



INDIANA STATE BOARD OF EDUCATION

TURNAROUND ACADEMY PERFORMANCE REPORT

2017-2018 ACADEMIC YEAR

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For the first time the Indiana State Board of Education (SBOE) has released a report summarizing student achievement and enrollment data for turnaround academies, chronically under-performing schools that have been placed under SBOE intervention. The goal of this report is to foster shared accountability for student success and promote innovation and collaboration within our public school system to eliminate the educational inequities that persist in our state.

PART 1 – OVERVIEW OF INDIANA LAW AND THE HISTORY OF STATE INTERVENTION

OVERVIEW OF IC 20-31-9

Year 1 – Public Notice of School Performance

After receiving the first ‘F’ rating a school must conduct a public hearing to discuss the school’s performance and collaborate with stakeholders throughout the community to identify strategies to help improve student outcomes. These hearings are locally driven and meant to increase transparency and collaboration throughout the school community.

Year 2 – State Board Conducts School Quality Review

Following a second consecutive ‘F’ rating the SBOE may assign an expert team of educational leaders to support the school by conducting a school quality review. During the review, the expert team completes an in-depth data analysis along with a multi-day onsite evaluation of academic and operational programming at the school. The goal of the review is to assist the school in revising its current plan, and to recommend specific changes that will promote school improvement such as reallocating resources or requests for technical assistance.

Year 3 – State Board Holds Public Hearing to Consider Improvement Plan

After receiving a third consecutive ‘F’ rating, the SBOE conducts a joint public hearing with the school corporation to solicit additional input from the community. Unlike the initial hearing in year 1, State Board of Education staff members and is meant to solicit input from the community about what the state can do to improve student performance.

Year 4 – State Board School Improvement Intervention

After receiving feedback from experts and collaborating with local stakeholders, if a school receives four consecutive ‘F’ ratings it is immediately identified as a Turnaround Academy. As a result of this designation, the SBOE may assign one of the following interventions to improve the school:

- Merging a school with a nearby, higher performing school
- Assigning a special management team to operate all or part of the school
- Approving the school corporation’s plan to create a transformation zone
- Approving the school corporation’s plan to turn the school into an innovation network school
- The Department of Education’s recommendations for improving the school
- Other options for school improvement presented at the public hearing
- Closing the school

Unless the school is closed or merged, it remains a Turnaround Academy under SBOE supervision until released from intervention.

INDIANA LAW GOVERNING SBOE INTERVENTION

Indiana law (IC 20-31-9) authorizes the SBOE to intervene on behalf of students in chronically underperforming schools after four consecutive ‘F’ ratings. Prior to any intervention, there are several layers of additional support provided to schools through the Indiana Department of Education to help them improve outcomes for students.¹

State law outlines an explicit list of interventions the SBOE may consider once a school is designated a turnaround academy. Each of these options is explained in more detail on the next page. It is important to note that while a letter grade is what qualifies a school for intervention, the SBOE reviews additional qualitative evidence including the findings of the School Quality Review, public testimony from the school community, and school quality data including, but not limited to, achievement gaps, teacher and student attendance, and expulsion/suspension data prior to making any decision.

Since 2015, when the Board contracted with Public Impact, a national expert on school turnaround, to review the state’s approach to supporting chronically underperforming schools, the SBOE has been working to strengthen Indiana’s approach to school intervention in an effort to improve outcomes for impacted students.

¹ Prior to 2016, state law authorized the SBOE to intervene after a school received six consecutive ‘F’ ratings. The current list of Turnaround Academies reflects schools that received six consecutive ‘F’ ratings prior to intervention.

OVERVIEW OF SBOE OPTIONS FOR INTERVENTION

INTERVENTION OPTION	DESCRIPTION
Special Management Team	The SBOE may assign an outside partner, or special management team, to operate the school independent of the school corporation (turnaround school operator) or to partner with the school corporation to provide additional capacity and support (lead partner). Public Impact recommended the SBOE phase out the lead partner model, and instead encourage local corporations to form their own partnerships to implement locally-driven interventions whenever possible.
Transformation Zone	The SBOE may approve a school corporation’s plan to establish a Transformation Zone within their school corporation as the approved intervention. Indiana law outlines the parameters and requirements of a Transformation Zone plan. Additional information about this model can be found in Appendix A.
Innovation Network School	The SBOE may approve a school corporation’s plan to establish an Innovation Network School at a turnaround academy as the approved intervention. An Innovation Network School remains a part of the school corporation; however, it is operated by an outside innovation network team. Additional information about this model can be found in Appendix B.
Indiana Department of Education Recommendation	As a part of the State's ongoing school improvement support, the Indiana Department of Education may submit a recommendation for intervention for the SBOE’s consideration. This recommendation is based on the knowledge and expertise of IDOE officials after working with the school for multiple years.
Options Expressed at the Public Hearing	The school corporation, on behalf of the school, is provided an opportunity to present a school turnaround plan at the required public hearing. The SBOE may consider any intervention expressed at the public hearing, including the plan presented by the local school corporation.
Close or Merge the School	The SBOE may direct the school to close or direct the school corporation to merge the school with a nearby, higher performing school. Closing a school requires a 2/3 vote from SBOE members, and the SBOE must request an alternative plan to the closure of the school from the school corporation. If the school is directed to close, the SBOE must review and approve a student reassignment plan.

SBOE ADOPTS EXPERT RECOMMENDATIONS

In 2014, the SBOE contracted with Public Impact, a national expert on school turnaround, to adjust the Board’s approach to current and future turnaround academies. Largely driven by changes to Indiana’s assessment and accountability framework, Public Impact encouraged the SBOE to establish clear and transparent performance benchmarks for all future Turnaround Academies, and to reset performance benchmarks for all current ones. Full text of the approved recommendations can be found in Appendix C.

SBOE ESTABLISHES PERFORMANCE FRAMEWORK FOR ALL TURNAROUND ACADEMIES

While the SBOE has always had goals in place for each Turnaround Academy, the lack of a clear system for establishing goals, and inconsistencies related to academic standards and accountability created the need for a more universal set of expectations. In 2017, the SBOE adopted a performance framework for all current and future Turnaround Academies. The new framework establishes minimum expectations for all Turnaround Academies, including that all Turnaround Academies earn a ‘D’ rating or higher after two years of intervention, and earn two consecutive ‘C’ ratings or higher by year five. In addition to these expectations, each Turnaround Academy is required to submit two-year and five-year performance benchmarks aligned to one or

Minimum Expectations for Turnaround Academies

Year 2 of Intervention:

Earn a ‘D’ or higher

Year 5 of Intervention:

Earn two consecutive ‘C’ ratings or higher

more components of Indiana’s Student-Centered A-F Accountability Model. The complete performance framework can be found in Appendix D.

Each school’s benchmarks are included on the individual school profiles included in Part 2 of this report.

OVERVIEW OF CURRENT PORTFOLIO OF TURNAROUND ACADEMIES

The SBOE currently oversees the performance of fifteen turnaround academies across the state, along with seven additional schools that are included in the Indianapolis Public Schools (IPS) Transformation Zone. Of these twenty-two schools, five of them are in the first year of SBOE intervention for the 2018/2019 school year.

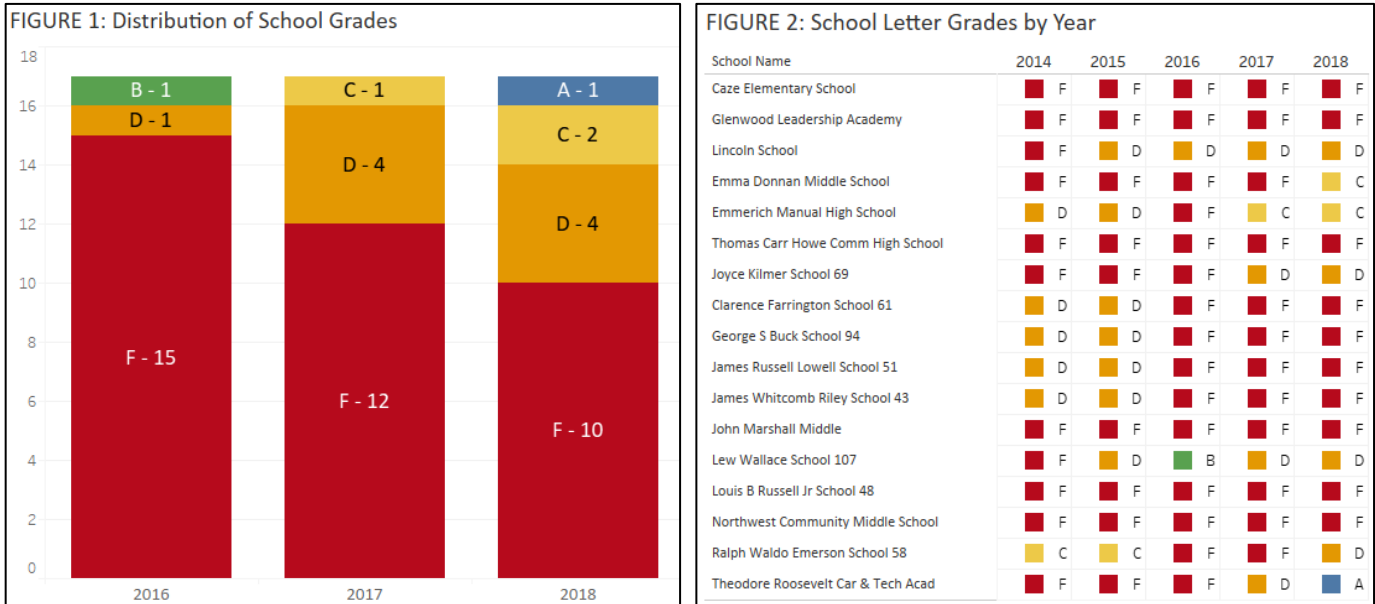
During the 2017/2018 school year, there were ten turnaround academies along with the seven additional schools included in the IPS Transformation Zone. Figure 1 provides an overview of the distribution of school letter grades for this cohort of schools over the past three years. As is illustrated by the graph, the number of turnaround academies receiving ‘F’ ratings has declined each of the past two years.

SUMMARY OF TURNAROUND ACADEMIES		
SCHOOL NAME	CORPORATION/OPERATOR	INTERVENTION
<i>Portfolio of Turnaround Academies as of 2017/2018</i>		
Caze Elementary School	Evansville/Vanderburgh School Corp	Transformation Zone
Glenwood Leadership Academy	Evansville/Vanderburgh School Corp	Transformation Zone
Lincoln School	Evansville/Vanderburgh School Corp	Transformation Zone
Roosevelt College & Career Academy	Edison Learning/Gary Community School Corp.	Innovation Network School
Thomas Carr Howe Community High School	Charter Schools USA	Special Management Team
Emmerich Manual High School	Charter Schools USA	Special Management Team
Emma Donnan Middle School	Charter Schools USA	Special Management Team
Kindezi Academy at Joyce Kilmer	Neighborhood Charter Network/ Indianapolis Public Schools	Innovation Network School
Arlington Community Middle School	Indianapolis Public Schools	Transformation Zone
Northwest Middle School	Indianapolis Public Schools	Transformation Zone
<i>James Russell Lowell 51*</i>	<i>Indianapolis Public Schools</i>	<i>Transformation Zone</i>
<i>Lew Wallace School 107*</i>	<i>Indianapolis Public Schools</i>	<i>Transformation Zone</i>
<i>Louis B Russell Jr School 48*</i>	<i>Indianapolis Public Schools</i>	<i>Transformation Zone</i>
<i>James Whitcomb Riley School 43*</i>	<i>Indianapolis Public Schools</i>	<i>Transformation Zone</i>
<i>Clarence Farrington School 61*</i>	<i>Indianapolis Public Schools</i>	<i>Transformation Zone</i>
<i>George S Buck School 94*</i>	<i>Indianapolis Public Schools</i>	<i>Transformation Zone</i>
<i>Ralph Waldo Emerson School 58*</i>	<i>Indianapolis Public Schools</i>	<i>Transformation Zone</i>
<i>New Turnaround Academies in 2018/2019</i>		
Pettit Park Elementary School	Kokomo School Corp	Transformation Zone
Bon Air Elementary School	Kokomo School Corp	Transformation Zone
Bon Air Middle School	Kokomo School Corp	Transformation Zone
Wendell Phillips School 63	Matchbook Learning/Indianapolis Public Schools	Innovation Network School
Madison STEAM Academy	South Bend Community School Corp	Locally Developed Plan
Navarre Middle School	South Bend Community School Corp	<i>Pending</i>
Academy of Innovative Studies	Evansville/Vanderburgh School Corp	<i>Pending</i>
<i>*These schools are included in the cohort of Turnaround Academies through an agreement between the SBOE and Indianapolis Public Schools to include them as a part of the feeder pattern within their Transformation Zone.</i>		

PART 2 – TURNAROUND ACADEMY PERFORMANCE OVERVIEW & PROFILES

Since 2016, the number of turnaround academies earning an ‘F’ rating has declined each year (Figure 1). It is important to note that prior to becoming a turnaround academy, each school received six consecutive ‘F’ ratings, as these schools fell under the previous school intervention time line.

A more detailed overview of individual turnaround academy letter ratings is provided in Figure 2.



Overall, the special management team option (commonly referred to as a turnaround school operator) has demonstrated the most success at improving student achievement in chronically underperforming schools. Of the four turnaround academies that have been operated by a special management team, three of them have improved their overall performance rating in the past three years (Figure 3). These are also the longest running interventions, having been fully implemented in 2012. It is inconclusive as to whether the particular model, or the length of the intervention played more of a role in the success students have realized across these schools. The Transformation Zone model is the most commonly approved intervention. Twelve of the seventeen schools under SBOE intervention in the 2017/2018 school year were part of either the Transformation Zone in Indianapolis Public Schools (9) or the Transformation Zone in Evansville/Vanderburgh School Corporation (3). Of these twelve schools, six of them earned an ‘F’ rating following the 2017/2018 school year. It is important to note that many of these schools have been subject to intervention for less than two years. See Appendix E for a detailed overview of the number of years each school has been under intervention compared to overall success.

INDIVIDUAL SCHOOL PROFILES FOR EACH TURNAROUND ACADEMY

The following school profiles include a detailed overview of student performance at each turnaround academy, including the individual performance benchmarks, developed by each school, that are aligned to the minimum performance expectations described above.

A detailed overview of the school profile template is provided on the next two pages, followed by a school profile for each turnaround academy and the additional schools within the IPS Transformation Zone.



Report Card Summary	Student Growth Points	Student Performance Points	Overall Rating
<i>Total Points from the 2017/2018 A-F Report Card</i>			

School (Grades):

School Name (Grades Served)

Intervention Model:

Intervention Model

Corporation:

School Corporation Name

Initial Year of Intervention:

School Year

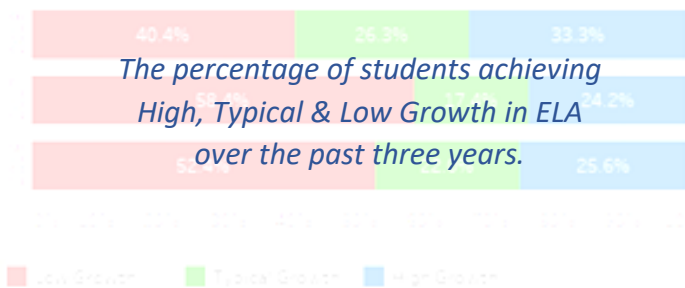
Past Three Years of School Letter Grades

PERFORMANCE BENCHMARKS — IS THE SCHOOL MEETING ITS GOALS?

This section provides an overview of the individual school's performance benchmarks. Each school has established two- and five-year benchmarks that fulfill the minimum expectations of the SBOE Performance Framework.

STUDENT ACHIEVEMENT — ARE STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY ON THE STATEWIDE ASSESSMENT?

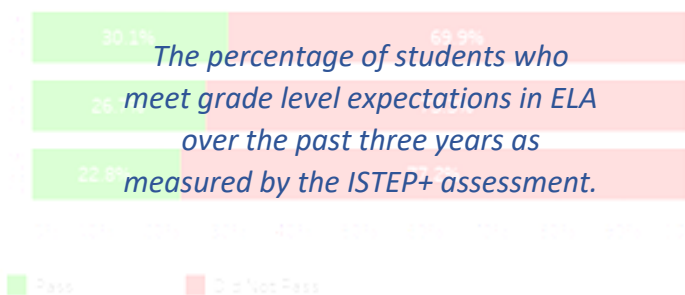
% of Students by Growth Category - ELA



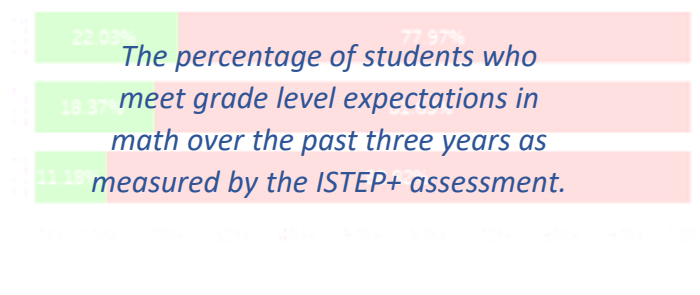
% of Students by Growth Category - Math



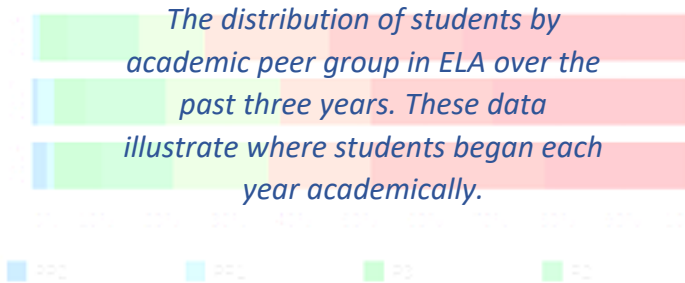
% Proficient - ELA



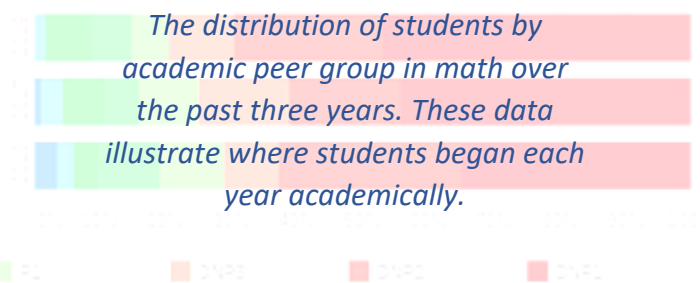
% Proficient - Math



% of Students by Academic Peer Group - ELA



% of Students by Academic Peer Group - Math



THIRD GRADE LITERACY – ARE STUDENTS READING ON GRADE LEVEL AT THIS CRITICAL STAGE?

IREAD 3 Proficiency

The percentage of students who are reading at grade level in third grade as measured by the IREAD 3 Assessment over the past three years. This indicator is limited to schools that serve students in grade three.

Graduation Rate

The percentage of students who earn a General, Core 40, or Core 40 with Honors/Technical Honors diploma out of the 12th grade class for the past three years. This indicator is limited to high schools.

College & Career Readiness Indicator

The percentage of **GRADUATES** who also earn college credit, an industry certification, dual credit, and/or complete an Advanced Placement course for the past three years.

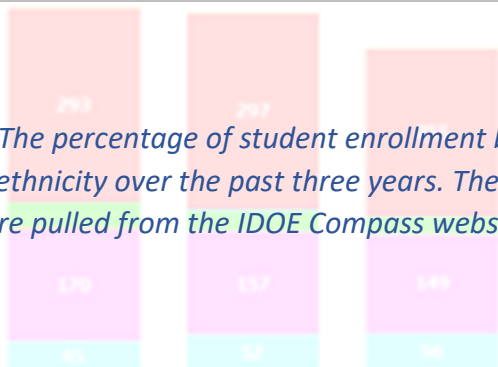
STUDENT ATTENDANCE & MOVEMENT – ARE STUDENTS IN SCHOOL & STAYING AT THIS SCHOOL?

- Total Enrollment – The total number of students enrolled in the school as reported on IDOE Compass.
- Attendance – The percentage of days attended out of the total number of days in the school year.
- Model Attendee – Based on Indiana’s ESSA Plan, the percentage of individual students who meet Indiana’s attendance target.
- Mobility Rate – The percentage of students enrolled less than 162 days out of all students who attended the school at any point.
- Stability Rate – The percentage of students who were enrolled for 162 days out of the reported enrollment.

STUDENT DEMOGRAPHICS – WHO GOES TO SCHOOL HERE?

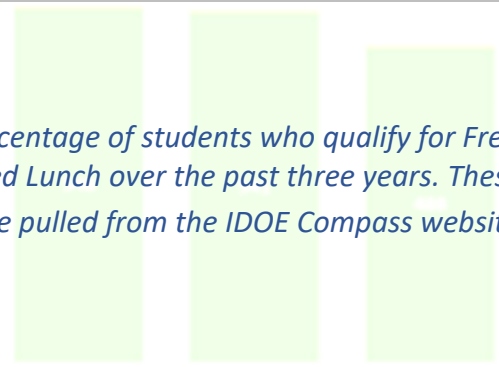
Enrollment by Ethnicity

The percentage of student enrollment by race/ethnicity over the past three years. These data are pulled from the IDOE Compass website.



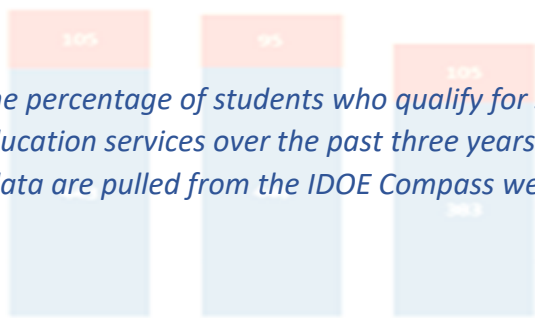
Enrollment by Free and Reduced Lunch

The percentage of students who qualify for Free/Reduced Lunch over the past three years. These data are pulled from the IDOE Compass website.



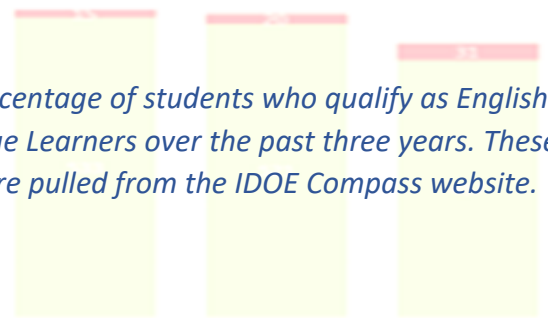
Enrollment by Special Education Status

The percentage of students who qualify for special education services over the past three years. These data are pulled from the IDOE Compass website.



Enrollment by English Language Learners

The percentage of students who qualify as English Language Learners over the past three years. These data are pulled from the IDOE Compass website.



Report Card Summary	Student Growth Points 109.8	Student Performance Points 37.7	Overall Rating 73.8
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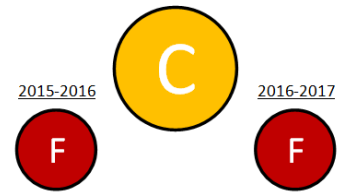
School (Grades):
Emma Donnan Middle School (6-8)

Corporation:
Charter Schools USA

Intervention Model:
Special Management Team

Initial Year of Intervention:
2011/2012

2017-2018 Letter Grade

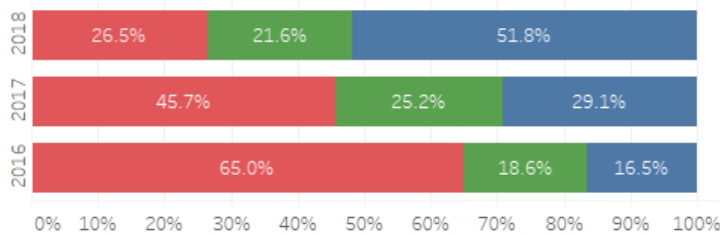


PERFORMANCE BENCHMARKS – IS THE SCHOOL MEETING ITS GOALS?

