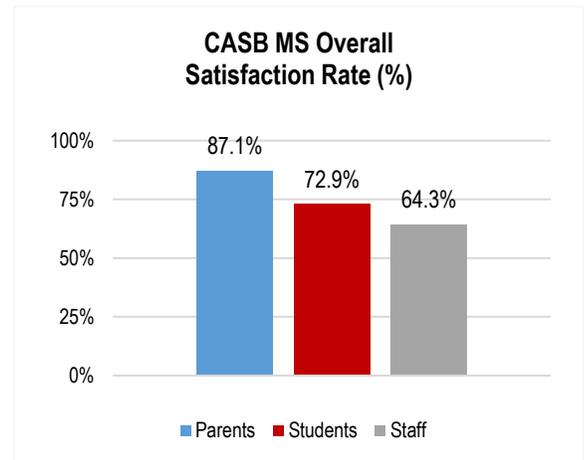
Sub-Indicator Ratings	Sub-Indicators		Rating
	School-Wide Satisfaction		<b>AS</b>
	Survey Participation		<b>N/A</b>

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

The results of the third party survey, conducted during spring 2019, were somewhat positive. The survey indicated that CASB MS is **meeting standard** regarding communication with parents, with 87.1% of parents reporting overall satisfaction. CASB MS is **approaching standard** with students, as 72.9% of students report overall satisfaction with the school.

In regards to staff, 64.3% of staff reported satisfaction. The school **does not meet standard** in this sub-indicator.

Overall, CASB MS 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 defined as the total number of possible respondents. The sample size is the number of completed responses the survey received. Population size and sample size are listed for CASB MS stakeholders in the table below.

CASB MS Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size # of Respondents	% of Survey Participation
Parents*	283	85	30%
Students**	313	166	53%
Staff	45	42	93.3%

\*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 6-8

Overall, staff participation for CASB MS was high. Education One would like to see an increased participation rate of students and parents of at least 80% in future surveys conducted. The school receives a rating of **Not Applicable** for this sub-indicator.

## Part V: Next Steps

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

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

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

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

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

### **Tier II: Targeted Interventions**

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

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

### **Tier III: Intensive Interventions and Comprehensive Evaluation**

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

Overall, Career Academy South Bend Middle School made positive gains towards the improvement of processes, procedures, and instructional practices during the 2018-19 school year. The school continues to outperform local community schools and is close to meeting standard as it relates to proficiency on the state assessment and growth and will remain identified as a Tier I school.

Improvement in the following areas is necessary for the coming school year:

- Continued development of staff and implementation of instructional best practices as it relates to rigor, differentiation, and project based learning methods
- Improved implementation of standards mapping and assessment calendar
- Improved system of maintaining foundational components related to the school mission, vision, and programing with new leadership structures and positions