



2018-19 ANNUAL REVIEW

SUCCESS ACADEMY SOUTH BEND

Evaluated By:

Lindsay Omlor, Director of Charter Schools and
Emily Gaskill, Assistant Director of Accountability

Education One, L.L.C.

TABLE OF CONTENTS

Part I: Academic Performance	2
<i>Is the school's education program successful?</i>	
Part II: Financial Review	10
<i>Is the organization in sound fiscal health?</i>	
Part III: Board Governance and Leadership	12
<i>Is the organization effective and well run?</i>	
Part IV: School Climate	15
<i>Is the school providing appropriate conditions for student and staff success?</i>	
Part V: School Improvement Plan Review	17
<i>Does the school meet goals established on the School Improvement Plan?</i>	
Part VI: Next Steps	20
<i>Does the school or organization require interventions moving forward?</i>	

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

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 eighteen 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	Does Not Meet Standard	Does Not Meet Standard	Approaching 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
	Instruction	MS
	Attendance Rate	MS
	Benchmark Assessment Legacy Data: English/Language Arts	MS
	Benchmark Assessment Legacy Data: Math	MS
	Benchmark Assessment Value Added: English/Language Arts	AS
	Benchmark Assessment Value Added: Math	AS
	State Accountability Grade	ES
	State Assessment Participation Rate	MS
	State Assessment Legacy Data: English/Language Arts	DNMS
	State Assessment Legacy Data: Math	DNMS
	State Assessment Growth Model: English/Language Arts	DNMS
	State Assessment Growth Model: Math	DNMS
	State Assessment Subgroup Growth to Proficiency	AS
	Comparison to Local Schools	AS
	IREAD-3	DNMS
	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, Success Academy South Bend (SASB) receives a rating of **Meets 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%	52.6%	21.1%	21.1%	26.3%	15.8%
Sept.	8.3%	16.7%	50%	12.5%	16.7%	20.8%	16.7%
Oct.	0%	7.7%	76.9%	38.5%	7.7%	46.2%	46.2%
Nov.	No Site Visit (November/December Visit Combined)						
Dec.	20%	26.7%	66.7%	40%	6.7%	20%	40%
Jan.	0%	0%	62.5%	12.5%	0%	25%	25%
Feb.	No Site Visit						
Mar.	5.3%	5.3%	52.6%	42.1%	0%	10.5%	47.4%
Apr.	0%	0%	58.3%	33.3%	8.3%	29.2%	29.2%
Average	4.8%	8.1%	59.9%	28.6%	8.6%	25.4%	31.5%

*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%. SASB has an aggregate attendance rate of 96%, and thus, **Meets Standard** according to their Accountability Plan Performance Rubric.

Grade Level Attendance Breakdown		
Kindergarten	96.1%	✓
First Grade	95.9%	✓
Second Grade	94.3%	✗
Third Grade	96.1%	✓
Fourth Grade	97.2%	✓
Fifth Grade	96.3%	✓
Overall Average	96%	✓

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. SASB utilized Five-Star 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 tables on the next page indicate the percentage of students enrolled at SASB 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
First Grade	74	68	91.9%	✓
Second Grade	66	57	86.4%	✓
Third Grade	68	42	61.8%	✗
Fourth Grade	39	17	43.6%	✗
Fifth Grade	42	25	59.5%	✗
Whole School	289	209	72.3%	✓

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
First Grade	74	69	93.2%	✓
Second Grade	66	61	92.4%	✓
Third Grade	68	46	67.6%	✗
Fourth Grade	39	20	51.3%	✗
Fifth Grade	42	27	64.3%	✗
Whole School	42	27	77.2%	✓

English/Language Arts: 72.3% of legacy students were considered proficient on Pivot Reading. Therefore, the school receives a rating of **Meets Standard** on their Accountability Plan Performance Rubric.

Math: 77.2% of legacy students were considered proficient on Pivot Math. Therefore, the school receives a rating of **Meets 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 5% from beginning of the year to end of the year.