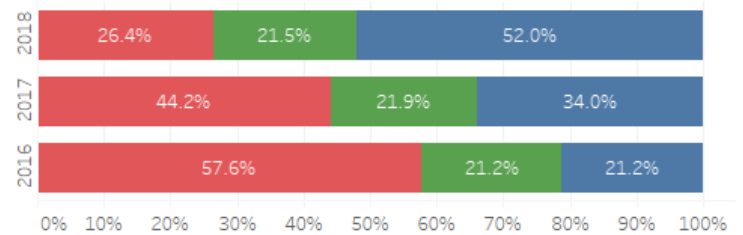
	BASELINE <i>16/17</i>	YEAR 1 <i>17/18</i>	YEAR 2 <i>18/19</i>	2 YEAR GOAL	YEAR 3 <i>19/20</i>	YEAR 4 <i>20/21</i>	YEAR 5 <i>21/22</i>	5 YEAR GOAL
1	Increase the percentage of students performing at or above grade level as measured by the Indiana statewide assessment.							
	ELA 28.4%	ELA 42.6%		ELA 32.4%				
	Math 15.5%	Math 32.7%		Math 18.6%				

STUDENT ACHIEVEMENT – ARE STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY?

% of Students by Growth Category - ELA

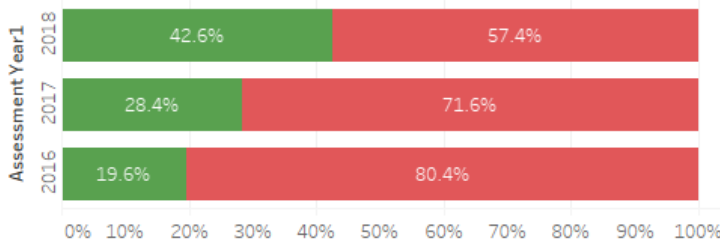


% of Students by Growth Category - Math

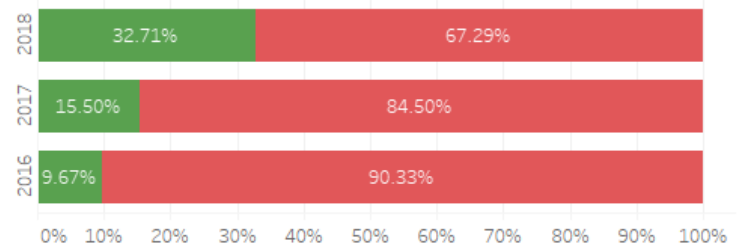


Legend: Low Growth (Red), Typical Growth (Green), High Growth (Blue)

% Proficient - ELA

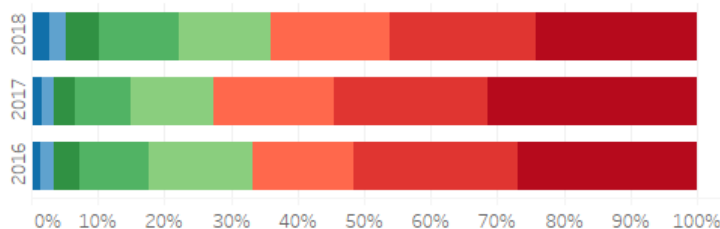


% Proficient - Math

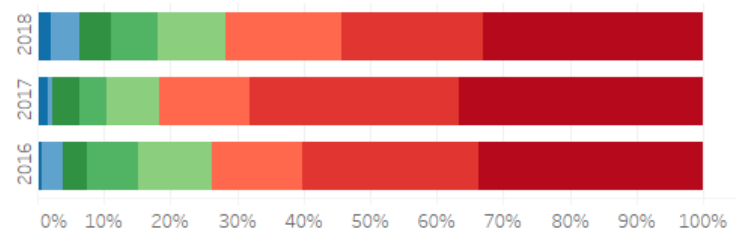


Legend: Pass (Green), Did Not Pass (Red)

% of Students by Academic Peer Group - ELA



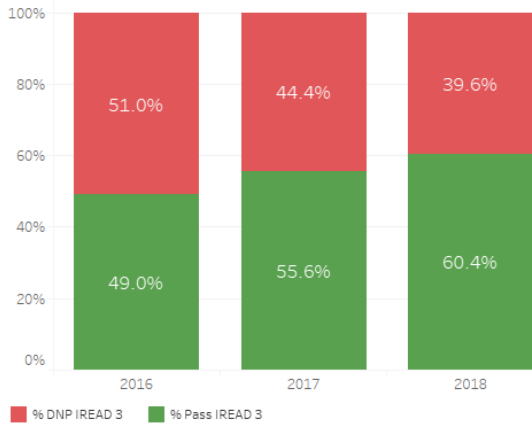
% of Students by Academic Peer Group - Math



Legend: PP2 (Dark Blue), PP1 (Light Blue), P3 (Dark Green), P2 (Medium Green), P1 (Light Green), DNP3 (Orange), DNP2 (Red-Orange), DNP1 (Dark Red)

THIRD GRADE LITERACY – ARE STUDENTS READING ON GRADE LEVEL AT THIS CRITICAL STAGE?

IREAD 3 Proficiency

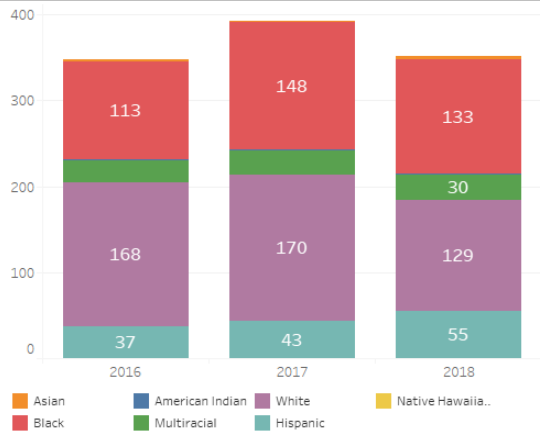


STUDENT ATTENDANCE & MOVEMENT – ARE STUDENTS IN SCHOOL & STAYING AT THIS SCHOOL?

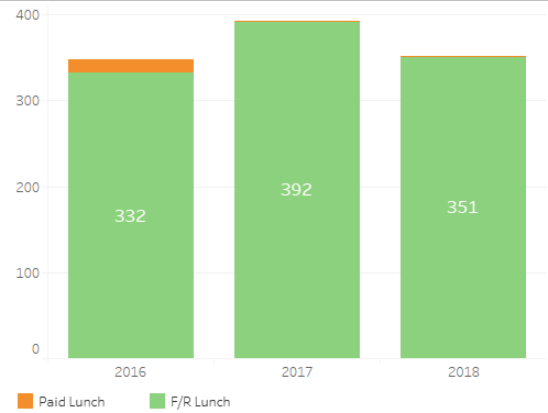
	Total Enrollment	Attendance	Model Attendees	Mobility Rate	Stability Rate
2017-2018	351	85.5%	32.2%	43.9%	76.9%
2016-2017	392	89.0%	-	-	-
2015-2016	348	84.6%	-	-	-

STUDENT DEMOGRAPHICS – WHO GOES TO SCHOOL HERE?

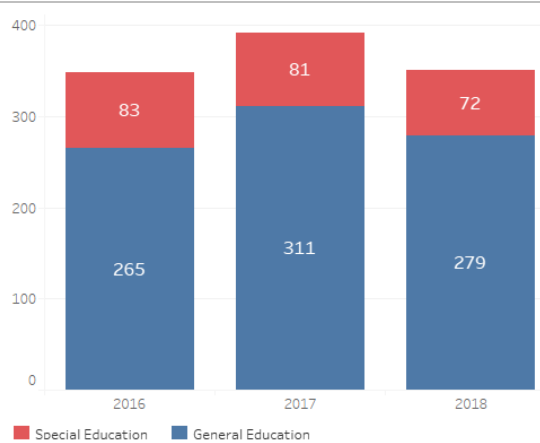
Enrollment by Ethnicity



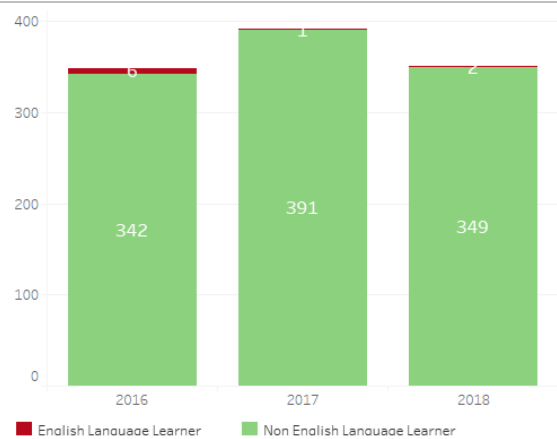
Enrollment by Free and Reduced Lunch



Enrollment by Special Education Status



Enrollment by English Language Learners



State Ranking Prior to Intervention

Student Growth Points
87.3

Student Performance Points
15.6

Multiple Measures
90.0

Overall Rating
74.6

School (Grades):

Emmerich Manual High School (9-12)

Corporation:

Charter Schools USA

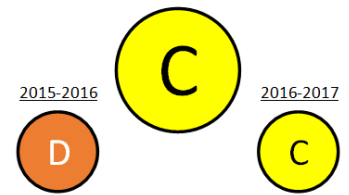
Intervention Model:

Special Management Team

Initial Year of Intervention:

2012/2013

2017-2018 Letter Grade

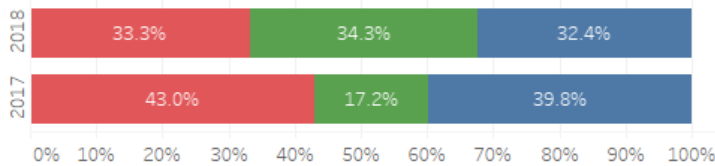


PERFORMANCE BENCHMARKS – IS THE SCHOOL MEETING ITS GOALS?

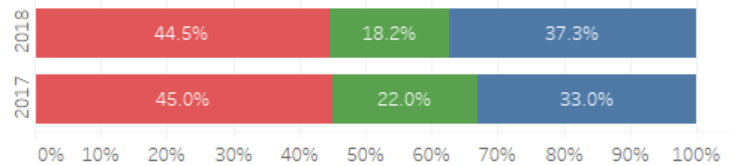
	BASELINE <i>16/17</i>	YEAR 1 <i>17/18</i>	YEAR 2 <i>18/19</i>	2 YEAR GOAL	YEAR 3 <i>19/20</i>	YEAR 4 <i>20/21</i>	YEAR 5 <i>21/22</i>	5 YEAR GOAL
1	Increase the percentage of 10th grade students performing at grade level as measured by the statewide assessment.							
	ELA 25.6%	ELA 24.6%	ELA 30.6%					
	Math 9.2%	Math 9.4%	Math 11.0%					
2	Increase the graduation rate for students enrolled from 9th – 12th grade.							
	82.7%	78.0%	80%					

STUDENT ACHIEVEMENT – ARE STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY?

% of Students by Growth Category - ELA

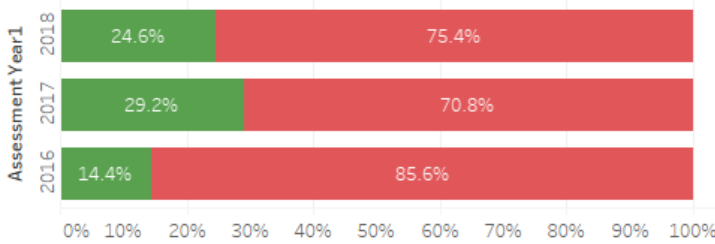


% of Students by Growth Category - Math

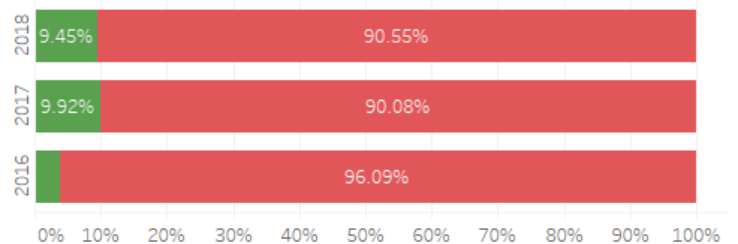


Low Growth Typical Growth High Growth

% Proficient - ELA

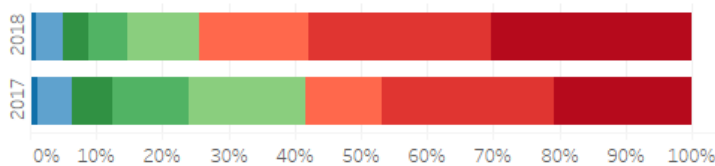


% Proficient - Math

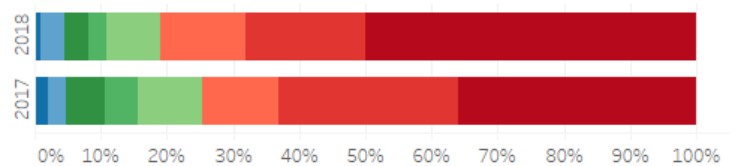


Pass Did Not Pass

% of Students by Academic Peer Group - ELA



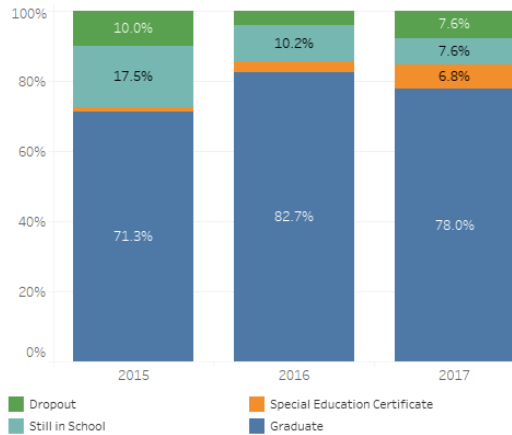
% of Students by Academic Peer Group - Math



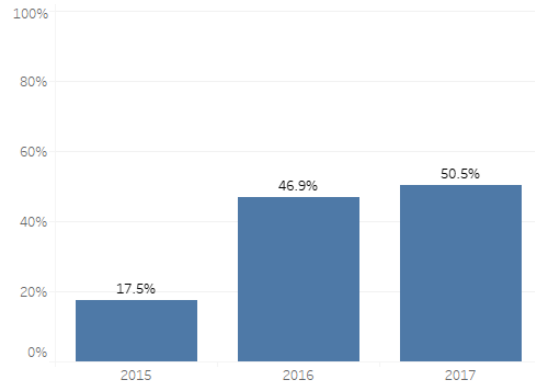
PP2 PP1 P3 P2 P1 DNP3 DNP2 DNP1

STUDENT GRADUATION & COLLEGE/CAREER READINESS – ARE STUDENTS GRADUATING POST-SECONDARY READY?

Graduation Rate



College & Career Ready Indicator

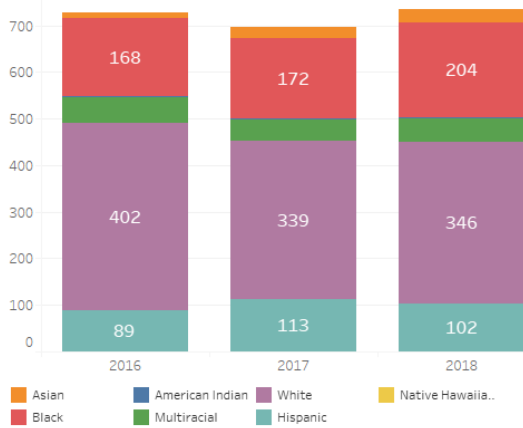


STUDENT ATTENDANCE & MOVEMENT – ARE STUDENTS IN SCHOOL & STAYING AT THIS SCHOOL?

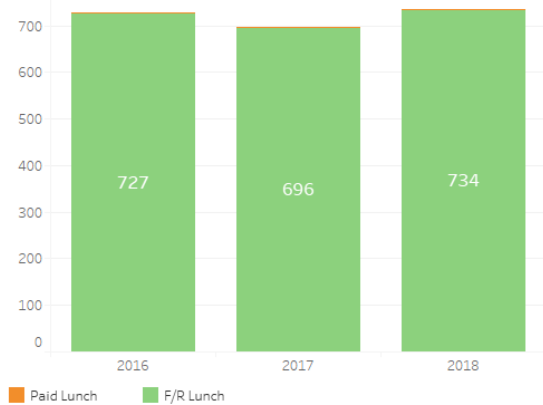
	Total Enrollment	Attendance	Model Attendees	Mobility Rate	Stability Rate
2017-2018	734	84.7%	89.2%	47.0%	65.5%
2016-2017	696	98.0%	-	-	-
2015-2016	727	97.8%	-	-	-

STUDENT DEMOGRAPHICS – WHO GOES TO SCHOOL HERE?

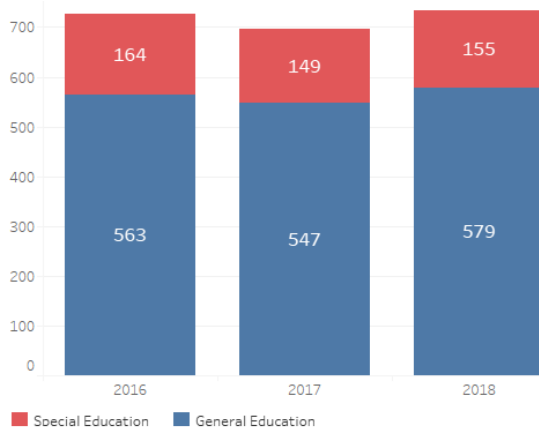
Enrollment by Ethnicity



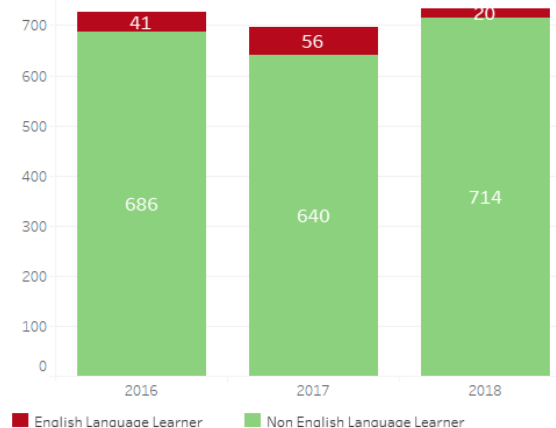
Enrollment by Free and Reduced Lunch



Enrollment by Special Education Status



Enrollment by English Language Learners



Report Card Summary

Student Growth Points
82.3 (3-8) **119.2** (9-12)

Student Performance Points
28.3 (3-8) **19.7** (9-12)

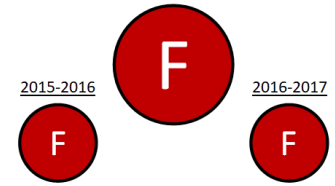
Multiple Measures
35.0 (9-12)

Overall Rating
51

School (Grades):
T.C. Howe Community High School (7-12)
 Corporation:
Charter Schools USA

Intervention Model:
Special Management Team
 Initial Year of Intervention:
2012/2013

2017-2018 Letter Grade

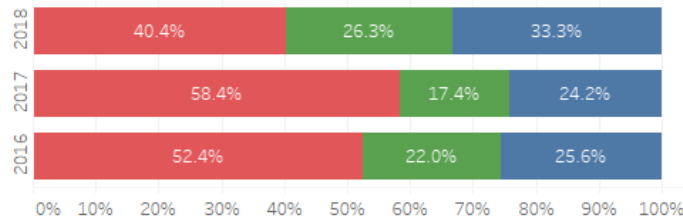


PERFORMANCE BENCHMARKS – IS THE SCHOOL MEETING ITS GOALS?

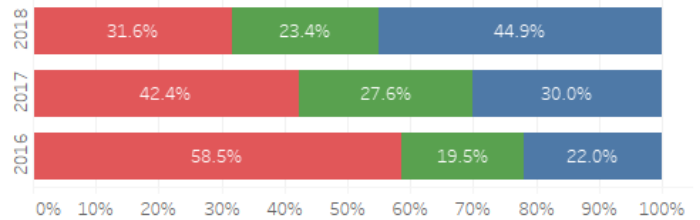
	BASELINE <i>17/18</i>	YEAR 1 <i>17/18</i>	YEAR 2 <i>18/19</i>	2 YEAR GOAL	YEAR 3 <i>19/20</i>	YEAR 4 <i>20/21</i>	YEAR 5 <i>21/22</i>	5 YEAR GOAL
1	Increase the percentage of 10th grade students performing at grade level as measured by the statewide assessment.							
	ELA 20.6% Math 7.4%	ELA 25.0% Math 17.0%		ELA 24.7% Math 13.2%				-
2	Increase the percentage of 7th & 8th grade students performing at grade level as measured by the ISTEP+ assessment.							
	ELA 29.8% Math 24.2%	ELA 32.3% Math 24.2%		ELA 35.7% Math 29.0%				-
3	Increase the graduation rate for students enrolled from 9th – 12th grade.							
	63.0%	48.7%		80%				-

STUDENT ACHIEVEMENT – ARE STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY?

% of Students by Growth Category - ELA

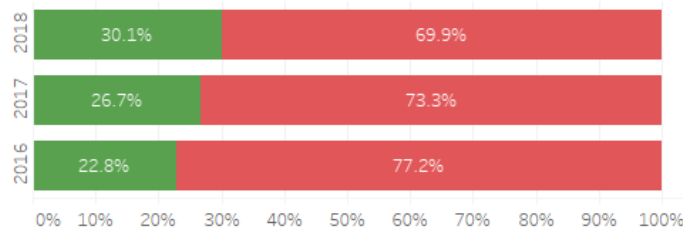


% of Students by Growth Category - Math

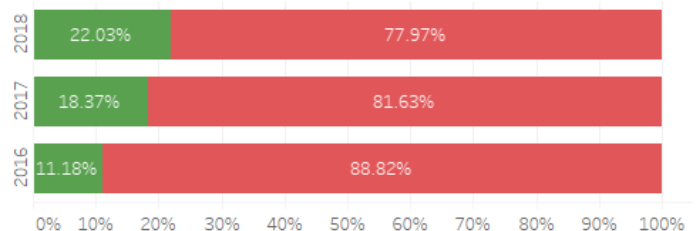


Low Growth Typical Growth High Growth

% Proficient - ELA

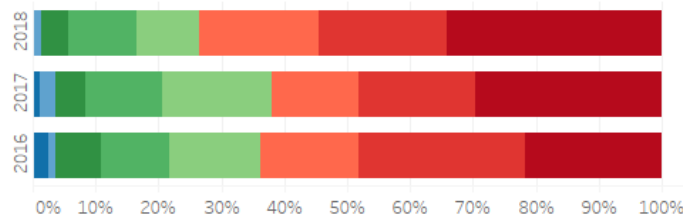


% Proficient - Math

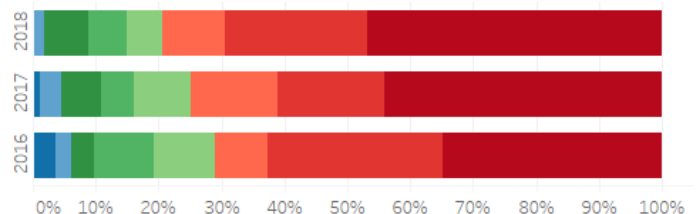


Pass Did Not Pass

% of Students by Academic Peer Group - ELA



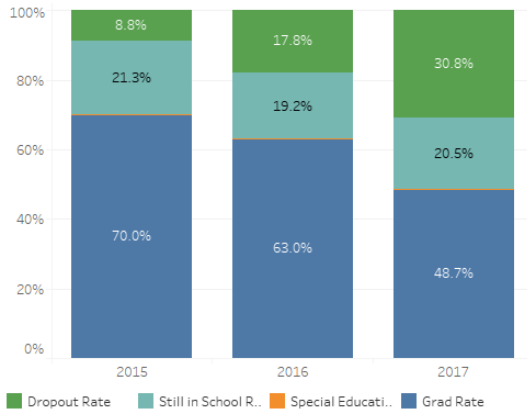
% of Students by Academic Peer Group - Math



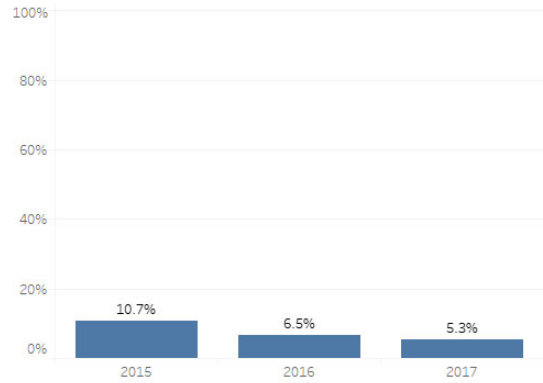
PP2 PP1 P3 P2 P1 DNP3 DNP2 DNP1

STUDENT GRADUATION & COLLEGE/CAREER READINESS – ARE STUDENTS GRADUATING POST-SECONDARY READY?

Graduation Rate



College & Career Ready Indicator

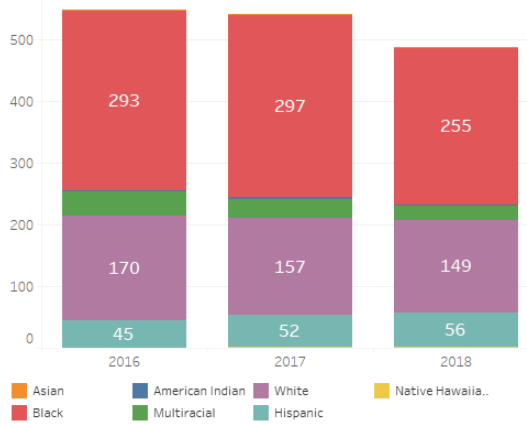


STUDENT ATTENDANCE & MOVEMENT – ARE STUDENTS IN SCHOOL & STAYING AT THIS SCHOOL?

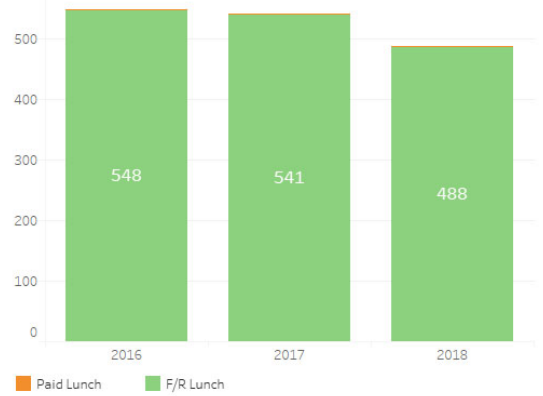
	Total Enrollment	Attendance	Model Attendees	Mobility Rate	Stability Rate
2017-2018	488	78.8%	46.8%	50.1%	68.9%
2016-2017	541	83.6%	-	-	-
2015-2016	548	80.6%	-	-	-

STUDENT DEMOGRAPHICS – WHO GOES TO SCHOOL HERE?

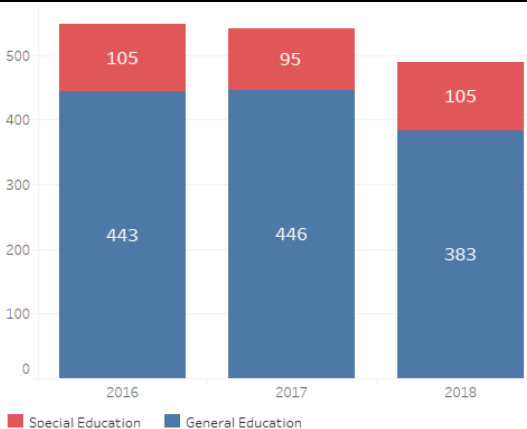
Enrollment by Ethnicity



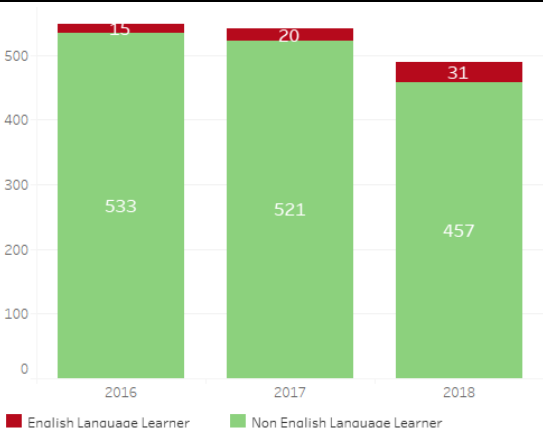
Enrollment by Free and Reduced Lunch



Enrollment by Special Education Status



Enrollment by English Language Learners



Report Card Summary

Student Growth Points
78.2 **123.6**
(3-8) (9-12)

Student Performance Points
5.3 **7.9**
(3-8) (9-12)

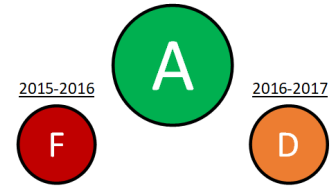
Multiple Measures
74.0
(9-12)

Overall Rating
112*
 Growth Only Model

School (Grades):
Roosevelt College & Career Academy (7-12)
 Corporation:
Edison Learning

Intervention Model:
Innovation Network School
 Initial Year of Intervention:
2012/2013

2017-2018 Letter Grade

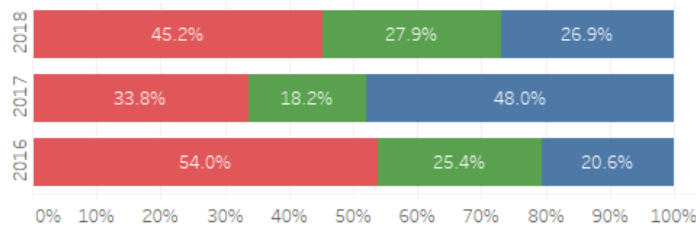


PERFORMANCE BENCHMARKS – IS THE SCHOOL MEETING ITS GOALS?

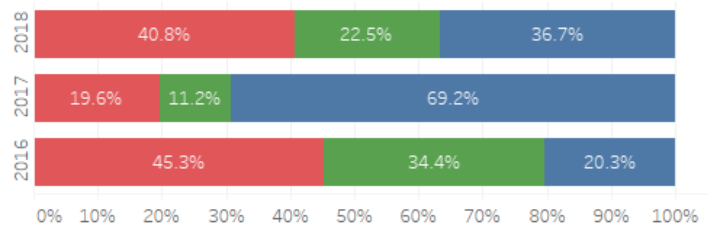
	BASELINE <i>17/18</i>	YEAR 1 <i>17/18</i>	YEAR 2 <i>18/19</i>	2 YEAR GOAL	YEAR 3 <i>19/20</i>	YEAR 4 <i>20/21</i>	YEAR 5 <i>21/22</i>	5 YEAR GOAL
1	Increase the percentage of 7th & 8th grade students performing at grade level as measured by the ISTEP+ assessment.							
	ELA 24.6%	ELA 12.6%		ELA 27.2%				ELA 31.5%
	Math 2.9%	Math 0.0%		Math 5.8%				Math 6.8%
2	Increase the percentage of 10th grade students performing at grade level as measured by the statewide assessment.							
	ELA 41.3%	ELA 13.0%		ELA 45.5%				ELA 52.7%
	Math 23.7%	Math 7.1%		Math 26.1%				Math 30.2%
3	Increase the graduation rate for students enrolled from 9th – 12th grade.							
	57.1%	45.5%		73.0%				80%

STUDENT ACHIEVEMENT – ARE STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY?

% of Students by Growth Category - ELA

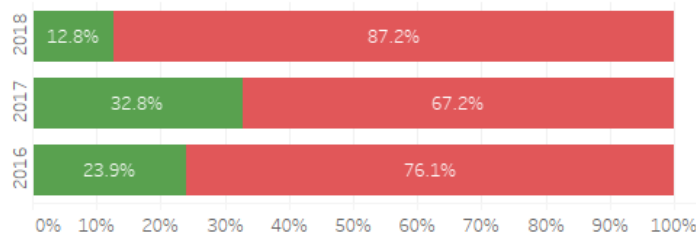


% of Students by Growth Category - Math

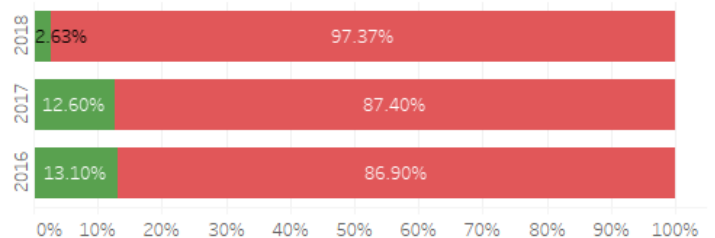


Low Growth Typical Growth High Growth

% Proficient - ELA

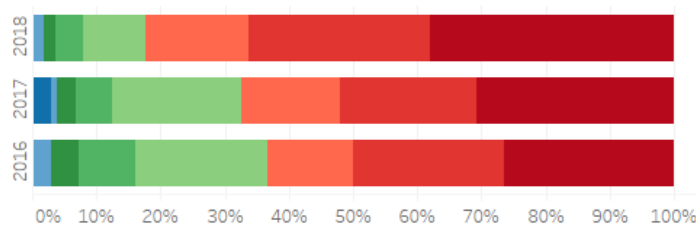


% Proficient - Math

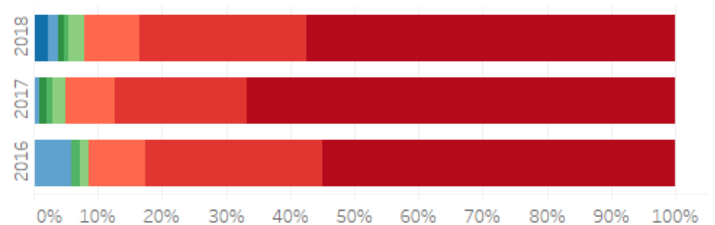


Pass Did Not Pass

% of Students by Academic Peer Group - ELA



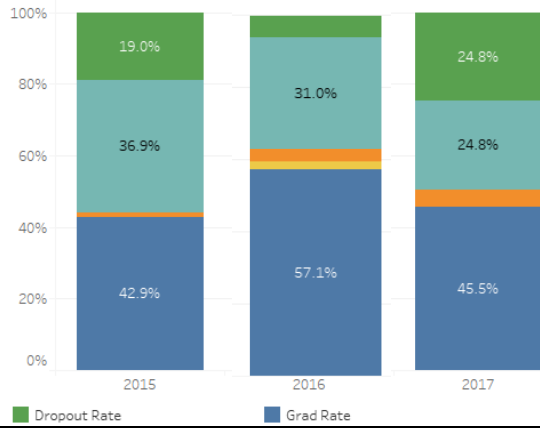
% of Students by Academic Peer Group - Math



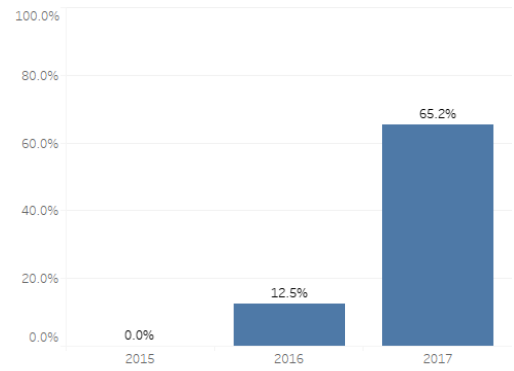
PP2 PP1 P3 P2 P1 DNP3 DNP2 DNP1

STUDENT GRADUATION & COLLEGE/CAREER READINESS – ARE STUDENTS GRADUATING POST-SECONDARY READY?

Graduation Rate



College & Career Ready Indicator

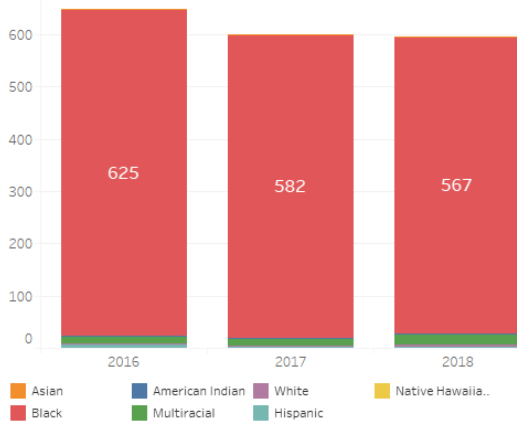


STUDENT ATTENDANCE & MOVEMENT – ARE STUDENTS IN SCHOOL & STAYING AT THIS SCHOOL?

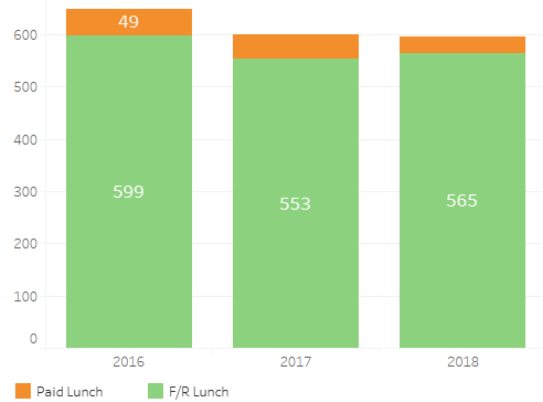
	Total Enrollment	Attendance	Model Attendees	Mobility Rate	Stability Rate
2017-2018	595	81.2%	18.8%	40.0%	76.3%
2016-2017	641	94.6%	-	-	-
2015-2016	608	91.6%	-	-	-

STUDENT DEMOGRAPHICS – WHO GOES TO SCHOOL HERE?

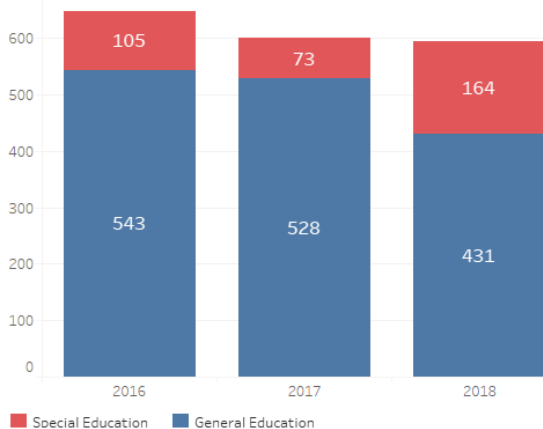
Enrollment by Ethnicity



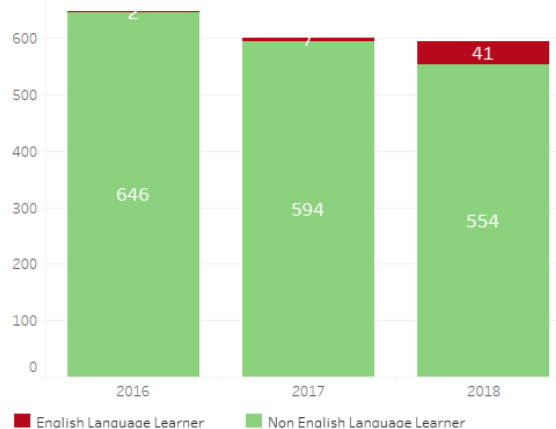
Enrollment by Free and Reduced Lunch



Enrollment by Special Education Status



Enrollment by English Language Learners



Report Card Summary	Student Growth Points 66.3	Student Performance Points 10.5	Overall Rating 38.4
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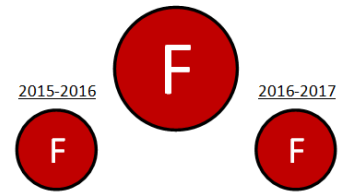
School (Grades):
Arlington Community Middle School (7-8)

Intervention Model:
Transformation Zone

Corporation:
Indianapolis Public Schools

Initial Year of Intervention:
2017/2018

2017-2018 Letter Grade



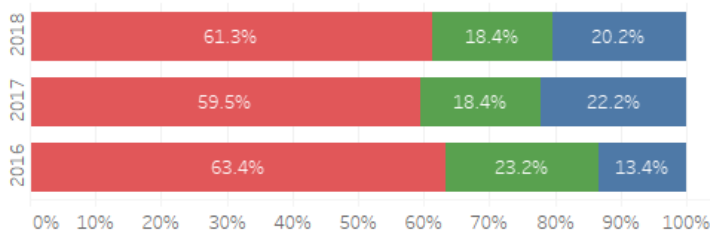
PERFORMANCE BENCHMARKS – IS THE SCHOOL MEETING ITS GOALS?

	BASELINE <i>16/17</i>	YEAR 1* <i>17/18</i>	YEAR 2 <i>18/19</i>	2 YEAR GOAL	YEAR 3 <i>19/20</i>	YEAR 4 <i>20/21</i>	YEAR 5 <i>21/22</i>	5 YEAR GOAL
1	Increase the number of overall student growth points as measured by the ISTEP+ assessment.							
	ELA 65.7	ELA 59.6	ELA 95.0					ELA 109.6
	Math 57.7	Math 73.0	Math 101.0					Math 104.2
2	Increase the percentage of students performing at grade level as measured by the ISTEP+ assessment.							
	ELA 24.2%	ELA 19.0%	ELA 27.0%					ELA 38.0%
	Math 4.9%	Math 7.9%	Math 17.0%					Math 29.0%

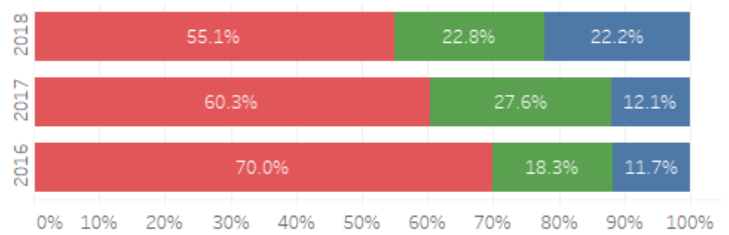
* Because this school was merged with John Marshall Middle School in IPS when it reopened in 2018/2019, data from 2017/2018 reflects performance of students at that school.

STUDENT ACHIEVEMENT – ARE STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY?

% of Students by Growth Category - ELA

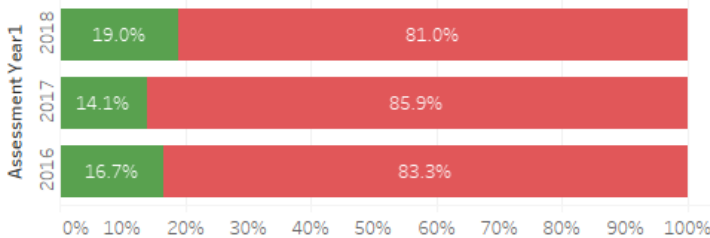


% of Students by Growth Category - Math

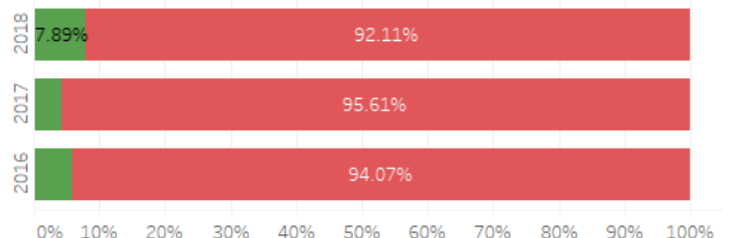


Low Growth Typical Growth High Growth

% Proficient - ELA

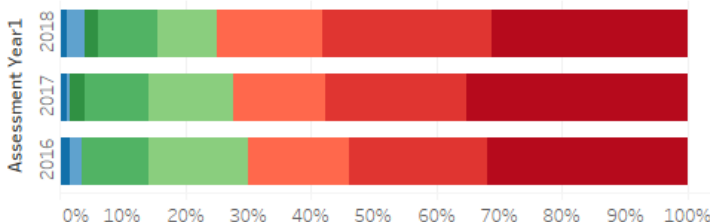


% Proficient - Math

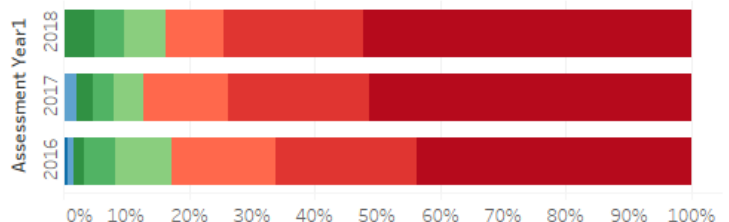


Pass Did Not Pass

% of Students by Academic Peer Group - ELA



% of Students by Academic Peer Group - Math



PP2 PP1 P3 P2 P1 DNP3 DNP2 DNP1

THIRD GRADE LITERACY – ARE STUDENTS READING ON GRADE LEVEL AT THIS CRITICAL STAGE?

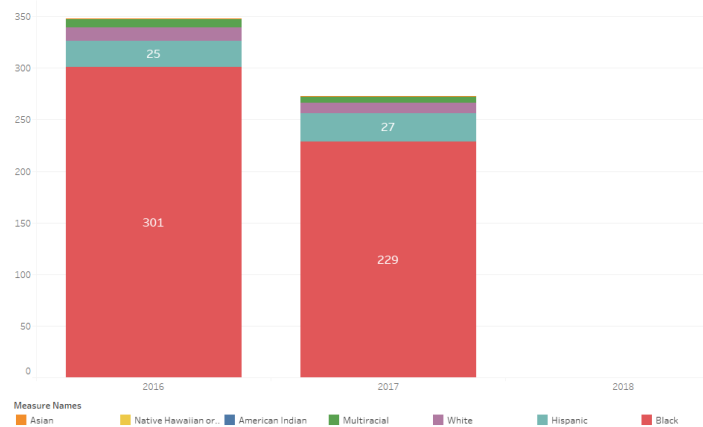
IREAD 3 Proficiency

STUDENT ATTENDANCE & MOVEMENT – ARE STUDENTS IN SCHOOL & STAYING AT THIS SCHOOL?

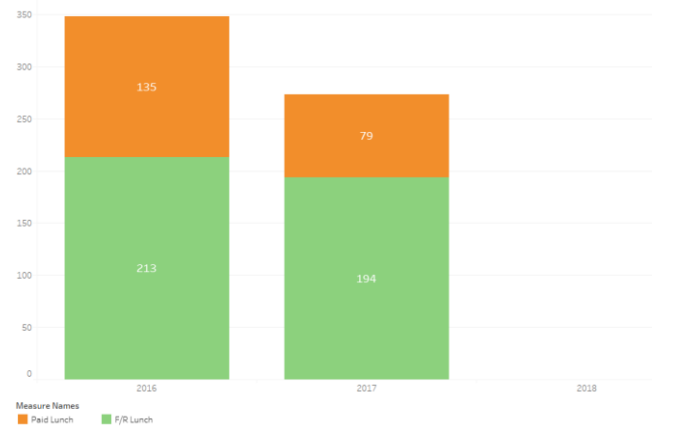
	Total Enrollment	Attendance	Model Attendees	Mobility Rate	Stability Rate
2017-2018	-	86.8%	27.8%	36.8%	-
2016-2017	273	98.5%	-	-	-
2015-2016	348	94.7%	-	-	-

STUDENT DEMOGRAPHICS – WHO GOES TO SCHOOL HERE?