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
Kindergarten	106	92	86.8%	✓
First Grade	79	67	84.8%	✓
Second Grade	80	53	66.3%	✗
Third Grade	82	33	40.2%	✗
Fourth Grade	77	35	45.5%	✗
Fifth Grade	111	51	45.9%	✗
Whole School	535	331	61.9%	✗

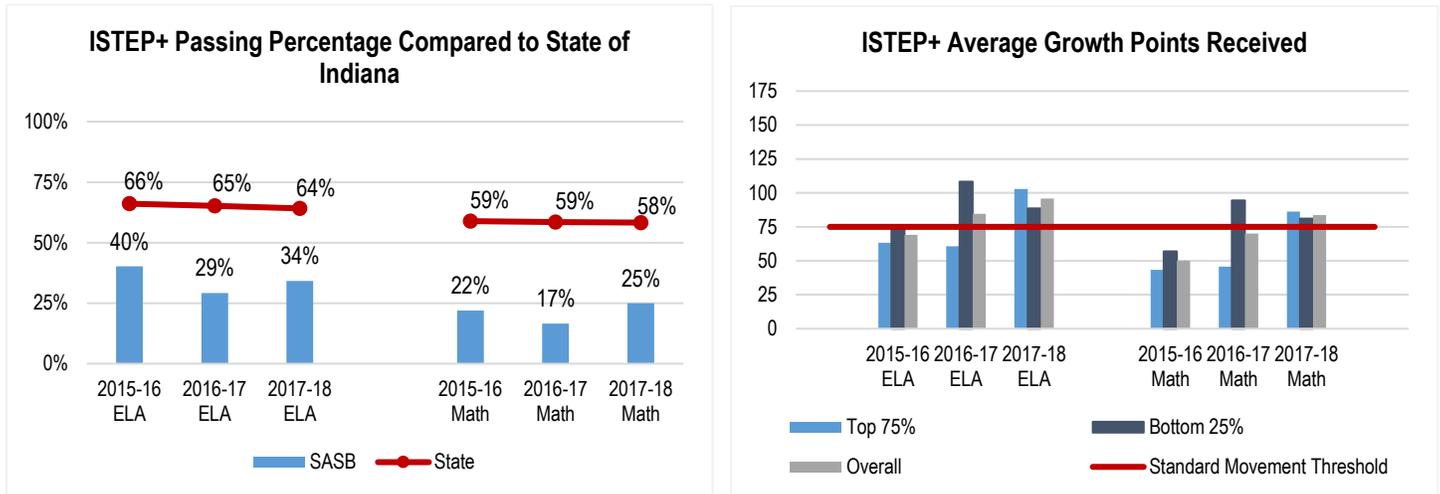
Pivot Data: Math				
Grade Level	Number of Students Enrolled for at Least One Semester	Number of Students Meeting Growth Target	Percentage	Growth Target Rating
Kindergarten	106	95	89.6%	✓
First Grade	79	72	91.1%	✓
Second Grade	80	69	86.3%	✓
Third Grade	82	42	51.2%	✗
Fourth Grade	77	29	37.7%	✗
Fifth Grade	111	63	56.8%	✗
Whole School	535	370	69.2%	✗

English/Language Arts: 61.9% met their growth target on STAR Reading. Therefore, the school receives a rating of **Approaching Standard** on their Accountability Plan Performance Rubric.

Math: 69.2% met their growth target on STAR Math. Therefore, the school receives a rating of **Approaching Standard** on their Accountability Plan Performance Rubric.

State Accountability Grade: In Spring 2018, 34.2% of SASB students passed the English/Language Arts portion of ISTEP+, while 25% of students passed the math portion.

In English/Language Arts, the school earned 103.5 points for Top 75% growth and 88.5 points for Bottom 25% growth, giving them 95.8 points for Overall Growth. In math, the school earned 86.3 points for Top 75% growth and 81 points for Bottom 25% growth, giving them 83.7 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.