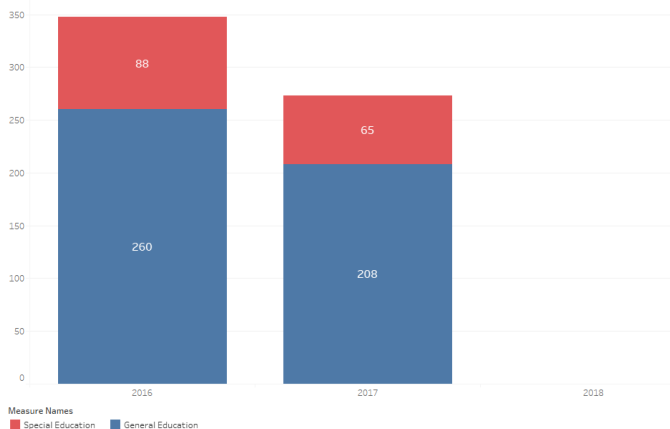
Enrollment by Ethnicity



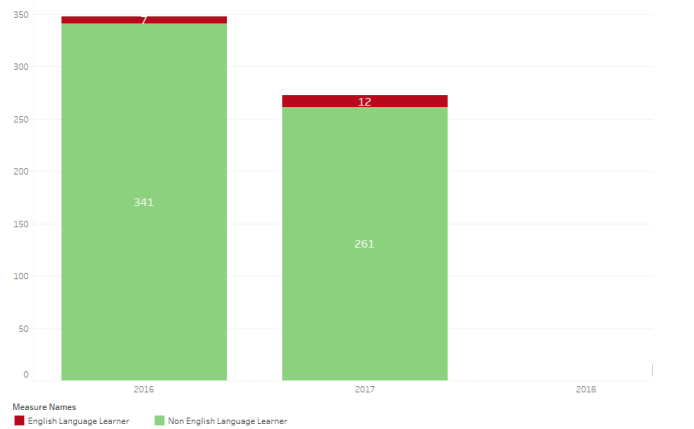
Enrollment by Free and Reduced Lunch



Enrollment by Special Education Status



Enrollment by English Language Learners



NOTE: Some data were not available in the sources used for this report due to the closure of John Marshall Middle School.

State Ranking Prior to Intervention

Student Growth Points
84.2

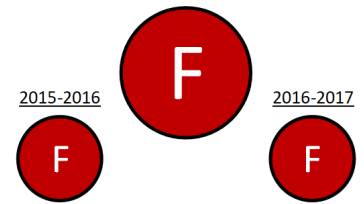
Student Performance Points
24.7

Overall Rating
54.5

School (Grades):
Glenwood Leadership Academy (K-8)

Intervention Model:
Transformation Zone

2017-2018 Letter Grade



Corporation:
Evansville Vanderburgh School Corporation

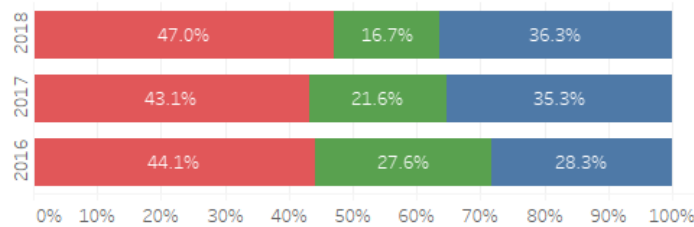
Initial Year of Intervention:
2013/2014

PERFORMANCE BENCHMARKS – IS THE SCHOOL MEETING ITS GOALS?

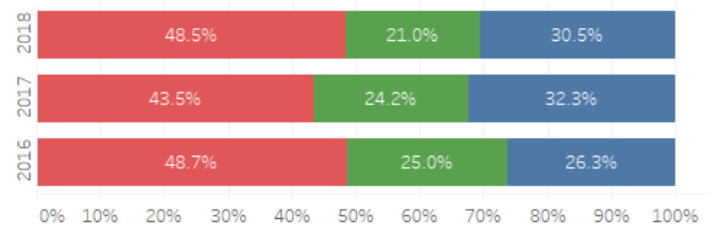
	BASELINE <i>16/17</i>	YEAR 1 <i>17/18</i>	YEAR 2 <i>18/19</i>	2 YEAR GOAL	YEAR 3 <i>19/20</i>	YEAR 4 <i>20/21</i>	YEAR 5 <i>21/22</i>	5 YEAR GOAL
1	Increase in % of students designated as standard or high growth as measured by the ISTEP+ assessment.							
	ELA 56.9%	ELA 59.3%		ELA 68.5%				ELA 80%
	Math 56.5%	Math 51.5%		Math 68.3%				Math 80%
2	Decrease the number of Out of School Suspension.							
	206			256				230
3	<i>(Additional Benchmark)</i> Increase the % of students at or exceeding projected growth from Fall to Spring NWEA benchmark assessment.							
	ELA 48.0%			ELA 61.5%				ELA 75%
	Math 44.8%			Math 59.9%				Math 75%

STUDENT ACHIEVEMENT – ARE STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY?

% of Students by Growth Category - ELA

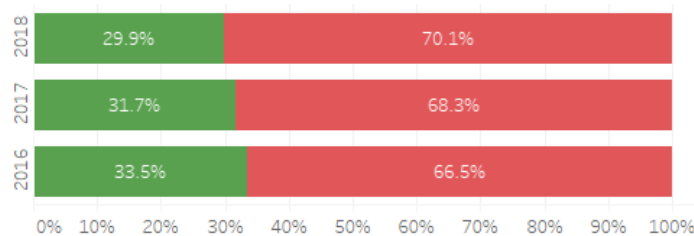


% of Students by Growth Category - Math

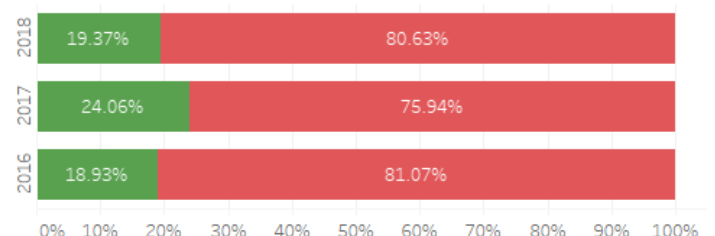


Low Growth Typical Growth High Growth

% Proficient - ELA

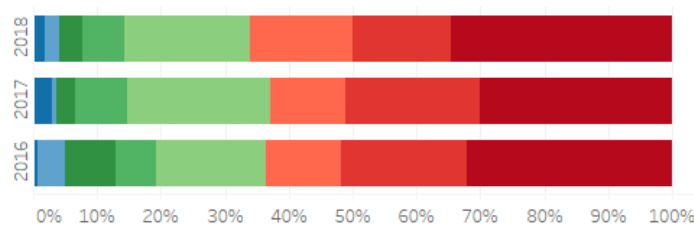


% Proficient - Math

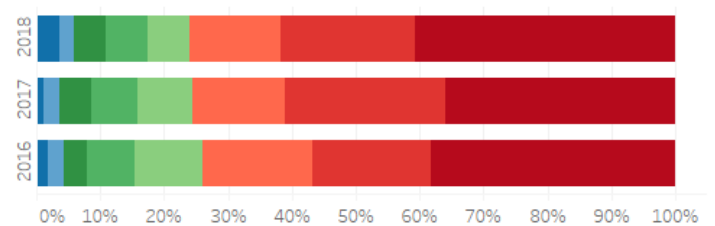


Pass Did Not Pass

% of Students by Academic Peer Group - ELA



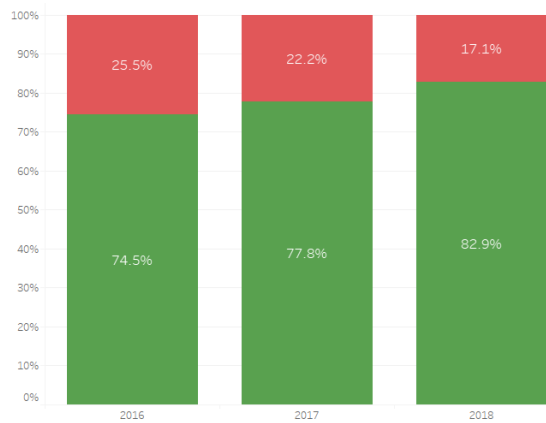
% of Students by Academic Peer Group - Math



PP2 PP1 P3 P2 P1 DNP3 DNP2 DNP1

THIRD GRADE LITERACY – ARE STUDENTS READING ON GRADE LEVEL AT THIS CRITICAL STAGE?

IREAD 3 Proficiency

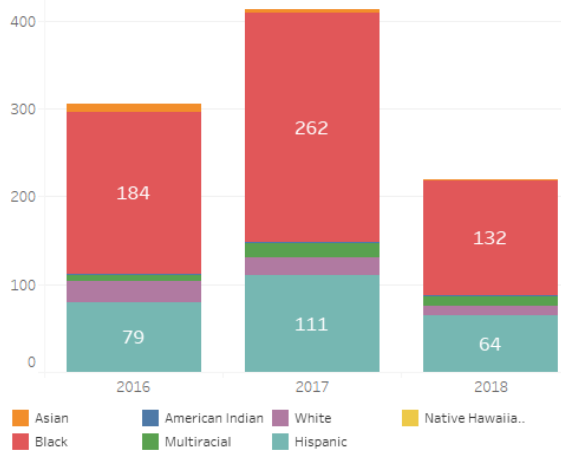


STUDENT ATTENDANCE & MOVEMENT – ARE STUDENTS IN SCHOOL & STAYING AT THIS SCHOOL?

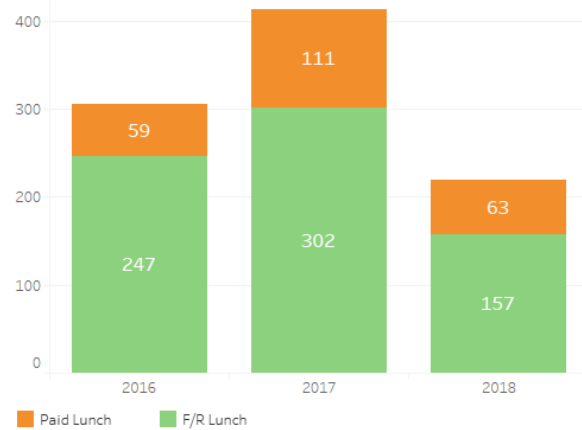
	Total Enrollment	Attendance	Model Attendees	Mobility Rate	Stability Rate
2017-2018	400	97.7%	82.5%	23.0%	94.5%
2016-2017	409	97.5%	-	-	-
2015-2016	402	97.2%	-	-	-

STUDENT DEMOGRAPHICS – WHO GOES TO SCHOOL HERE?

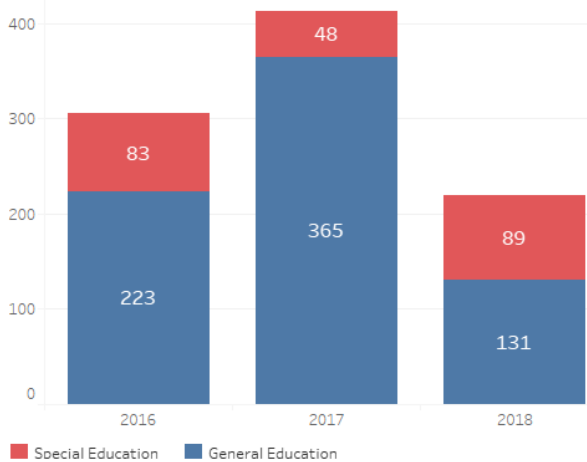
Enrollment by Ethnicity



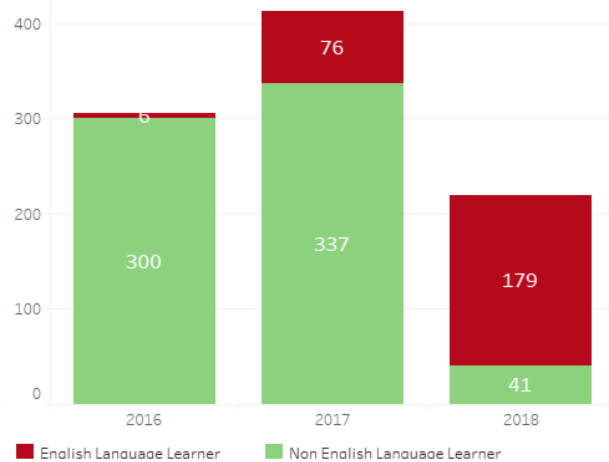
Enrollment by Free and Reduced Lunch



Enrollment by Special Education Status



Enrollment by English Language Learners



Report Card Summary

Student Growth Points
94.6

Student Performance Points
36.3

Overall Rating
65.5

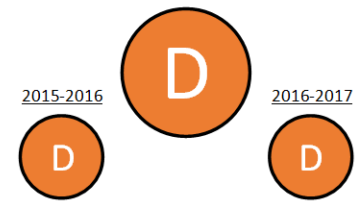
School (Grades):
Lincoln School (K-8)

Intervention Model:
Transformation Zone

Corporation:
Evansville Vanderburgh School Corp

Initial Year of Intervention:
2014/2015

2017-2018 Letter Grade

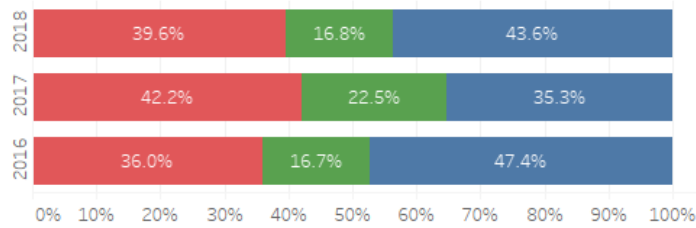


PERFORMANCE BENCHMARKS – IS THE SCHOOL MEETING ITS GOALS?

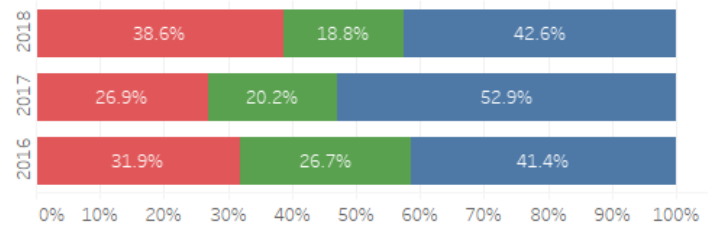
	BASELINE <i>16/17</i>	YEAR 1 <i>17/18</i>	YEAR 2 <i>18/19</i>	2 YEAR GOAL	YEAR 3 <i>19/20</i>	YEAR 4 <i>20/21</i>	YEAR 5 <i>21/22</i>	5 YEAR GOAL
1	Increase the percentage of students with standard or high growth as measured by ISTEP+ assessment.							
	ELA 57.8% Math 73.1%	ELA 60.4% Math 61.4%		ELA 68.9% Math 76.6%				ELA 80.0% Math 80.0%
2	Decrease the number of Out of School Suspension.							
	141			127				114
3	(Additional Benchmark) Increase the % of students at or exceeding projected growth from Fall to Spring NWEA benchmark assessment.							
	ELA 48.5% Math 52.5%			ELA 61.8% Math 63.8%				ELA 75% Math 75%

STUDENT ACHIEVEMENT – ARE STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY?

% of Students by Growth Category - ELA

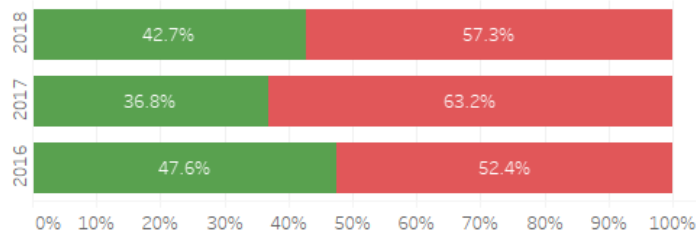


% of Students by Growth Category - Math

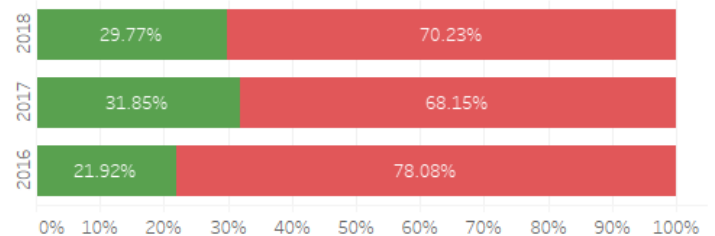


Low Growth Typical Growth High Growth

% Proficient - ELA

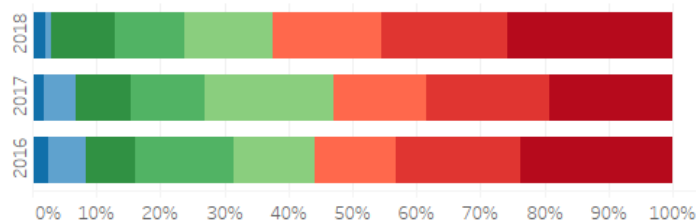


% Proficient - Math

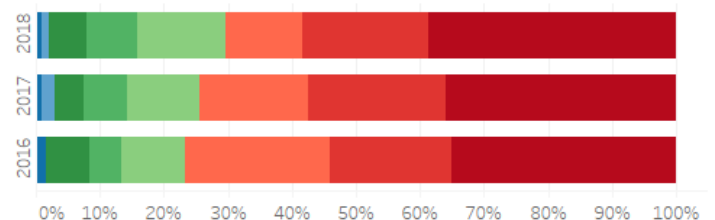


Pass Did Not Pass

% of Students by Academic Peer Group - ELA



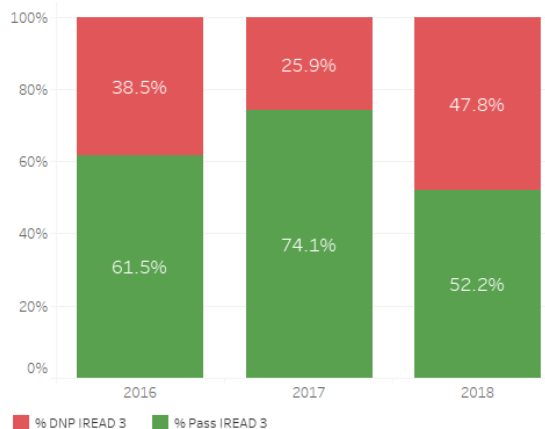
% of Students by Academic Peer Group - Math



PP2 PP1 P3 P2 P1 DNP3 DNP2 DNP1

THIRD GRADE LITERACY – ARE STUDENTS READING ON GRADE LEVEL AT THIS CRITICAL STAGE?

IREAD 3 Proficiency

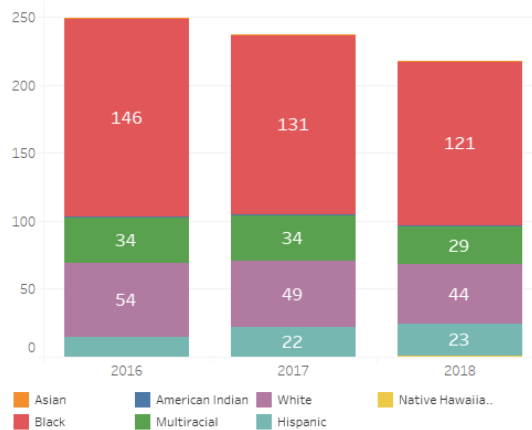


STUDENT ATTENDANCE & MOVEMENT – ARE STUDENTS IN SCHOOL & STAYING AT THIS SCHOOL?

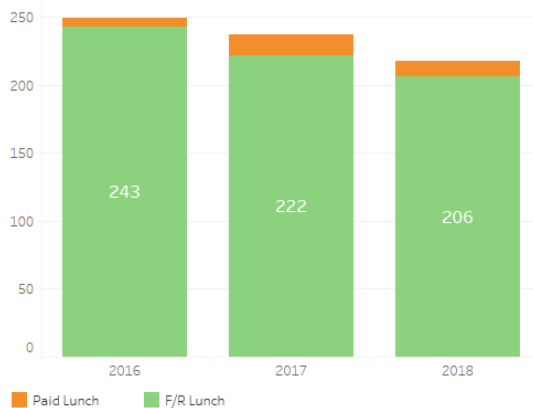
	Total Enrollment	Attendance	Model Attendees	Mobility Rate	Stability Rate
2017-2018	218	97.2%	87.2%	29.7%	85.8%
2016-2017	237	97.0%	-	-	-
2015-2016	249	97.1%	-	-	-

STUDENT DEMOGRAPHICS – WHO GOES TO SCHOOL HERE?

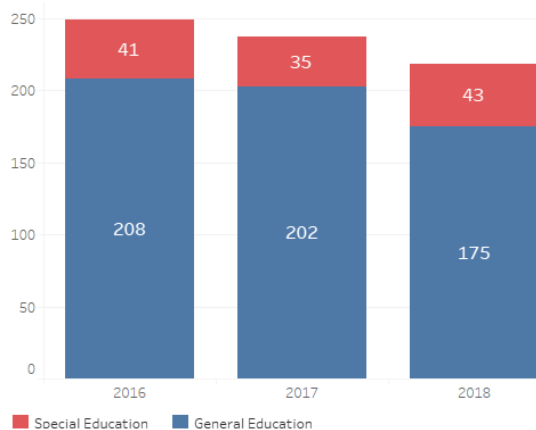
Enrollment by Ethnicity



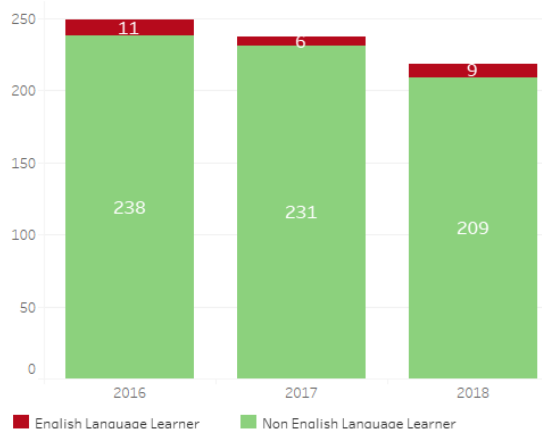
Enrollment by Free and Reduced Lunch



Enrollment by Special Education Status



Enrollment by English Language Learners



Report Card Summary

Student Growth Points
86.7

Student Performance Points
25.0

Overall Rating
55.9

School (Grades):

Caze Elementary School (PK-5)

Intervention Model:

Transformation Zone

2017-2018 Letter Grade

F

2015-2016

F

2016-2017

F

Corporation:

Evansville Vanderburgh School Corporation

Initial Year of Intervention:

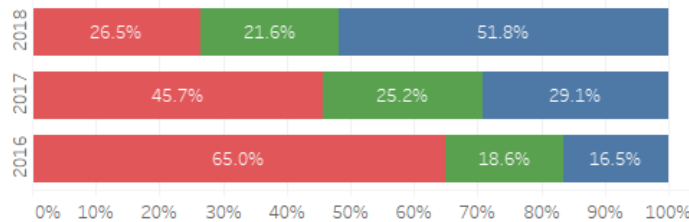
2016/2017

PERFORMANCE BENCHMARKS – IS THE SCHOOL MEETING ITS GOALS?

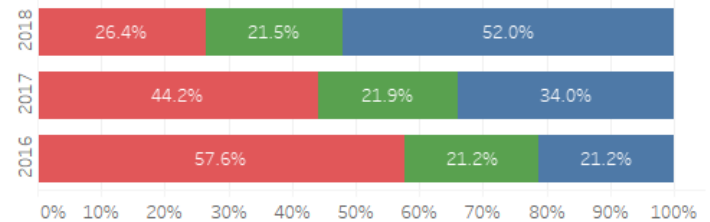
	BASELINE 16/17	YEAR 1 17/18	YEAR 2 18/19	2 YEAR GOAL	YEAR 3 19/20	YEAR 4 20/21	YEAR 5 21/22	5 YEAR GOAL
1	Increase in % of students designated as standard or high growth as measured by the ISTEP+ assessment.							
	ELA 49.5% Math 63.8%	ELA 62.6% Math 65.1%		ELA 64.8% Math 71.9%				ELA 80% Math 80%
2	Decrease the number of Out of School Suspension.							
	141			127				114
3	<i>(Additional Benchmark)</i> Increase the % of students at or exceeding projected growth from Fall to Spring NWEA benchmark assessment.							
	ELA 30.8% Math 37.9%			ELA 52.9% Math 56.5%				ELA 75% Math 75%

STUDENT ACHIEVEMENT – ARE STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY?

% of Students by Growth Category - ELA

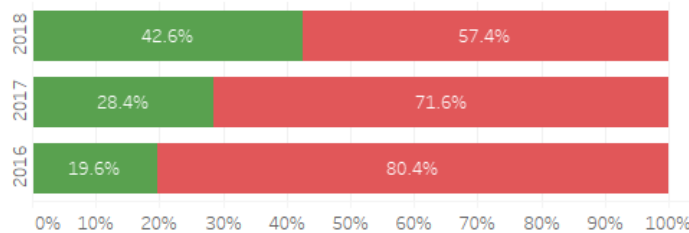


% of Students by Growth Category - Math

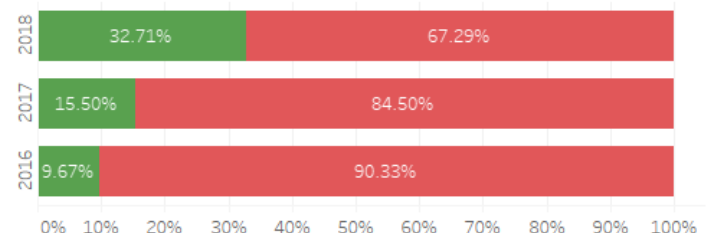


Low Growth Typical Growth High Growth

% Proficient - ELA

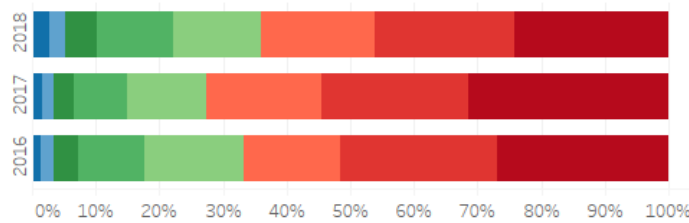


% Proficient - Math

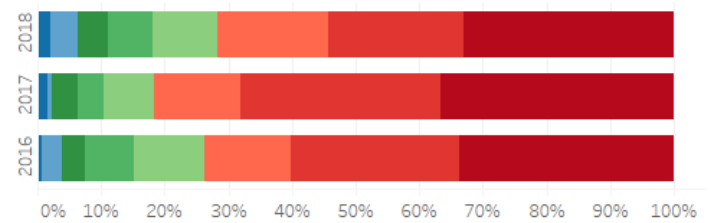


Pass Did Not Pass

% of Students by Academic Peer Group - ELA



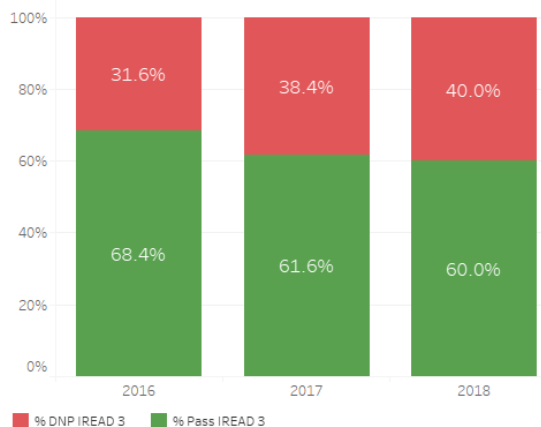
% of Students by Academic Peer Group - Math



PP2 PP1 P3 P2 P1 DNP3 DNP2 DNP1

THIRD GRADE LITERACY – ARE STUDENTS READING ON GRADE LEVEL AT THIS CRITICAL STAGE?

IREAD 3 Proficiency

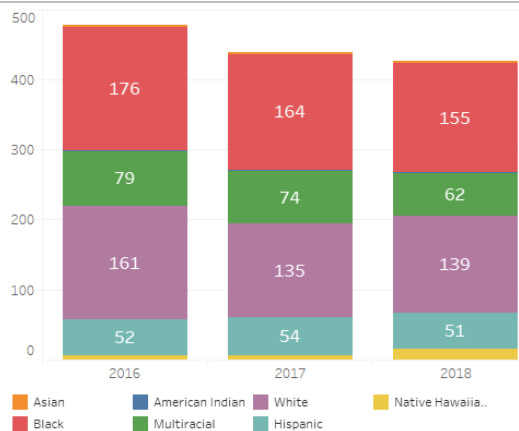


STUDENT ATTENDANCE & MOVEMENT – ARE STUDENTS IN SCHOOL & STAYING AT THIS SCHOOL?

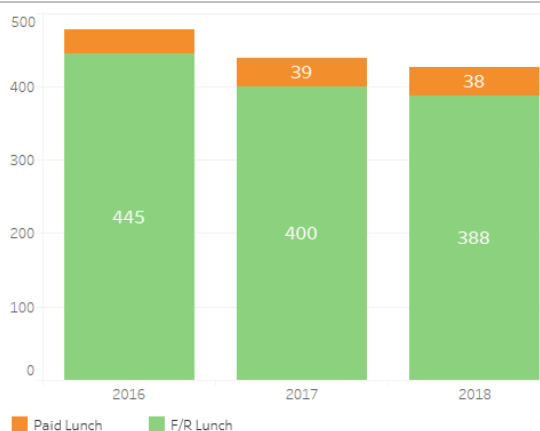
	Total Enrollment	Attendance	Model Attendees	Mobility Rate	Stability Rate
2017-2018	422	97.8%	89.2%	23.9%	89.6%
2016-2017	273	98.0%	-	-	-
2015-2016	348	97.8%	-	-	-

STUDENT DEMOGRAPHICS – WHO GOES TO SCHOOL HERE?

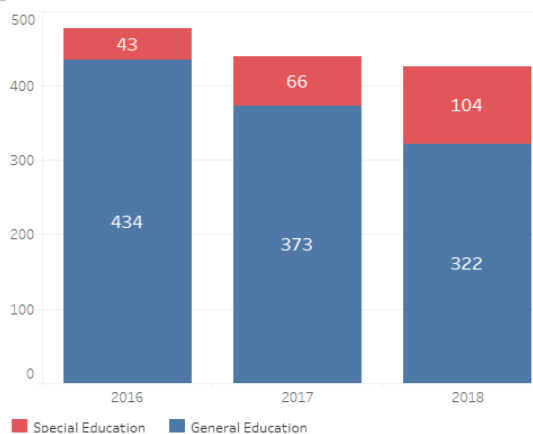
Enrollment by Ethnicity



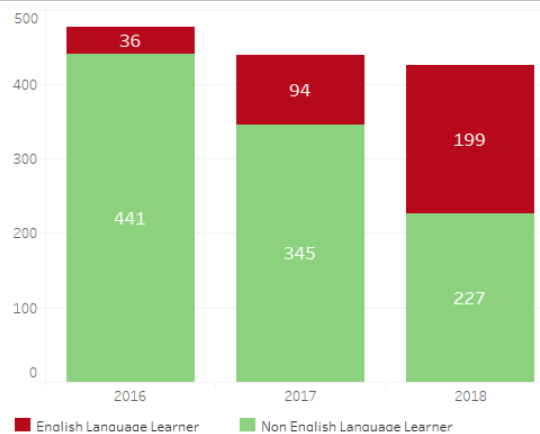
Enrollment by Free and Reduced Lunch



Enrollment by Special Education Status



Enrollment by English Language Learners



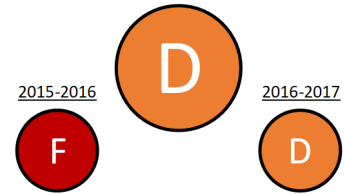


Report Card Summary	Student Growth Points 69.2	Student Performance Points 13.4	Overall Rating 69.2* <small>(Growth Only Model)</small>
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School (Grades):
**Kindezi Academy at
 Joyce Kilmer School 69 (K-6)**
 Corporation:
Indianapolis Public Schools

Intervention Model:
**Innovation Network
 School**
 Initial Year of Intervention:
2016/2017

2017-2018 Letter Grade

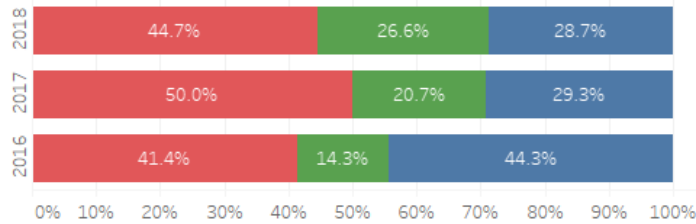


PERFORMANCE BENCHMARKS – IS THE SCHOOL MEETING ITS GOALS?

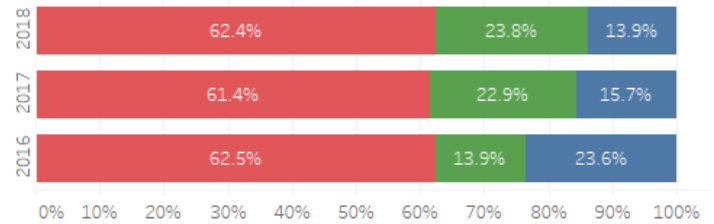
	BASELINE <i>16/17</i>	YEAR 1 <i>17/18</i>	YEAR 2 <i>18/19</i>	2 YEAR GOAL	YEAR 3 <i>19/20</i>	YEAR 4 <i>20/21</i>	YEAR 5 <i>21/22</i>	5 YEAR GOAL
1	Increase the total student growth points for the bottom 25% in ELA and Math as measured by the ISTEP+ assessment.							
	ELA 73.9 Math 53.0	ELA 87.9 Math 50.4		ELA 90.0 Math 75.0				ELA 75.0 Math 65.0
2	Increase the percentage of students enrolled for 2+ years who perform at grade level as measured by the ISTEP+ assessment.							
	ELA 22.0% Math 8.5%	ELA 18.4% Math 8.3%		ELA 30.0% Math 40.0%				ELA Meet Math Exceed State Avg
3	Decrease the number of low growth students on math assessment.							
	61.4%	62.4%		<55%				<40%

STUDENT ACHIEVEMENT – ARE STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY?

% of Students by Growth Category - ELA

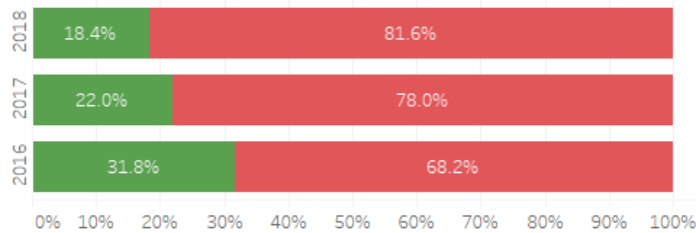


% of Students by Growth Category - Math

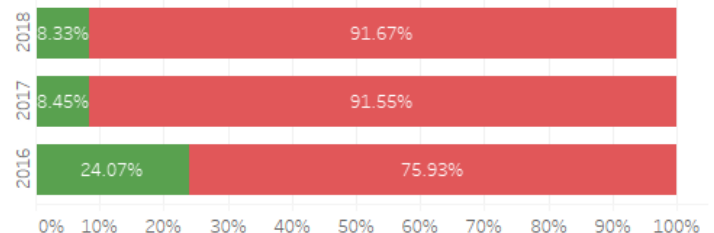


Low Growth Typical Growth High Growth

% Proficient - ELA

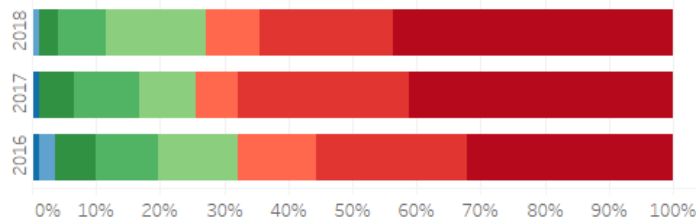


% Proficient - Math

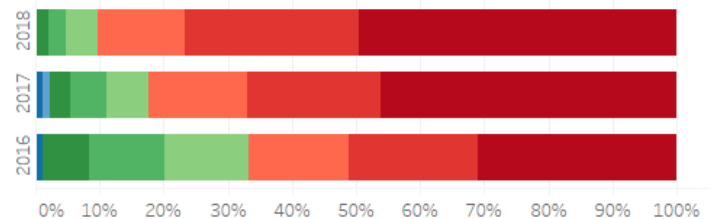


Pass Did Not Pass

% of Students by Academic Peer Group - ELA



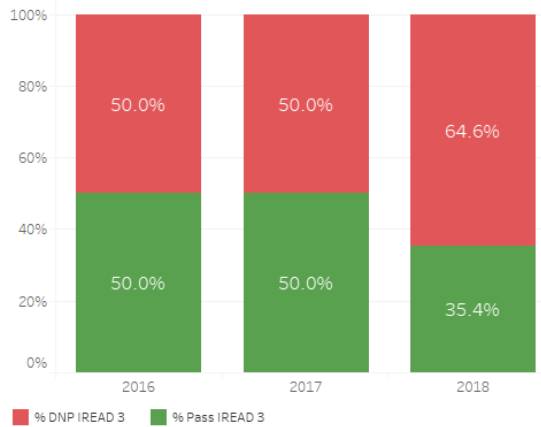
% of Students by Academic Peer Group - Math



PP2 PP1 P3 P2 P1 DNP3 DNP2 DNP1

THIRD GRADE LITERACY – ARE STUDENTS READING ON GRADE LEVEL AT THIS CRITICAL STAGE?

IREAD 3 Proficiency

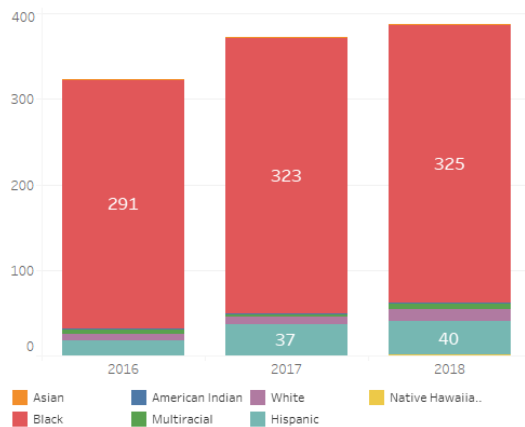


STUDENT ATTENDANCE & MOVEMENT – ARE STUDENTS IN SCHOOL & STAYING AT THIS SCHOOL?

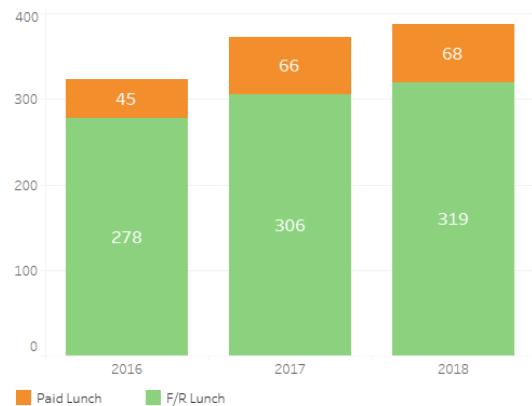
	Total Enrollment	Attendance	Model Attendees	Mobility Rate	Stability Rate
2017-2018	387	92.2%	50.1%	55.0%	67.9%
2016-2017	372	99.5%	-	-	-
2015-2016	323	97.8%	-	-	-

STUDENT DEMOGRAPHICS – WHO GOES TO SCHOOL HERE?

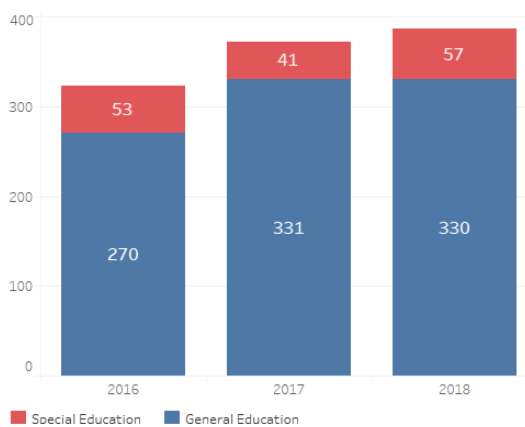
Enrollment by Ethnicity



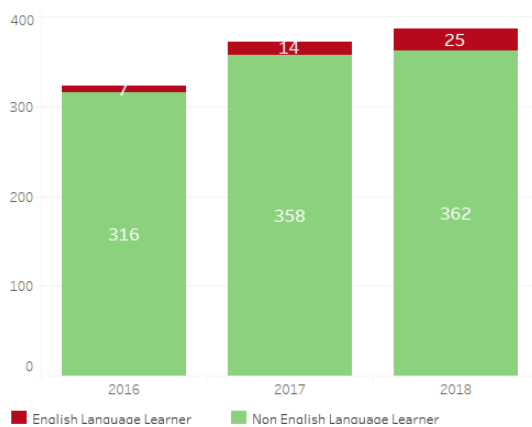
Enrollment by Free and Reduced Lunch



Enrollment by Special Education Status



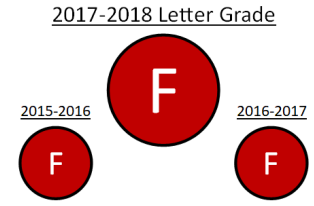
Enrollment by English Language Learners



Report Card Summary	Student Growth Points 63.4	Student Performance Points 10.0	Overall Rating 36.7
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School (Grades): **Northwest Middle School (7-8)** Intervention Model: **Transformation Zone**

Corporation: **Indianapolis Public Schools** Initial Year of Intervention: **2017/2018**

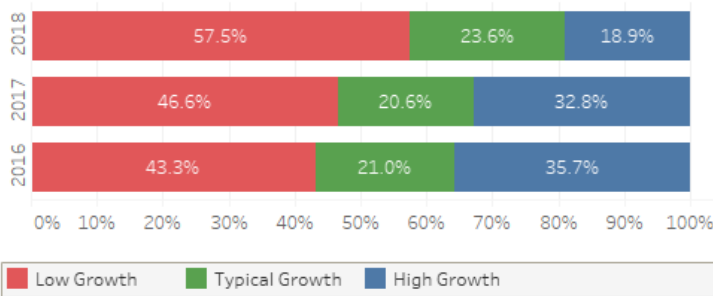


PERFORMANCE BENCHMARKS – IS THE SCHOOL MEETING ITS GOALS?

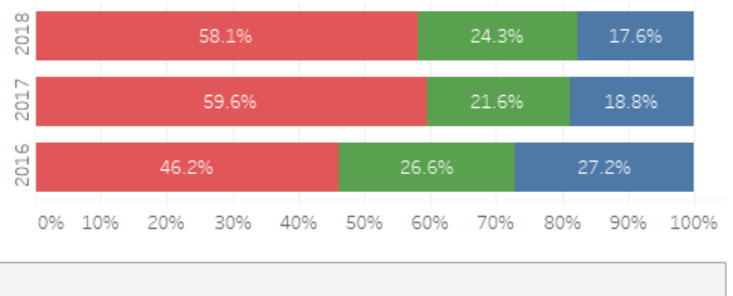
	BASELINE 17/18	YEAR 1 17/18	YEAR 2 18/19	2 YEAR GOAL	YEAR 3 19/20	YEAR 4 20/21	YEAR 5 21/22	5 YEAR GOAL
1	Increase the number of overall student growth points as measured by the ISTEP+ assessment.							
	ELA 88.9 Math 64.3	ELA 69.3 Math 57.4		ELA 98.0 Math 95.0				ELA 107.6 Math 103.4
2	Increase the percentage of students performing at grade level as measured by the ISTEP+ assessment.							
	ELA 24.2% Math 8.5%	ELA 14.1% Math 5.2%		ELA 31.8% Math 17.7%				ELA 40.0% Math 29.0%

STUDENT ACHIEVEMENT – ARE STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY?

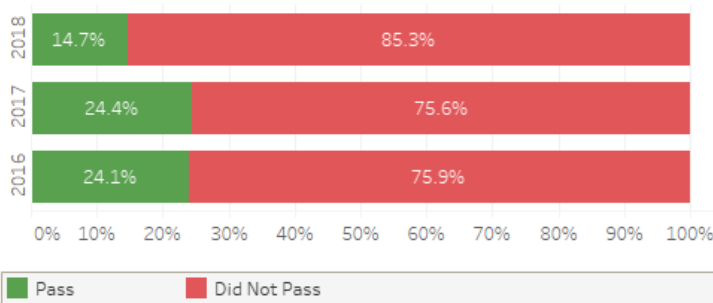
% of Students by Growth Category - ELA



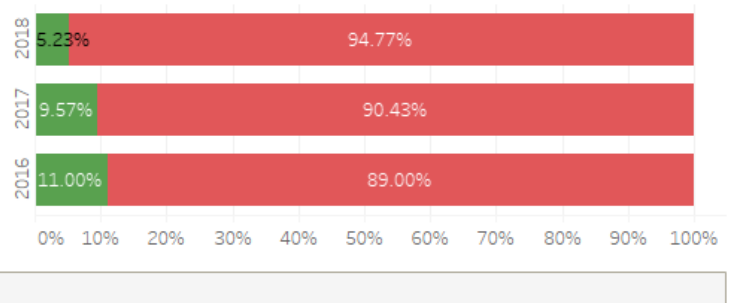
% of Students by Growth Category - Math



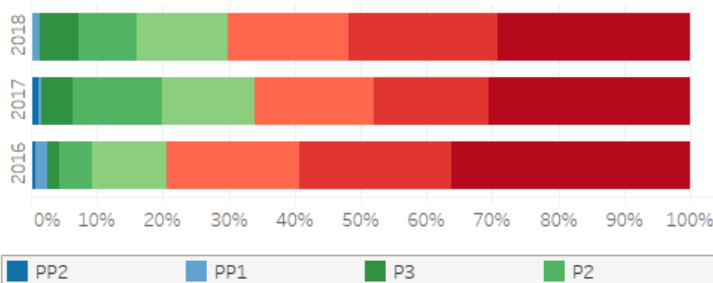
% Proficient - ELA



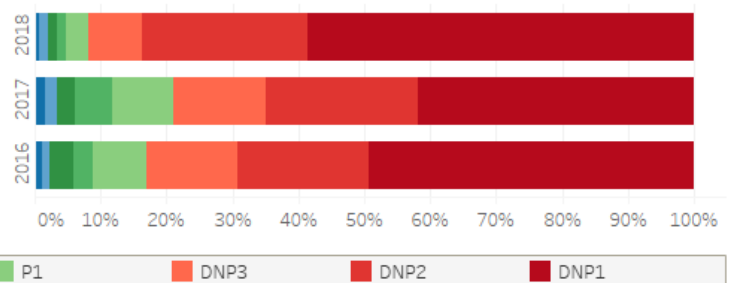
% Proficient - Math



% of Students by Academic Peer Group - ELA



% of Students by Academic Peer Group - Math



THIRD GRADE LITERACY – ARE STUDENTS READING ON GRADE LEVEL AT THIS CRITICAL STAGE?