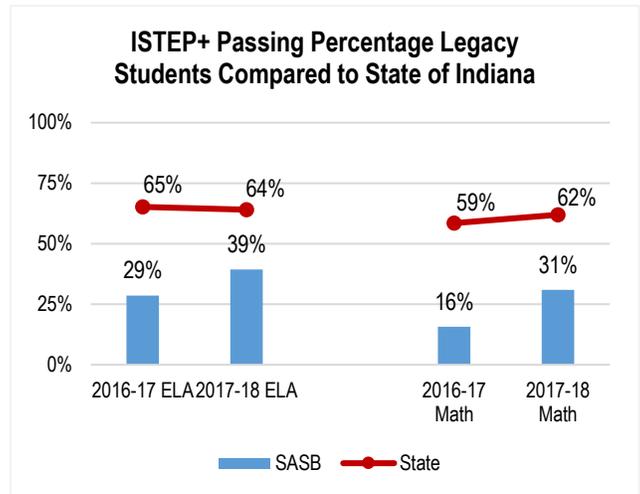


The Indiana State Board of Education (SBOE) awarded SASB with a “B” for its 2017-18 school year performance. Due to the school being in its third year of operation during the 2017-18 school year, the school’s accountability grade only accounts for growth. This helped the school improve by one letter grade from a ‘C’ to a ‘B.’ 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. SASB had an average participation rate of 99.4% for the 2017-18 school year, and thus, **Meets Standard** according to their Accountability Plan Performance Rubric.

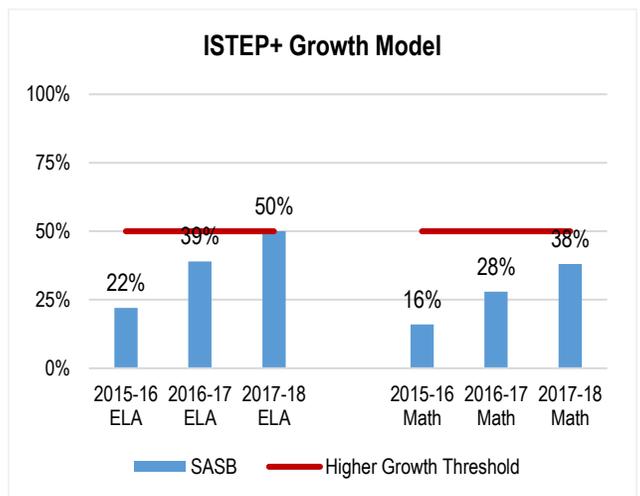
State Assessment Legacy Data: When calculating State Assessment Legacy Data, Education One looks at students who have been enrolled in the school for two or more years and how this group of students compare to the state’s summative assessment passing percentage. The corresponding chart shows trend data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



English/Language Arts: The average passing percentage of students in Indiana in third through fifth grade on the state’s summative assessment was 63.8% in English/Language Arts. SASB legacy students had a passing rate of 39.4%. With a difference of 24.4% from the state’s average passing percentage, the school receives a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

Math: The average passing percentage of students in Indiana in third through fifth grade on the state’s summative assessment was 61.9% in Math. SASB legacy students had a passing rate of 30.9%. With a difference of 31% from the state’s average passing percentage, the school receives a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

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, 50% of SASB students outgrew their peers at the same achievement level in English/Language Arts, which earns them a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

Math: In 2017-18, 38% of SASB students outgrew their peers at the same achievement level in Math, which earns them a rating of **Does Not Meet Standard** on their Accountability Plan Performance Rubric.