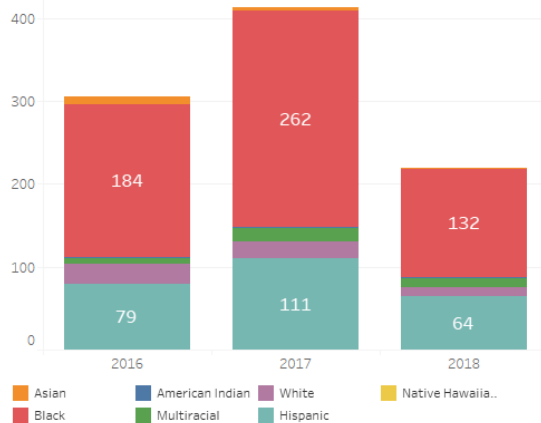
IREAD 3 Proficiency

STUDENT ATTENDANCE & MOVEMENT – ARE STUDENTS IN SCHOOL & STAYING AT THIS SCHOOL?

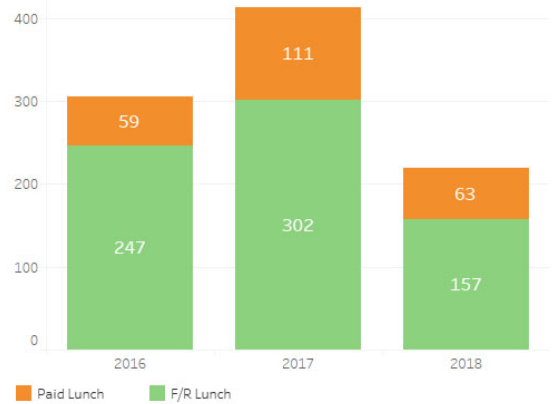
	Total Enrollment	Attendance	Model Attendees	Mobility Rate	Stability Rate
2017-2018	220	89.9%	31.3%	39.3%	81.4%
2016-2017	413	99.0%	-	-	-
2015-2016	306	93.5%	-	-	-

STUDENT DEMOGRAPHICS – WHO GOES TO SCHOOL HERE?

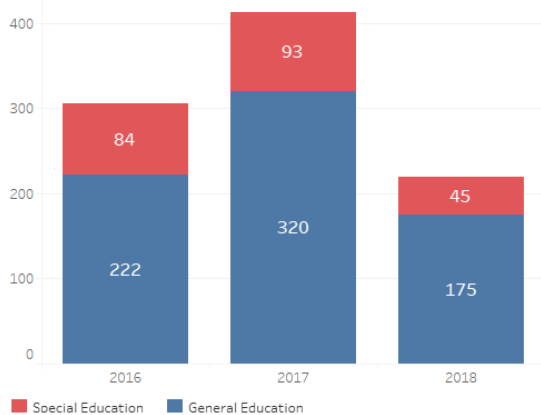
Enrollment by Ethnicity



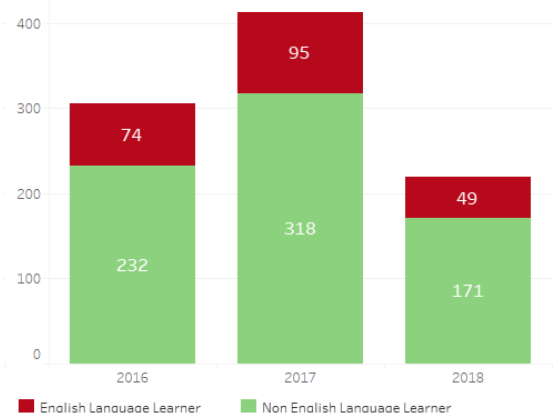
Enrollment by Free and Reduced Lunch



Enrollment by Special Education Status



Enrollment by English Language Learners



Report Card Summary

Student Growth Points
89.0

Student Performance Points
17.4

Overall Rating
53.2

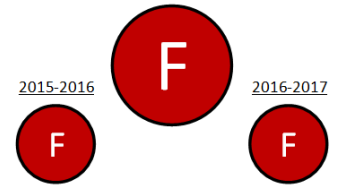
School (Grades):
James Whitcomb Riley School (K-7)

Intervention Model:
Transformation Zone

Corporation:
Indianapolis Public Schools

Initial Year of Intervention:
2017/2018

2017-2018 Letter Grade

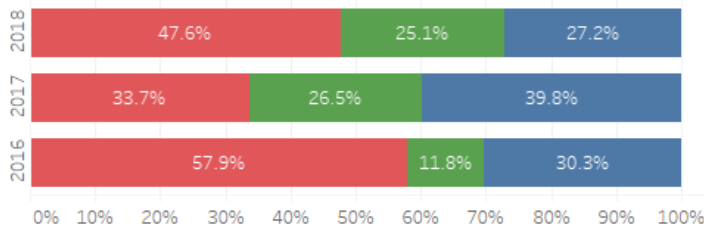


PERFORMANCE BENCHMARKS – IS THE SCHOOL MEETING ITS GOALS?

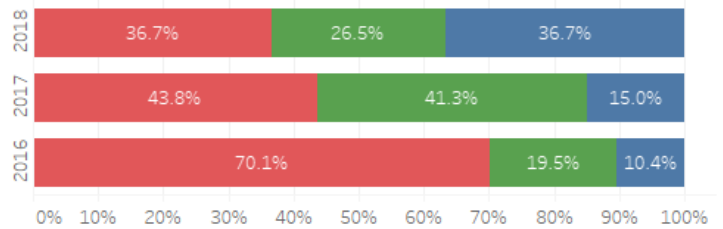
	BASELINE <i>16/17</i>	YEAR 1 <i>17/18</i>	YEAR 2 <i>18/19</i>	2 YEAR GOAL	YEAR 3 <i>19/20</i>	YEAR 4 <i>20/21</i>	YEAR 5 <i>21/22</i>	5 YEAR GOAL
1	Increase the number of overall student growth points as measured by the ISTEP+ assessment.							
	ELA 90.1	ELA 81.9		ELA 99.1				ELA 105
	Math 66.9	Math 108.3		Math 105				Math 101
2	Increase the percentage of students performing at grade level as measured by the ISTEP+ assessment.							
	ELA 23.9%	ELA 20.6%		ELA 28.0%				ELA 43.0%
	Math 25.5%	Math 14.1%		Math 18.0%				Math 31.0%
3	Increase the percentage of 3rd Grade students reading at grade level as measured by the IREAD 3 assessment.							
	55.6%	60.4%		60.0%				64.0%

STUDENT ACHIEVEMENT – ARE STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY?

% of Students by Growth Category - ELA

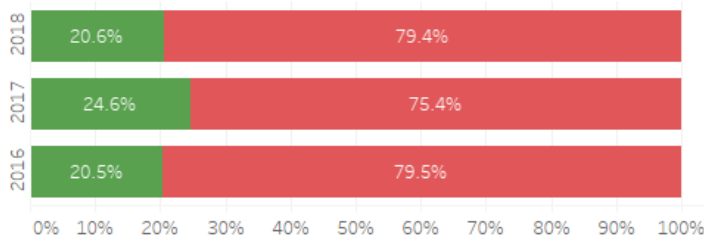


% of Students by Growth Category - Math

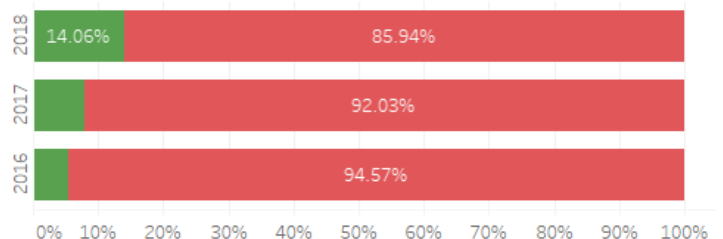


Low Growth Typical Growth High Growth

% Proficient - ELA

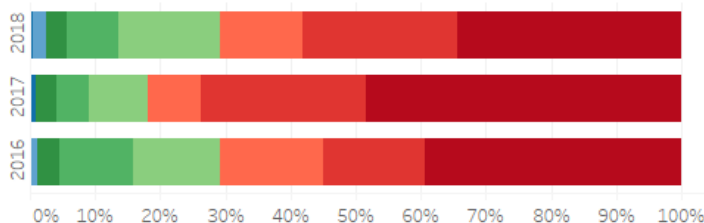


% Proficient - Math

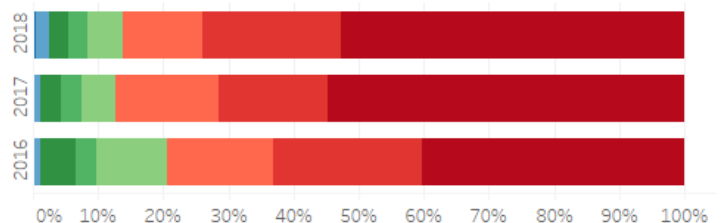


Pass Did Not Pass

% of Students by Academic Peer Group - ELA



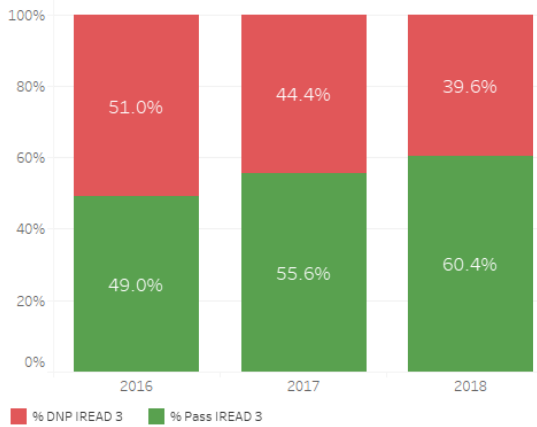
% of Students by Academic Peer Group - Math



PP2 PP1 P3 P2 P1 DNP3 DNP2 DNP1

THIRD GRADE LITERACY – ARE STUDENTS READING ON GRADE LEVEL AT THIS CRITICAL STAGE?

IREAD 3 Proficiency

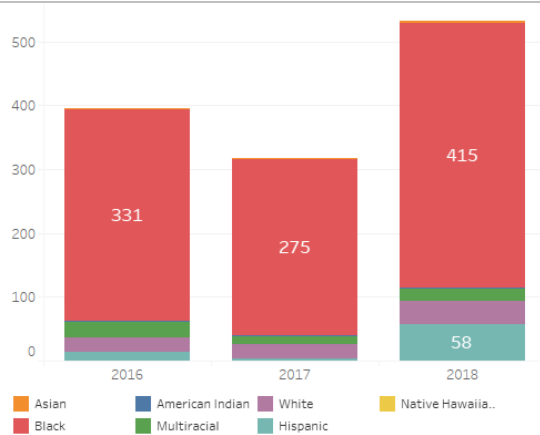


STUDENT ATTENDANCE & MOVEMENT – ARE STUDENTS IN SCHOOL & STAYING AT THIS SCHOOL?

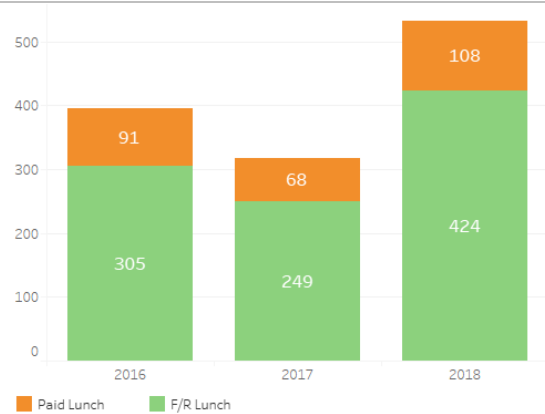
	Total Enrollment	Attendance	Model Attendees	Mobility Rate	Stability Rate
2017-2018	532	91.3%	31.1%	51.5%	68.8%
2016-2017	317	99.4%	-	-	-
2015-2016	396	96.6%	-	-	-

STUDENT DEMOGRAPHICS – WHO GOES TO SCHOOL HERE?

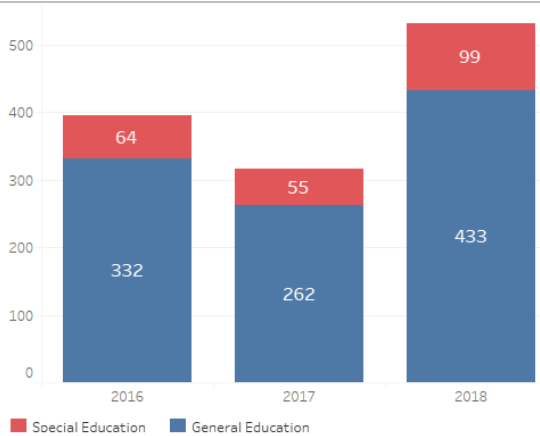
Enrollment by Ethnicity



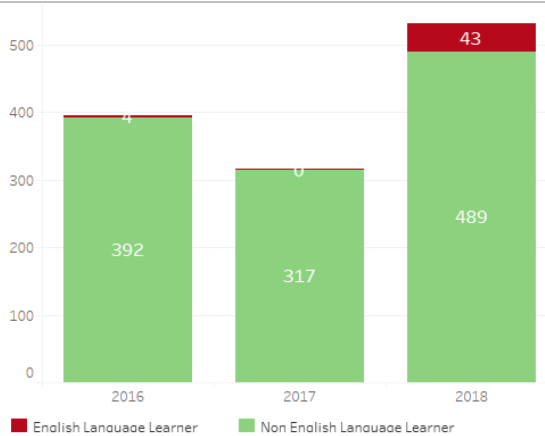
Enrollment by Free and Reduced Lunch



Enrollment by Special Education Status



Enrollment by English Language Learners



Report Card Summary

Student Growth Points
58.6

Student Performance Points
19 **15.5**

Overall Rating
37.1

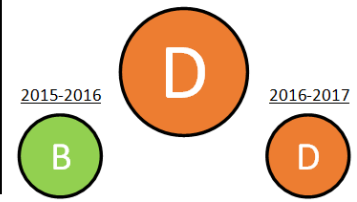
School (Grades):
Louis B. Russell Jr School 48 (PK-6)

Intervention Model:
Transformation Zone

2017-2018 Letter Grade

Corporation:
Indianapolis Public Schools

Initial Year of Intervention:
2017/2018

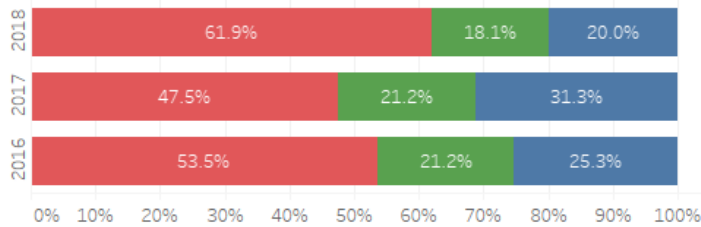


PERFORMANCE BENCHMARKS – IS THE SCHOOL MEETING ITS GOALS?

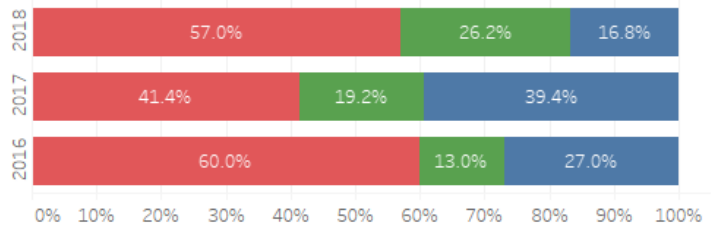
	BASELINE <i>16/17</i>	YEAR 1 <i>17/18</i>	YEAR 2 <i>18/19</i>	2 YEAR GOAL	YEAR 3 <i>19/20</i>	YEAR 4 <i>20/21</i>	YEAR 5 <i>21/22</i>	5 YEAR GOAL
1	Increase the number of overall student growth points as measured by the ISTEP+ assessment.							
	ELA 74.0	ELA 61.9	ELA 90.0		ELA 98.5			
	Math 100.1	Math 55.3	Math 90.0		Math 107.1			
2	Increase the percentage of students performing at grade level as measured by the ISTEP+ assessment.							
	ELA 24.2%	ELA 22.3%	ELA 35.0%		ELA 45.6%			
	Math 8.5%	Math 8.6%	Math 25.0%		Math 34.4%			
3	Increase the percentage of 3rd Grade students reading at grade level as measured by the IREAD 3 assessment.							
	71.7%	71.8%	74.5%		77.1%			

STUDENT ACHIEVEMENT – ARE STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY?

% of Students by Growth Category - ELA

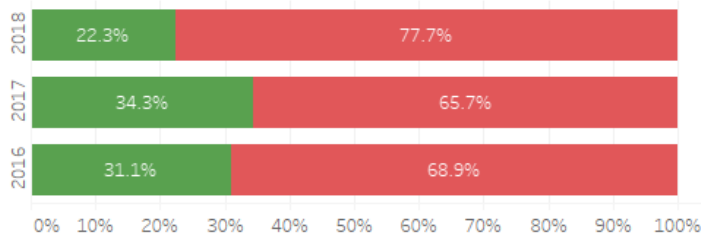


% of Students by Growth Category - Math

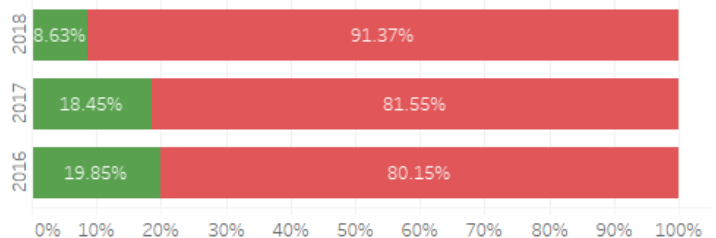


Low Growth Typical Growth High Growth

% Proficient - ELA

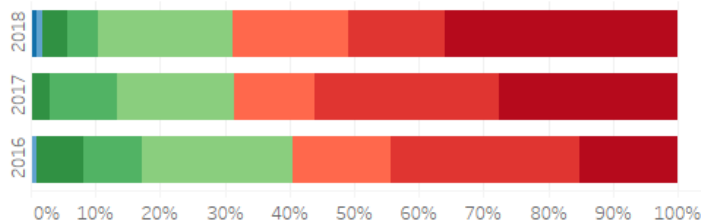


% Proficient - Math

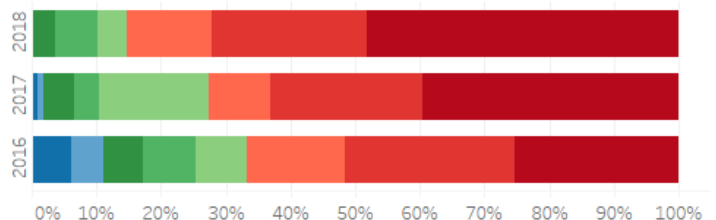


Pass Did Not Pass

% of Students by Academic Peer Group - ELA



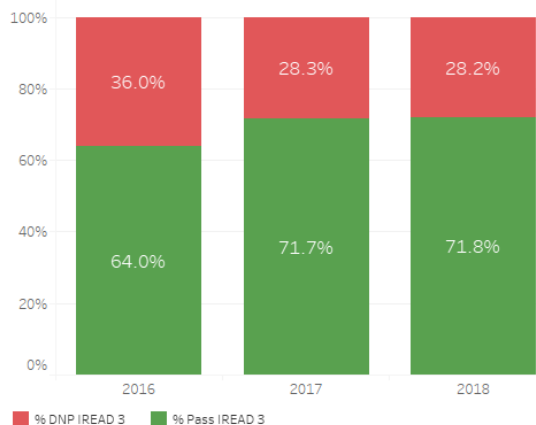
% of Students by Academic Peer Group - Math



PP2 PP1 P3 P2 P1 DNP3 DNP2 DNP1

THIRD GRADE LITERACY – ARE STUDENTS READING ON GRADE LEVEL AT THIS CRITICAL STAGE?

IREAD 3 Proficiency

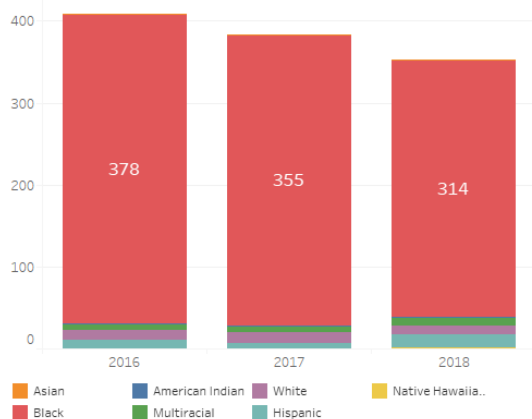


STUDENT ATTENDANCE & MOVEMENT – ARE STUDENTS IN SCHOOL & STAYING AT THIS SCHOOL?

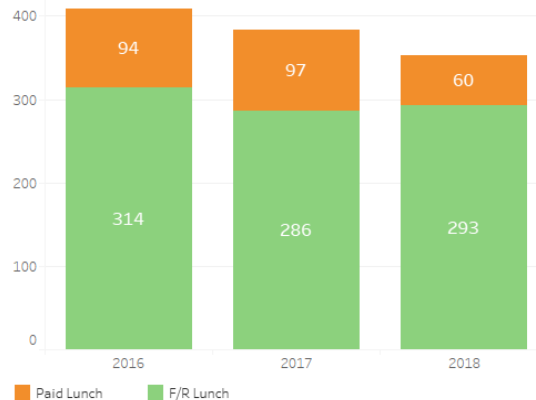
	Total Enrollment	Attendance	Model Attendees	Mobility Rate	Stability Rate
2017-2018	408	97.5%	41.0%	23.9%	92.6%
2016-2017	383	99.3%	-	-	-
2015-2016	353	96.3%	-	-	-

STUDENT DEMOGRAPHICS – WHO GOES TO SCHOOL HERE?

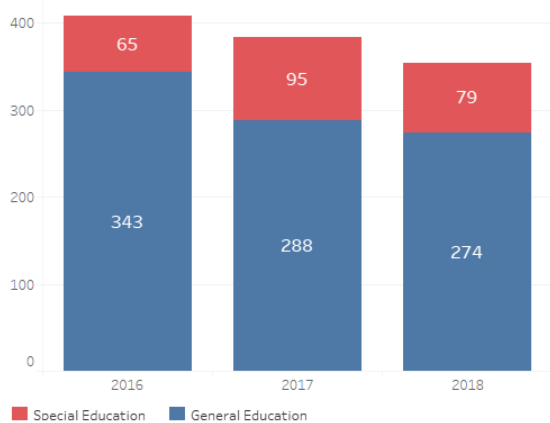
Enrollment by Ethnicity



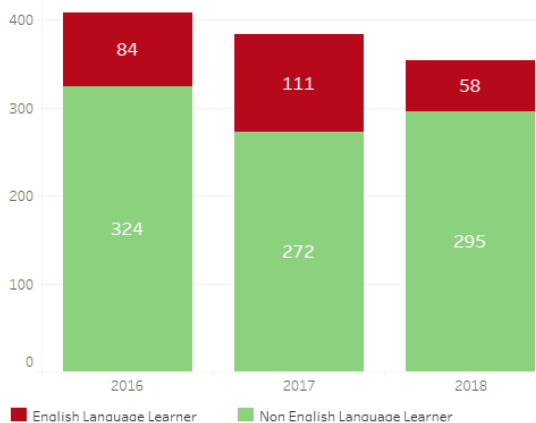
Enrollment by Free and Reduced Lunch



Enrollment by Special Education Status



Enrollment by English Language Learners



Report Card Summary

Student Growth Points
61.1

Student Performance Points
21.2

Overall Rating
41.2

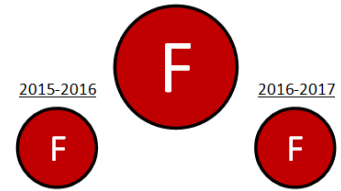
School (Grades):
James Russell Lowell School 51 (PK-6)

Intervention Model:
Transformation Zone

Corporation:
Indianapolis Public Schools

Initial Year of Intervention:
2017/2018

2017-2018 Letter Grade

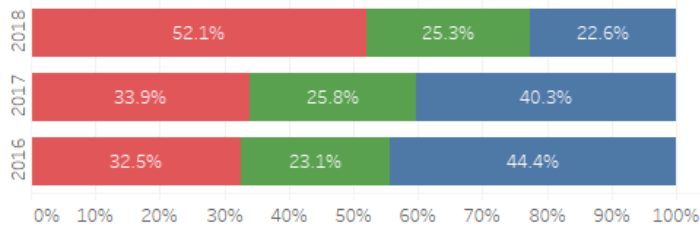


PERFORMANCE BENCHMARKS – IS THE SCHOOL MEETING ITS GOALS?