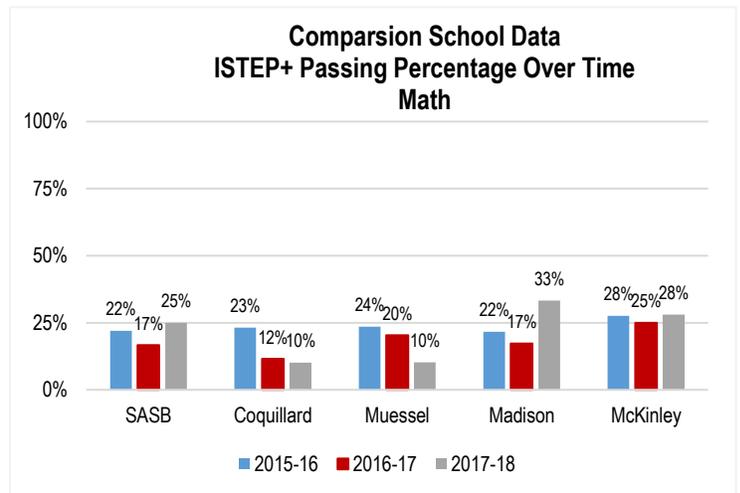
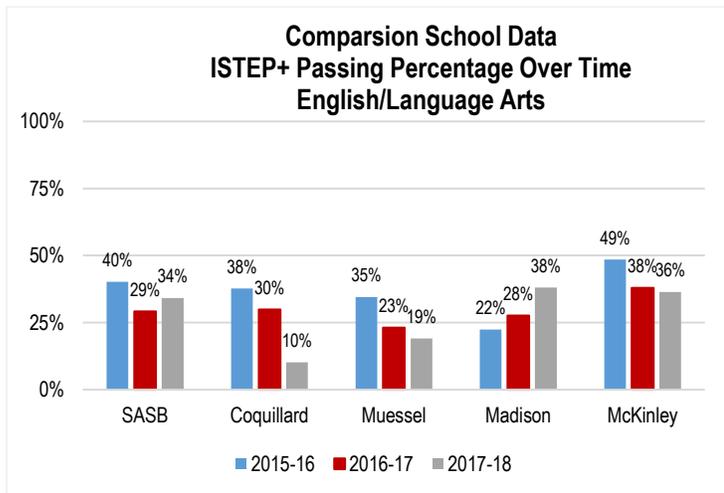
State Assessment Subgroup Growth to Proficiency: Education One identifies subgroups within the testing population to track if students in those subgroups made sufficient academic growth to achieve, maintain, or exceed proficiency in their grade level. The four subgroups identified for SASB based off 2017-18 state testing data were African American, White, Free/Reduced Lunch, and Special Education. 63% of African American, 66% of White, 57% of Free/Reduced Lunch, and 54% of Special Education students made sufficient academic growth. Therefore, the school receives a rating of **Approaching 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 SASB 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
Success Academy South Bend (K-5)	34.2%	25%	95.8 points	83.7 points
Coquillard Elementary School	10.2%	10.1%	51.9 points	61.5 points
Muessel Elementary School	19.1%	10.3%	77.2 points	51.3 points
Madison STEAM Academy	38.1%	33.3%	108 points	124.9 points
McKinley Elementary School	36.4%	28%	96.6 points	97.2 points

*Areas highlighted in green indicate those in which SASB outperformed comparison schools.

SASB performed lower in terms of proficiency and growth in eight of the sixteen areas when compared to local schools. SASB continues to outperform the two local traditional public school that are closest to SASB in both proficiency (average difference of 17.2%) and growth (average difference of 29.3 points). The following graphs provide passing percentage trend data for SASB and comparison schools in English/Language Arts and Math.



SASB has increased the percentage of students passing ISTEP+ English/Language Arts by 5% from 2017 to 2018, while almost all comparison schools saw a decrease. The average decrease for comparison schools in English/Language Arts was 4%.

SASB has increased the percentage of students passing ISTEP+ Math by 12% from 2017-2018. Two of the four comparison schools are showing a decrease in the percentage of students passing Math. The average increase for comparison schools in Math was 7%.

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, SASB receives a rating of **Approaching Standard** according to their Accountability Plan Performance Rubric.

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 that “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 to grade four.” IREAD-3 is administered two times per year, round one taking place in the spring

IREAD-3, cont.:

and round two taking place in the summer for those students who did not pass the first round assessment. Education One considers both rounds of IREAD-3 data to be important, however, 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

Education One compares its schools' passing percentage to those of the state. SASB had 59.1% of their third grade students pass IREAD-3, while the state passing rate was 87.1%. Therefore, the school receives a rating of **Does Not Meet Standard** with a difference of 28%.

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>.

SASB received an "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. SASB 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. SASB had a model attendee percentage of 51.1%, 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	Approaching 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.
	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		AS
	Enrollment Variance		AS
	Current Ratio		MS
	Days Cash		MS
	Debt/Default Delinquency		MS
	Debt to Asset Ratio		MS
	Debt Service Coverage		N/A

Financial Management: At the time of this report, SASB 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 SASB 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.

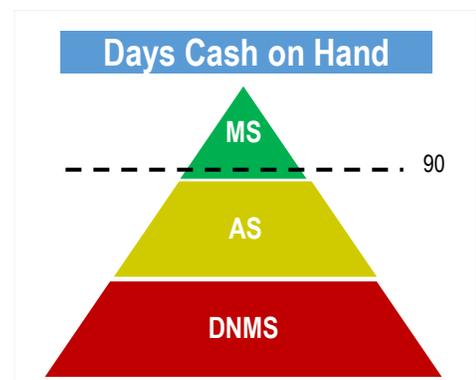
The school receives a rating of **Approaching Standard** for the 2018-19 school year on their Accountability Plan Performance Rubric.

Enrollment Variance: Indiana calculates its state tuition support for schools one time per year. According to the Indiana Department of Education, SASB 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, SASB 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 SASB, 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, 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 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 SASB.

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	Approaching Standard	Meets Standard	

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: SASB 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.

Dean Fecher served as the School Leader of SASB during the 2018-19 school year. As School Leader, he was primarily responsible for ensuring that academic and instructional development occurred with the new building instructional coach as well as overseeing the implementation of discipline and behavior strategies led by the school’s newly hired dean. He was also accountable for state and authorizer reporting requirements and special education oversight. Under his leadership, the school has seen an overall increase in enrollment since the school opened its doors in Fall 2015 of almost 200 students. Principal Fecher continues to create an environment that emphasizes the importance of technology integration, project based learning experiences, and Project Lead the Way initiatives.

Mr. Fecher attended 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 collaborated and provided detailed updates pertaining to student performance, student recruitment and retention, school initiatives and major events. It is evident that Principal Fecher is open to feedback and strives for continuous improvement pertaining to his own professional practices.

Part of this openness led to the collaborative efforts between the school leadership team and the Education One team to create a School Improvement Plan to address deficiencies in the school’s systems, procedures, and academic best practices surrounding reading instruction. The school has maintained its leadership team, instructional support staff, and key instructional teacher leaders within the building. Staff turnover has decreased with 89% of classrooms maintaining consistent teachers throughout the school year. Education One understands that school improvement is a process and commends School Leader Fecher and his team for implementing the School Improvement Plan as well as identifying areas in which the school still needs to improve, specifically around rigorous content delivery and differentiation.

Education One would like to see the network continue to make strides towards a more streamlined process for measuring high quality instructional leadership and utilizing its instructional leaders on the network level to support SASB in timely data analysis, curriculum mapping, and assessments.

Overall, SASB 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.



Governance, cont.:

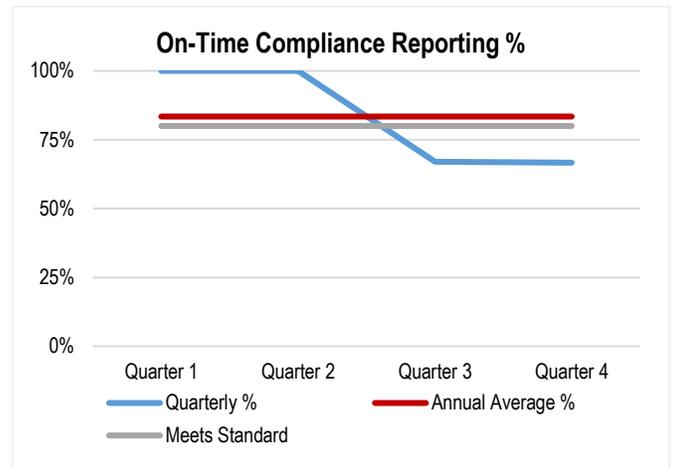
During the 2018-19 school year, the board was very active in the community and worked to secure financial resources as well as additional community partnerships to support expansion and the implementation of mission-aligned programs. Members of the board often attended or took part in school functions. The 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	Meets 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.
	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.

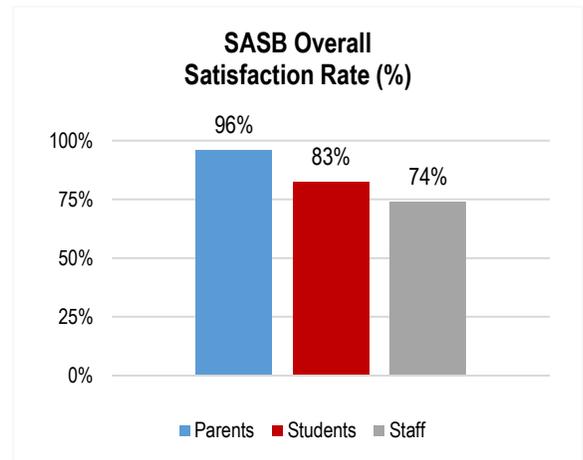
Sub-Indicator Ratings	Sub-Indicators	Rating
	School-Wide Satisfaction	MS
	Survey Participation	N/A

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 2019, were mostly positive. The survey indicated that SASB **meets standard** regarding communication with parents and students, with 96% of parents and 83% of students reporting overall satisfaction with the school.