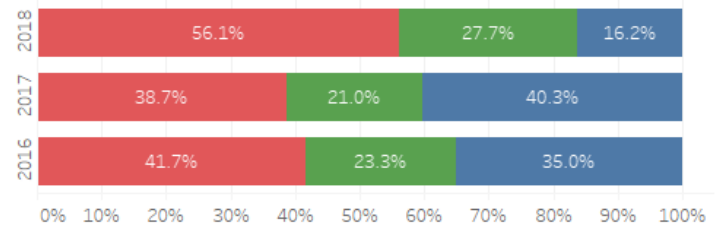
	BASELINE <i>16/17</i>	YEAR 1 <i>17/18</i>	YEAR 2 <i>18/19</i>	2 YEAR GOAL	YEAR 3 <i>19/20</i>	YEAR 4 <i>20/21</i>	YEAR 5 <i>21/22</i>	5 YEAR GOAL
1	Increase the number of overall student growth points as measured by the ISTEP+ assessment.							
	ELA 59.4	ELA 67.8		ELA 104.4				ELA 106.2
	Math 58.9	Math 54.3		Math 101.0				Math 105.2
2	Increase the percentage of students performing at grade level as measured by the ISTEP+ assessment.							
	ELA 24.8%	ELA 26.6%		ELA 33.7%				ELA 40.3%
	Math 10.9%	Math 15.7%		Math 24.6%				Math 32.1%
3	Increase the percentage of 3rd Grade students reading at grade level as measured by the IREAD 3 assessment.							
	72.6%	79.7%		75.3%				77.8%

STUDENT ACHIEVEMENT – ARE STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY?

% of Students by Growth Category - ELA

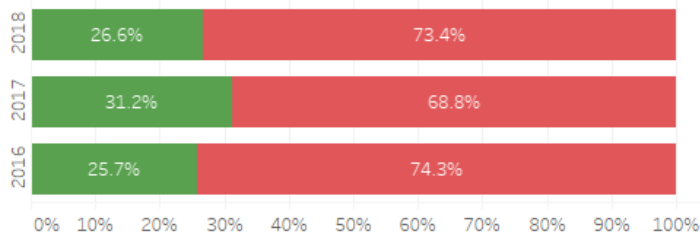


% of Students by Growth Category - Math

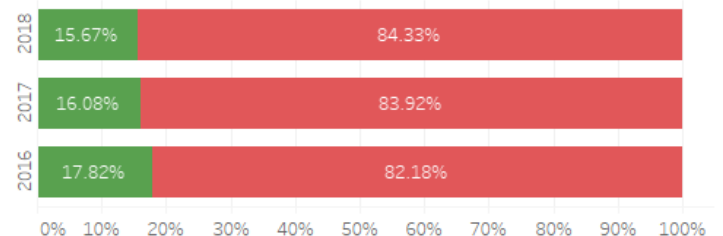


Low Growth Typical Growth High Growth

% Proficient - ELA

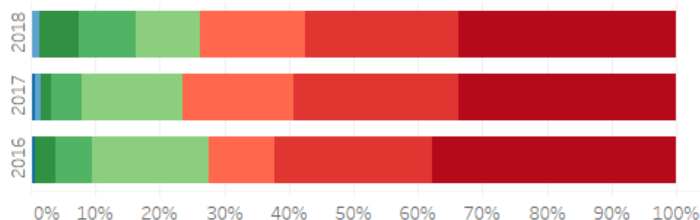


% Proficient - Math

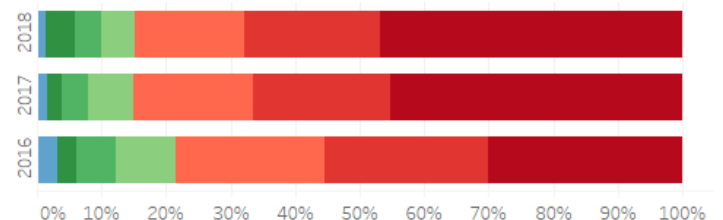


Pass Did Not Pass

% of Students by Academic Peer Group - ELA



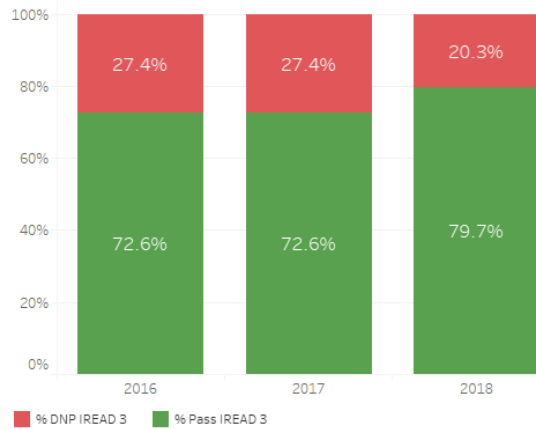
% of Students by Academic Peer Group - Math



PP2 PP1 P3 P2 P1 DNP3 DNP2 DNP1

THIRD GRADE LITERACY – ARE STUDENTS READING ON GRADE LEVEL AT THIS CRITICAL STAGE?

IREAD 3 Proficiency

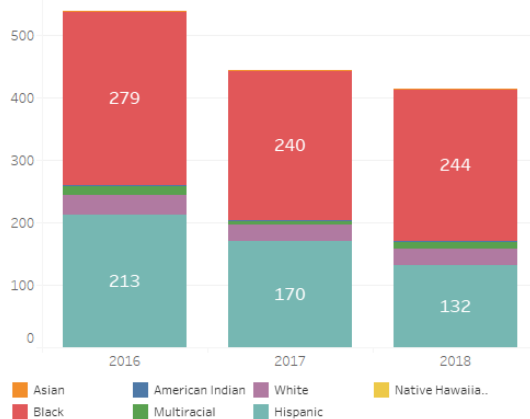


STUDENT ATTENDANCE & MOVEMENT – ARE STUDENTS IN SCHOOL & STAYING AT THIS SCHOOL?

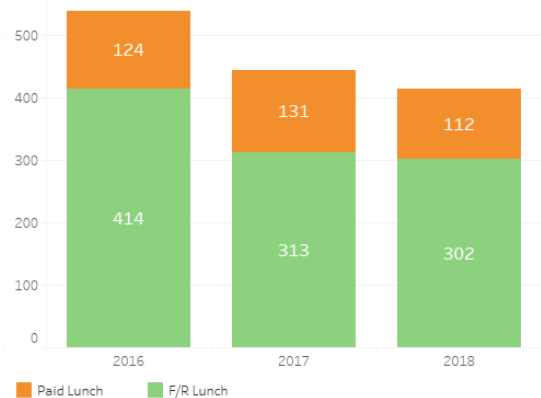
	Total Enrollment	Attendance	Model Attendees	Mobility Rate	Stability Rate
2017-2018	414	94.4%	68.4%	39.1%	80.1%
2016-2017	444	99.6%	-	-	-
2015-2016	538	97.1%	-	-	-

STUDENT DEMOGRAPHICS – WHO GOES TO SCHOOL HERE?

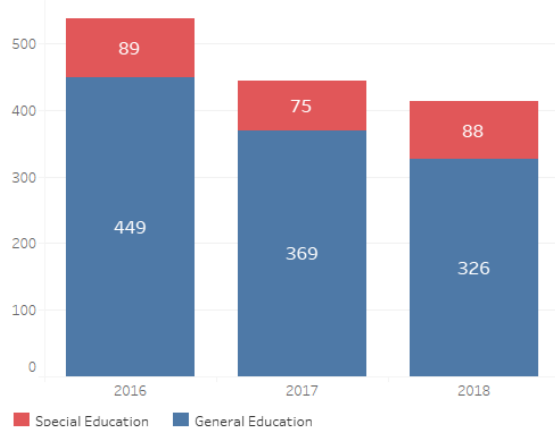
Enrollment by Ethnicity



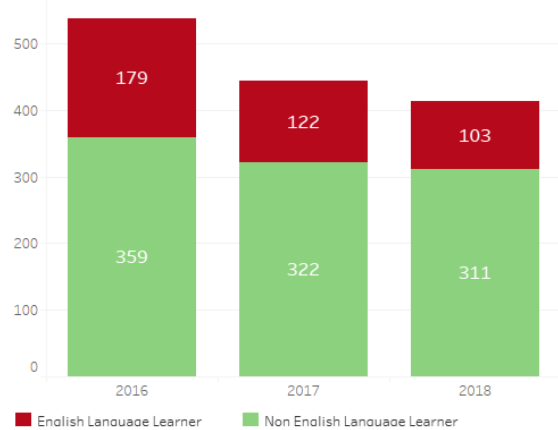
Enrollment by Free and Reduced Lunch



Enrollment by Special Education Status



Enrollment by English Language Learners



Report Card Summary

Student Growth Points
92.8

Student Performance Points
18.7

Overall Rating
55.8

School (Grades):

George S Buck School 94 (K - 6)

Intervention Model:

Transformation Zone

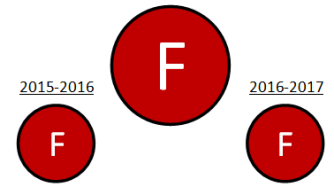
Corporation:

Transformation Zone

Initial Year of Intervention:

2017/2018

2017-2018 Letter Grade

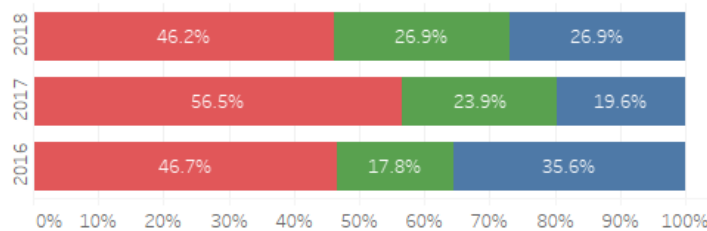


PERFORMANCE BENCHMARKS – IS THE SCHOOL MEETING ITS GOALS?

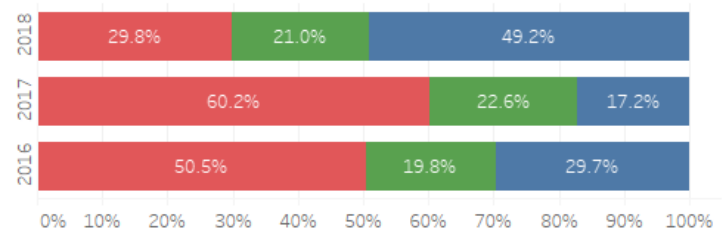
	BASELINE <i>16/17</i>	YEAR 1 <i>17/18</i>	YEAR 2 <i>18/19</i>	2 YEAR GOAL	YEAR 3 <i>19/20</i>	YEAR 4 <i>20/21</i>	YEAR 5 <i>21/22</i>	5 YEAR GOAL
1	Increase the number of overall student growth points as measured by the ISTEP+ assessment.							
	ELA 59.4	ELA 74.0		ELA 101				ELA 101
	Math 58.9	Math 111.5		Math 104				Math 99
2	Increase the percentage of students performing at grade level as measured by the ISTEP+ assessment.							
	ELA 26.3%	ELA 19.2%		ELA 23.0%				ELA 39.2%
	Math 13.1%	Math 18.2%		Math 24.0%				Math 41.0%
3	Increase the percentage of 3rd Grade students reading at grade level as measured by the IREAD 3 assessment.							
	51.4%	42.9%		52.9%				75.0%

STUDENT ACHIEVEMENT – ARE STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY?

% of Students by Growth Category - ELA

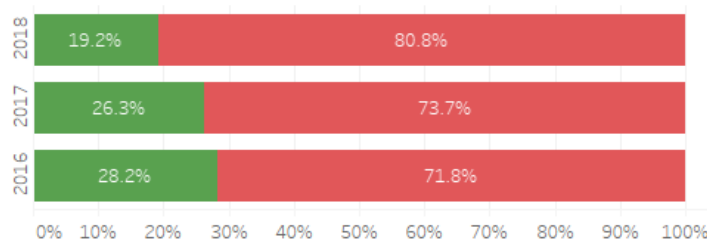


% of Students by Growth Category - Math

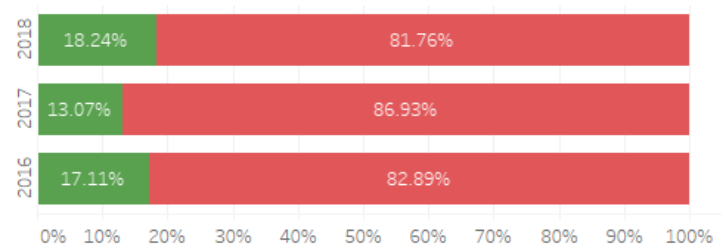


Low Growth Typical Growth High Growth

% Proficient - ELA

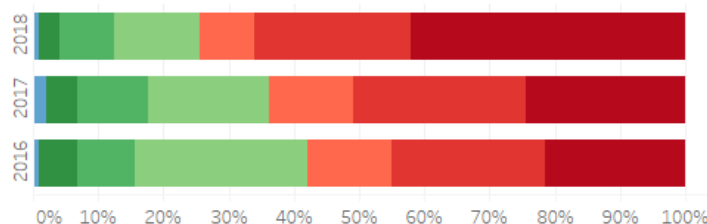


% Proficient - Math

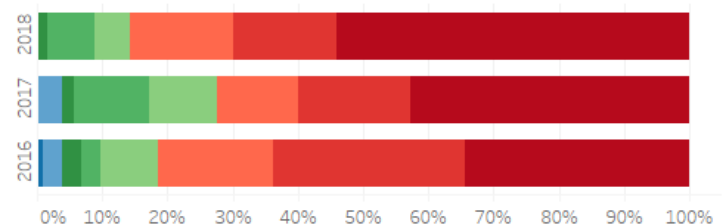


Pass Did Not Pass

% of Students by Academic Peer Group - ELA



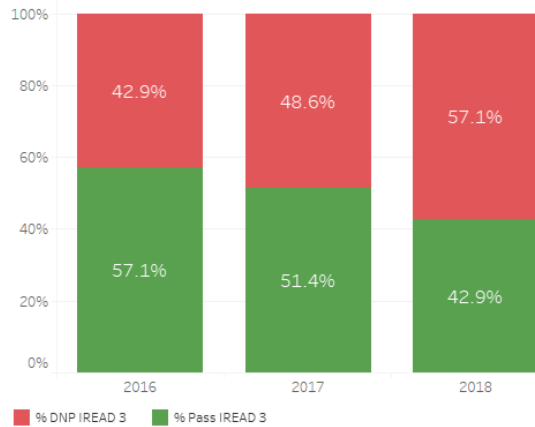
% of Students by Academic Peer Group - Math



PP1 P3 P2 P1 DNP3 DNP2 DNP1

THIRD GRADE LITERACY – ARE STUDENTS READING ON GRADE LEVEL AT THIS CRITICAL STAGE?

IREAD 3 Proficiency

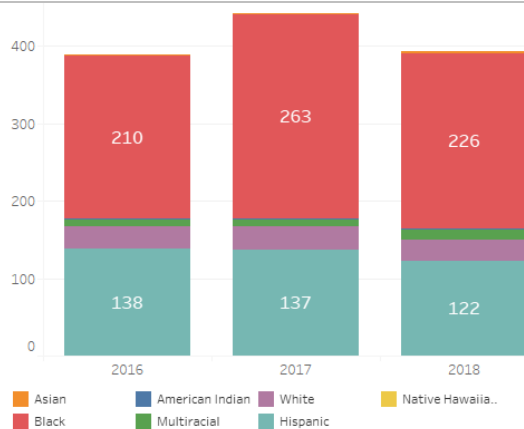


STUDENT ATTENDANCE & MOVEMENT – ARE STUDENTS IN SCHOOL & STAYING AT THIS SCHOOL?

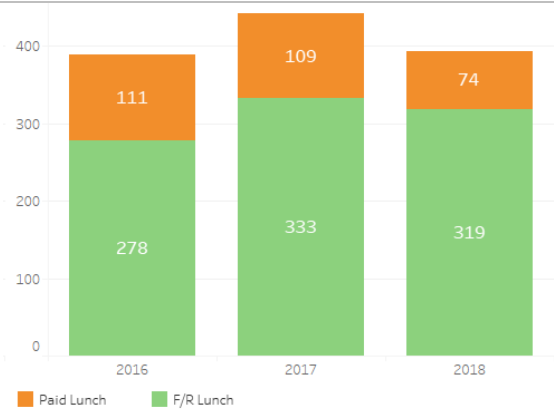
	Total Enrollment	Attendance	Model Attendees	Mobility Rate	Stability Rate
2017-2018	532	94.9%	55.5%	36.2%	61.7%
2016-2017	317	99.4%	-	-	-
2015-2016	396	96.6%	-	-	-

STUDENT DEMOGRAPHICS – WHO GOES TO SCHOOL HERE?

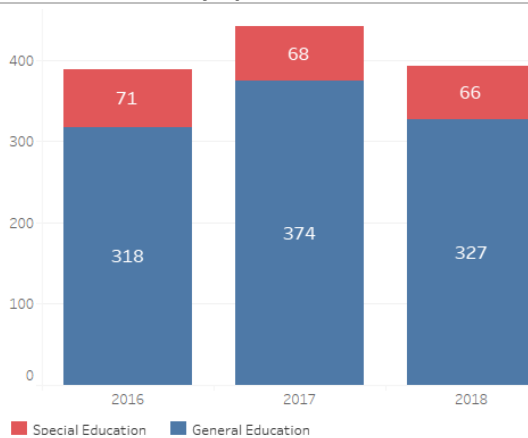
Enrollment by Ethnicity



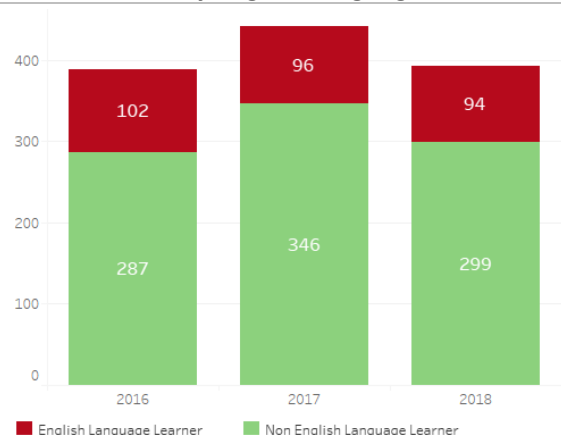
Enrollment by Free and Reduced Lunch



Enrollment by Special Education Status



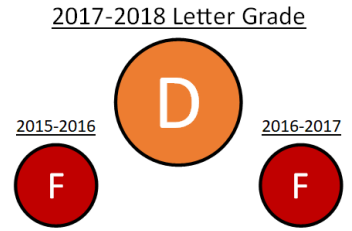
Enrollment by English Language Learners



Report Card Summary	Student Growth Points 100.5	Student Performance Points 32.4	Overall Rating 66.5
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School (Grades):
Ralph Waldo Emerson School 58 (PK-6)
 Corporation:
Indianapolis Public Schools

Intervention Model:
Transformation Zone
 Initial Year of Intervention:
2017/2018

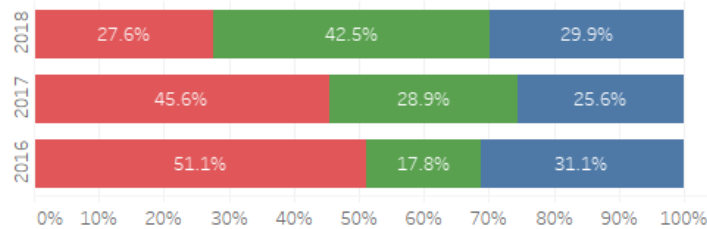


PERFORMANCE BENCHMARKS – IS THE SCHOOL MEETING ITS GOALS?

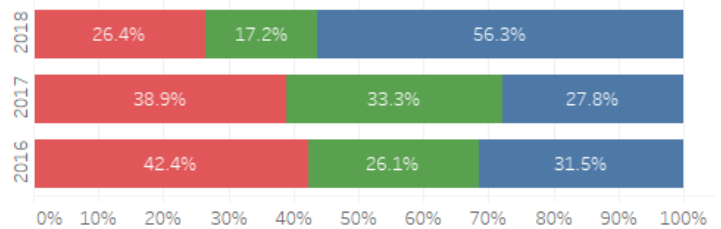
	BASELINE <i>16/17</i>	YEAR 1 <i>17/18</i>	YEAR 2 <i>18/19</i>	2 YEAR GOAL	YEAR 3 <i>19/20</i>	YEAR 4 <i>20/21</i>	YEAR 5 <i>21/22</i>	5 YEAR GOAL
1	Increase the number of overall student growth points as measured by the ISTEP+ assessment.							
	ELA 77.8	ELA 92.3		ELA 85.6				ELA 100.2
	Math 79.3	Math 108.7		Math 87.2				Math 98.6
2	Increase the percentage of students performing at grade level as measured by the ISTEP+ assessment.							
	ELA 28.9%	ELA 28.3%		ELA 32.3%				ELA 39.1%
	Math 21.9%	Math 36.4%		Math 27.9%				Math 35.1%
3	Increase the percentage of 3rd grade students reading at grade level as measured by the IREAD 3 assessment.							
	65.9%	54.5%		69.3%				72.4%

STUDENT ACHIEVEMENT – ARE STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY?

% of Students by Growth Category - ELA

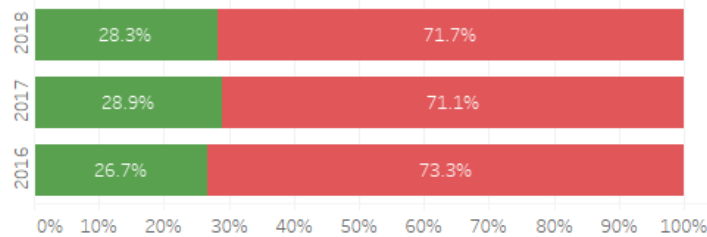


% of Students by Growth Category - Math

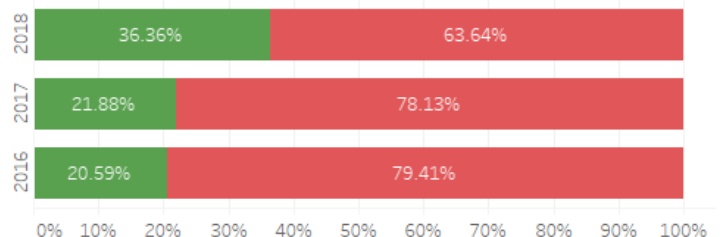


Legend: Low Growth (Red), Typical Growth (Green), High Growth (Blue)

% Proficient - ELA

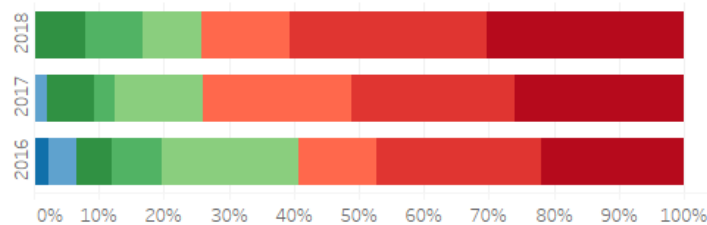


% Proficient - Math

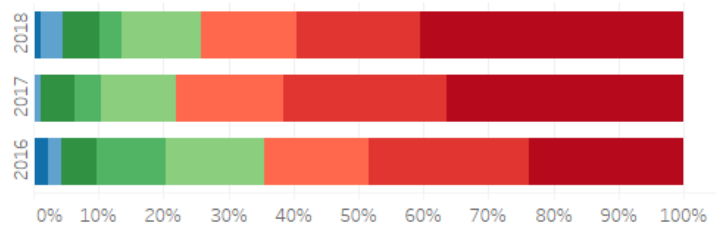


Legend: Pass (Green), Did Not Pass (Red)

% of Students by Academic Peer Group - ELA



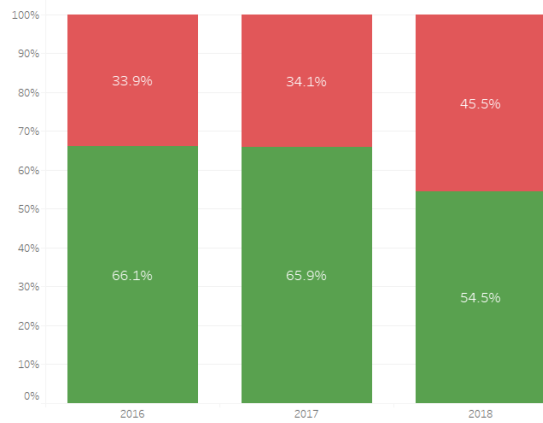
% of Students by Academic Peer Group - Math



Legend: PP2 (Blue), PP1 (Light Blue), P3 (Green), P2 (Light Green), P1 (Very Light Green), DNP3 (Orange), DNP2 (Red), DNP1 (Dark Red)

THIRD GRADE LITERACY – ARE STUDENTS READING ON GRADE LEVEL AT THIS CRITICAL STAGE?