In regards to communication with staff, 74% of staff reporting satisfaction. The school **approaches standard** in this sub-indicator.

Overall, SASB receives a rating of **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 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 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*	435	74	17%
Students**	543	240	44.2%
Staff	67	50	74.6%

*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-5

Overall, student, staff, and parent participation rates for SASB were lower than desired to truly validate survey findings. Education One would like to see increased participation of at least 80% in future surveys conducted. The school receives a rating of **Not Applicable** for this sub-indicator.

Part V: School Improvement Plan Review

SASB was placed on a School Improvement Plan for the 2018-19 school year due to lack of consistent implementation of instructional best practices, rigorous academic programs, effective disciplinary procedures, and positive school climate initiatives. Education One and the school’s leadership created four goals with action steps, initiatives, and strategies to be implemented and monitored throughout the school year.

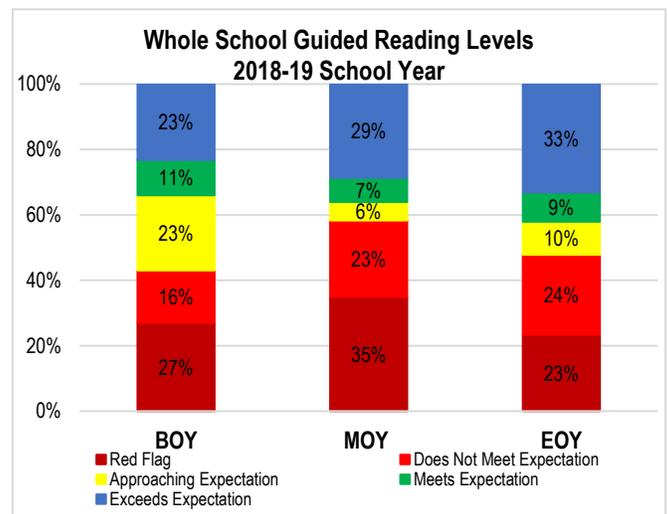
<p>Goal 1: Majority of classroom teachers are implementing small, guided groups with fidelity and utilizing up to date qualitative and quantitative data.</p>	<p>Approaching Standard</p>
--	------------------------------------

2017-18 site visit observations consistently showed a lack of teacher and staff understanding of small group instruction in reading and math. Students were placed in small groups to do centers, which were often not differentiated, and teachers were not pulling back small, guided groups. NWEA data showed that only 57.4% of students met their growth targets in reading and 62.8% of students met their growth targets in math.

The school leadership team at SASB chose to focus their efforts on reading for this goal, utilizing strategies for engaging students in easy to implement centers while teachers pull back guided reading groups with leveled readers. These groups would be based on benchmark and formative assessment data and change frequently.

Qualitative data collected throughout the school year during monthly site visits and/or accountability visits showed that the school worked towards reaching this goal, however the majority of teachers were either implementing small groups or utilizing up to date data to drive their instructional grouping. With any shift in instructional approach, there was some resistance to the change by grade levels and teachers early on in the school year. The school leadership team, with the help of the literacy support team, implemented and guided teachers through the process of benchmarking and what guided reading looks like in various professional development settings.

Benchmark assessments were given at the beginning, middle, and end of the year to show progress in meeting grade level expectations. The graph represents the percentage of students meeting grade level reading expectations in the BOY, middle of the year (MOY), and EOY. The increase of students considered red flag or not meeting expectation is due to kindergarten standards of reading changing quite drastically from BOY to MOY. A pre-reader at the BOY in kindergarten is considered Approaching Expectation but by MOY a pre-reader would be red flagged. Overall, the school saw positive change in the percentage of students who met or exceeded grade level expectations, growing by 8% or 44 students. Unfortunately, students who were red flagged or not meeting expectation grew by 4%, or 26 students. 56% of students red flagged or not meeting expectation at EOY were also identified as being eligible for services related to SPED, ELL, and/or Speech.



Qualitative data gathered during visits and in collaborative discussions with the school leadership team backs the conclusion that teachers were attempting to implement guided reading groups, however without fidelity and the use of data to drive frequent regrouping. While students meeting or exceeding expectations increased by 8%, this conclusion is supported by the 4% increase of students red flagged or not meeting expectations from the beginning of the year to end of the year. The school receives a rating of **Approaching Standard** according to the School Improvement Plan.

Goal 2: Classroom referrals have decreased by 50% or more when compared to 2017-18 data.	Meets Standard
---	----------------

School staff issued 2,000 referrals during the 2017-18 school year. Many students were being sent out of classrooms on a consistent basis, losing valuable instructional opportunities.

Qualitative and quantitative data collected throughout the school year during monthly site visits and/or accountability visits showed that the school worked towards reaching this goal consistently throughout the year. The school leadership team, with the direction of the dean of students, supported teachers in better implementation of a Positive Behavioral Intervention and Supports (PBIS) system. The following table indicates the decrease in referrals data collected at monthly site visits. 917 referrals were issued during the 2018-19 school year, a 54% decrease, which **Meets Standard** according to the School Improvement Plan.

Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
50%	19.6%	29.4%	45.6%		43.5%	N/A	44.2%	N/A	54%

Goal 3: School-wide initiatives are consistently implemented and based on strategic data analysis involving multiple stakeholders.	Meets Standard
---	----------------

According to staff surveys for the 2017-18 school year, only 59.6% of staff expressed overall satisfaction with SASB. The staff turnover rate was also high, with the school filling nine general classroom teaching positions, three special education teachers, and one specials teacher at the beginning of the 2018-19 school year.

Qualitative and quantitative data collected throughout the school year during monthly site visits and/or accountability visits showed that the school worked towards this goal, sticking with academic and behavioral initiatives throughout the whole school year and working with various stakeholders to improve upon those initiatives. The school leadership team did a good job of implementing the year's new plans in a strategic way to best support teachers.

The staff overall satisfaction rate increased by 14.4% to 74% for the 2018-19 school year. Staff choosing to participate in the survey also increase from 67% during the 2017-18 school year to 74.6% during the 2018-19 school year. The school **Meets Standard** according to the School Improvement Plan.

Goal 4: Ongoing professional development occurs in one or more of the following areas: a) New Teacher Professional Development; b) Lead Teacher Professional Development; c) Coaching Cycle; or d) Needs Based on Monthly Committee Meetings.

Meets Standard

Similar to Goal 3, staff surveys for the 2017-18 school year, only 59.6% of staff expressed overall satisfaction with SASB. The staff turnover rate was also high, with the school filling nine general classroom teaching positions, three special education teachers, and one specials teacher at the beginning of the 2018-19 school year.

The school and network created new instructional coaching positions to support teachers in streamlined professional development and initiative implementation. Teachers were better supported during grade level team meetings, whole school professional development sessions, new teacher learning community, and individualized support and development from the school's instructional coach. This was observed consistently during monthly site visits and/or accountability visits.

The staff overall satisfaction rate increased by 14.4% to 74% for the 2018-19 school year. Staff choosing to participate in the survey also increase from 67% during the 2017-18 school year to 74.6% during the 2018-19 school year. The school Meets Standard according to the School Improvement Plan.

Part VI: 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, the 2018-19 school year was a year of growth for Success Academy South Bend. The school showed improvements in the following areas:

- Introduction of programs and strategies to support small group, guided reading instruction based on qualitative and quantitative data
- Data driven discussions and decision making involving stakeholders that are close to the targeted area
- Differentiated staff professional development and supporting staff leaders to provide guidance in their areas of expertise/strength
- School wide classroom management initiatives that support keeping students in the classroom

SASB received a rating of Approaching Standard in Academic Performance, an improvement from the Does Not Meet Standard rating given during the 2017-18 school year. The school will remain in Tier II intervention to ensure consistency in momentum and improvements made. Tiered support will be revisited after the first semester to identify whether or not the school should remain in Tier II or be moved to Tier I. Improvement in the following areas is necessary for the coming school year and will be monitored through a School Improvement Plan in conjunction with the school's Accountability Plan Performance Rubric:

- Improved implementation of best practices as it pertains to academic growth; specifically, providing students with instruction that is challenging, rigorous, and differentiated
- Improved processes to analyze useful data that drives whole and small group instruction and student centers
- Improved implementation of standards mapping and assessment calendar