IREAD 3 Proficiency

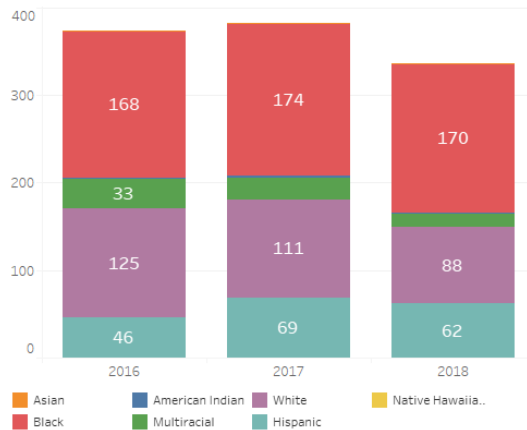


STUDENT ATTENDANCE & MOVEMENT – ARE STUDENTS IN SCHOOL & STAYING AT THIS SCHOOL?

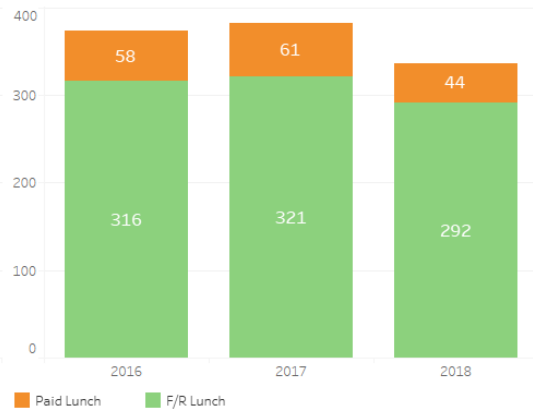
	Total Enrollment	Attendance	Model Attendees	Mobility Rate	Stability Rate
2017-2018	336	95.7%	64.9%	57.9%	62.8%
2016-2017	382	98.9%	-	-	-
2015-2016	374	96.1%	-	-	-

STUDENT DEMOGRAPHICS – WHO GOES TO SCHOOL HERE?

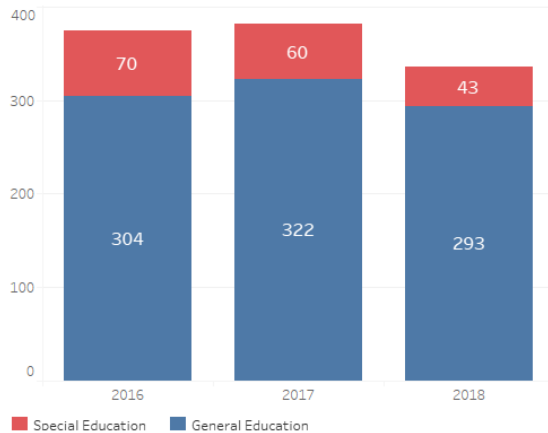
Enrollment by Ethnicity



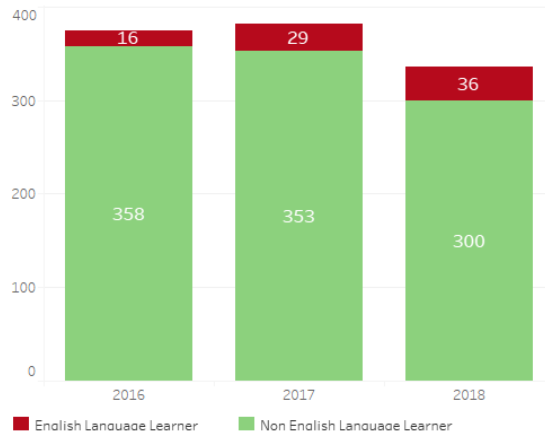
Enrollment by Free and Reduced Lunch



Enrollment by Special Education Status



Enrollment by English Language Learners



Report Card Summary

Student Growth Points
92.5

Student Performance Points
34.3

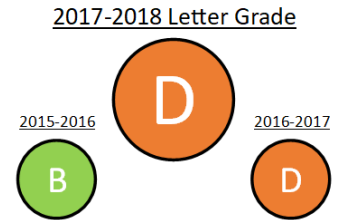
Overall Rating
63.4

School (Grades):
Low Wallace School 107 (K-6)

Intervention Model:
Transformation Zone

Corporation:
Indianapolis Public Schools

Initial Year of Intervention:
2017/2018

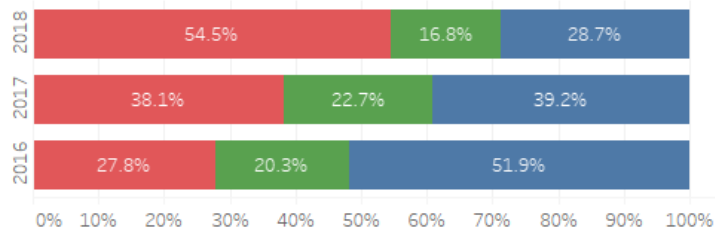


PERFORMANCE BENCHMARKS – IS THE SCHOOL MEETING ITS GOALS?

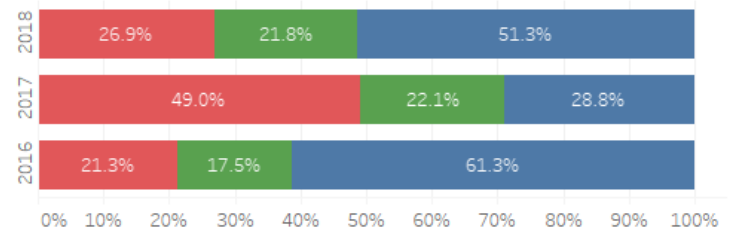
	BASELINE <i>16/17</i>	YEAR 1 <i>17/18</i>	YEAR 2 <i>18/19</i>	2 YEAR GOAL	YEAR 3 <i>19/20</i>	YEAR 4 <i>20/21</i>	YEAR 5 <i>21/22</i>	5 YEAR GOAL
1	Increase the number of overall student growth points as measured by the ISTEP+ assessment.							
	ELA 101.1 Math 88.7	ELA 74.6 Math 108.6		ELA 104.7 Math 97.6				ELA 106.2 Math 103.3
2	Increase the percentage of students performing at grade level as measured by the ISTEP+ assessment.							
	ELA 38.1% Math 26.8%	ELA 31.1% Math 37.4%		ELA 44.3% Math 34.1%				ELA 44.3% Math 34.1%
3	Increase the percentage of 3rd Grade students reading at grade level as measured by the IREAD 3 assessment.							
	63.9%	59.0%		67.5%				70.8%

STUDENT ACHIEVEMENT – ARE STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY?

% of Students by Growth Category - ELA

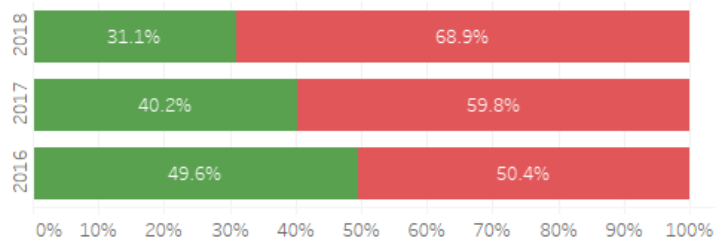


% of Students by Growth Category - Math

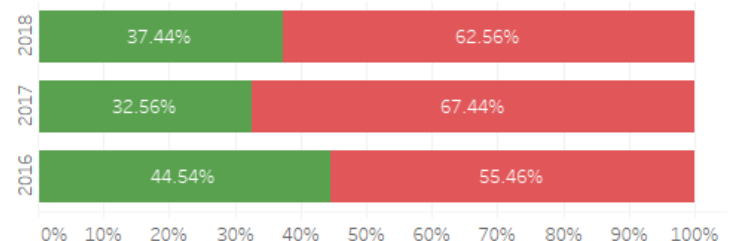


Low Growth Typical Growth High Growth

% Proficient - ELA

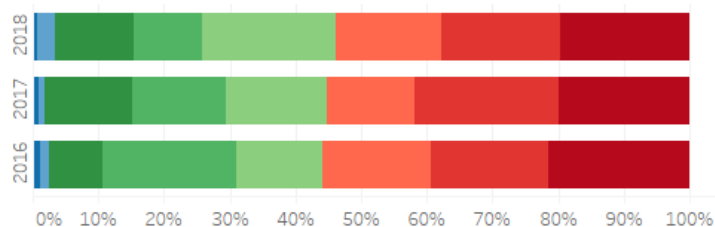


% Proficient - Math

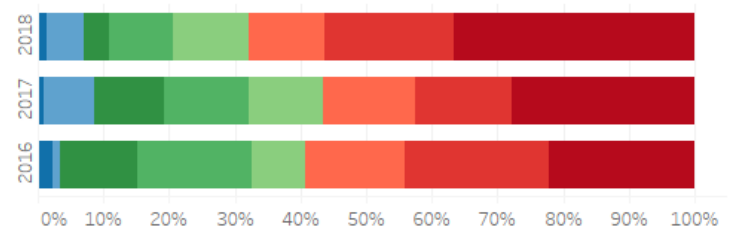


Pass Did Not Pass

% of Students by Academic Peer Group - ELA



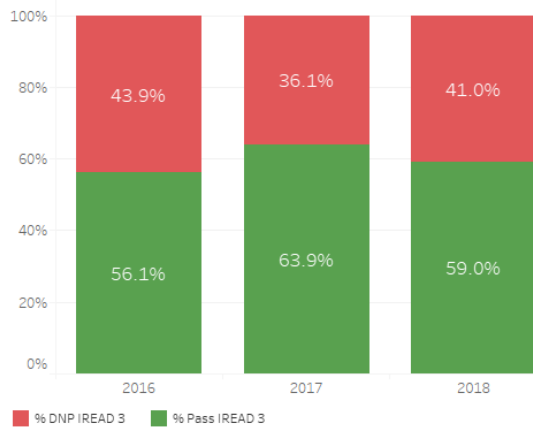
% of Students by Academic Peer Group - Math



PP2 PP1 P3 P2 P1 DNP3 DNP2 DNP1

THIRD GRADE LITERACY – ARE STUDENTS READING ON GRADE LEVEL AT THIS CRITICAL STAGE?

IREAD 3 Proficiency

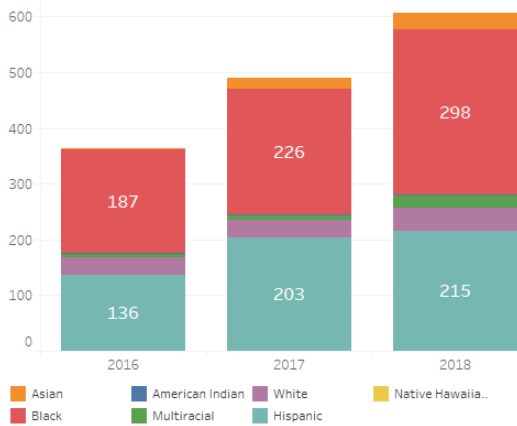


STUDENT ATTENDANCE & MOVEMENT – ARE STUDENTS IN SCHOOL & STAYING AT THIS SCHOOL?

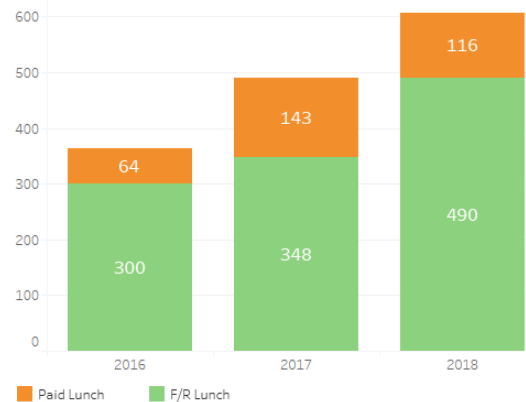
	Total Enrollment	Attendance	Model Attendees	Mobility Rate	Stability Rate
2017-2018	606	93.8%	58.8%	44.0%	70.9%
2016-2017	491	99.1%	-	-	-
2015-2016	364	95.6%	-	-	-

STUDENT DEMOGRAPHICS – WHO GOES TO SCHOOL HERE?

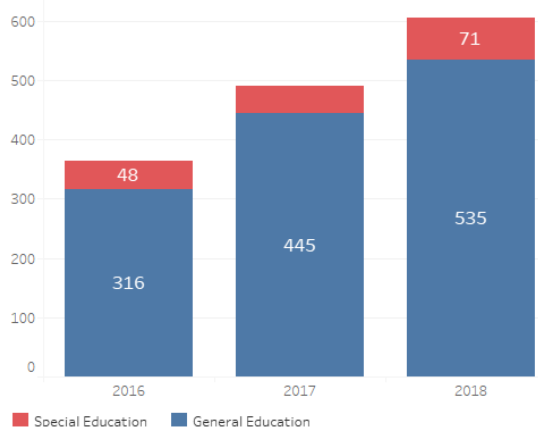
Enrollment by Ethnicity



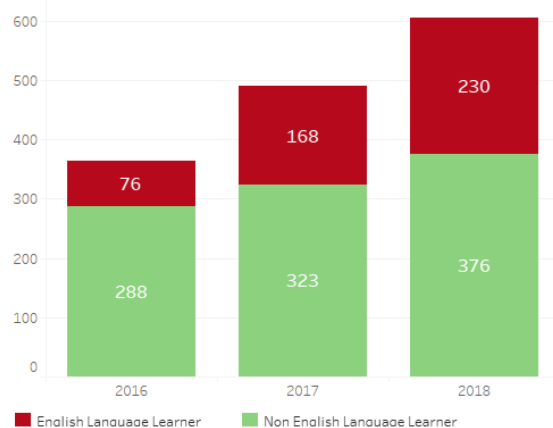
Enrollment by Free and Reduced Lunch



Enrollment by Special Education Status



Enrollment by English Language Learners



State Ranking Prior to Intervention

Student Growth Points
Appeal Pending

Student Performance Points
Appeal Pending

Overall Rating
Appeal Pending

School (Grades):

**Clarence Farrington
School 61 (PK-6)**

Corporation:

Indianapolis Public Schools

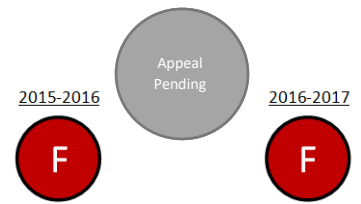
Intervention Model:

Transformation Zone

Initial Year of Intervention:

2017/2018

2017-2018 Letter Grade

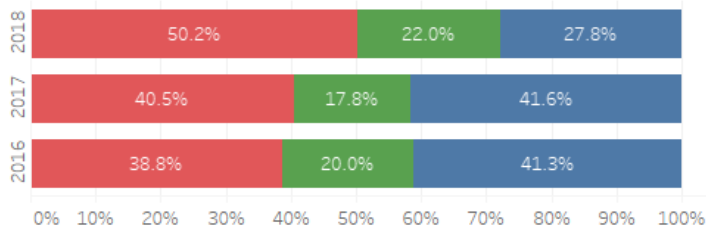


PERFORMANCE BENCHMARKS – IS THE SCHOOL MEETING ITS GOALS?

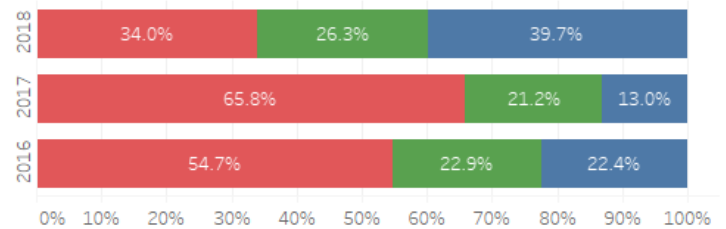
	BASELINE <i>16/17</i>	YEAR 1 <i>17/18</i>	YEAR 2 <i>18/19</i>	2 YEAR GOAL	YEAR 3 <i>19/20</i>	YEAR 4 <i>20/21</i>	YEAR 5 <i>21/22</i>	5 YEAR GOAL
1	Increase the number of overall student growth points as measured by the ISTEP+ assessment.							
	ELA 102	ELA 82.0	ELA 104.2		ELA 104.3		ELA 104.3	
	Math 50.3	Math 91.9	Math 73.4		Math 98.4		Math 98.4	
2	Increase the percentage of students performing at grade level as measured by the ISTEP+ assessment.							
	ELA 33.7%	ELA 23.7%	ELA 36.0%		ELA 52.0%		ELA 52.0%	
	Math 12.3%	Math 25.0%	Math 30.0%		Math 33.0%		Math 33.0%	
3	Increase the percentage of 3rd Grade students reading at grade level as measured by the IREAD 3 assessment.							
	68.0%	60.9%	71.2%		74.2%		74.2%	

STUDENT ACHIEVEMENT – ARE STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY?

% of Students by Growth Category - ELA

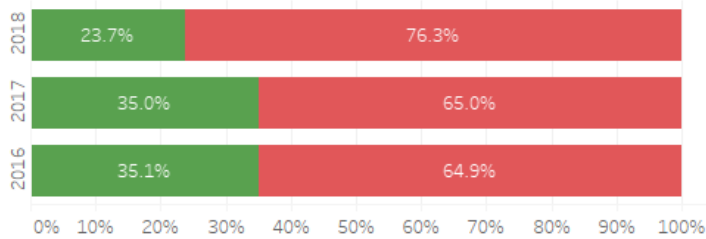


% of Students by Growth Category - Math

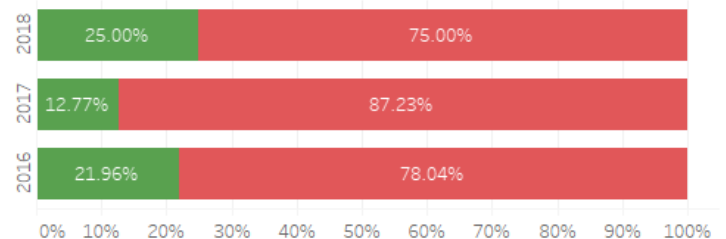


Low Growth Typical Growth High Growth

% Proficient - ELA

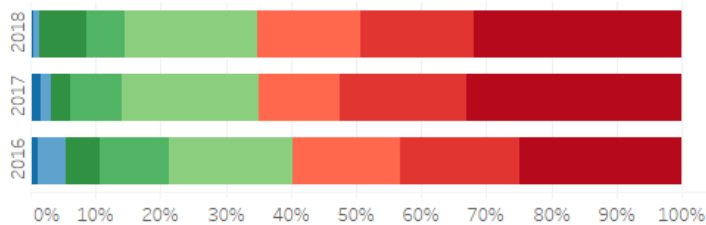


% Proficient - Math

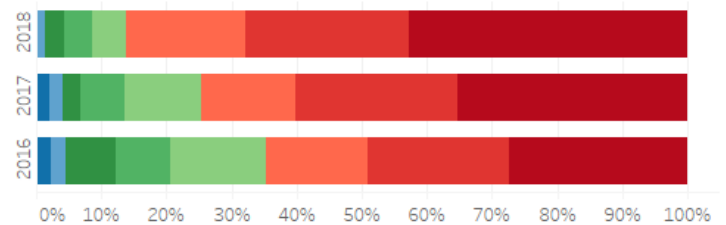


Pass Did Not Pass

% of Students by Academic Peer Group - ELA



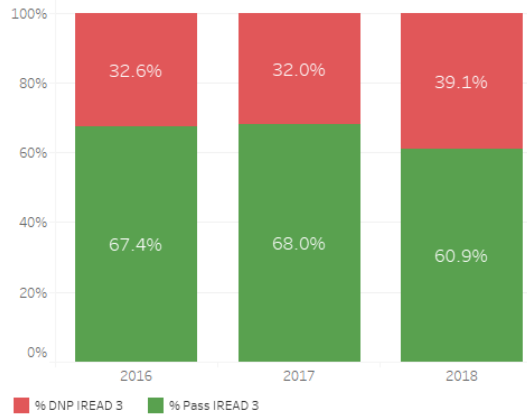
% of Students by Academic Peer Group - Math



PP2 PP1 P3 P2 P1 DNP3 DNP2 DNP1

THIRD GRADE LITERACY – ARE STUDENTS READING ON GRADE LEVEL AT THIS CRITICAL STAGE?

IREAD 3 Proficiency

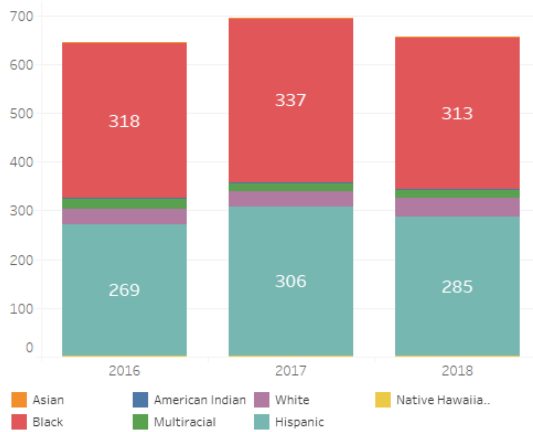


STUDENT ATTENDANCE & MOVEMENT – ARE STUDENTS IN SCHOOL & STAYING AT THIS SCHOOL?

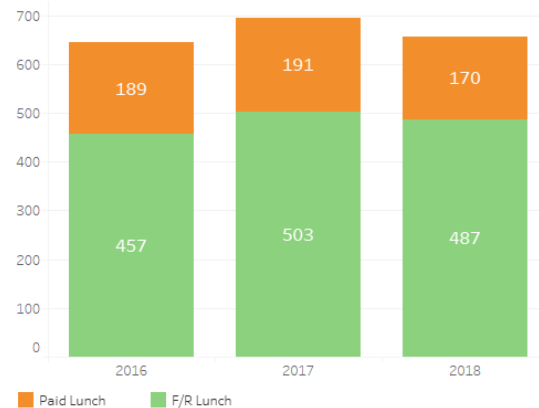
	Total Enrollment	Attendance	Model Attendees	Mobility Rate	Stability Rate
2017-2018	657	94.4%	48.5%	37.7%	76.6%
2016-2017	694	99.4%	-	-	-
2015-2016	646	96.6%	-	-	-

STUDENT DEMOGRAPHICS – WHO GOES TO SCHOOL HERE?

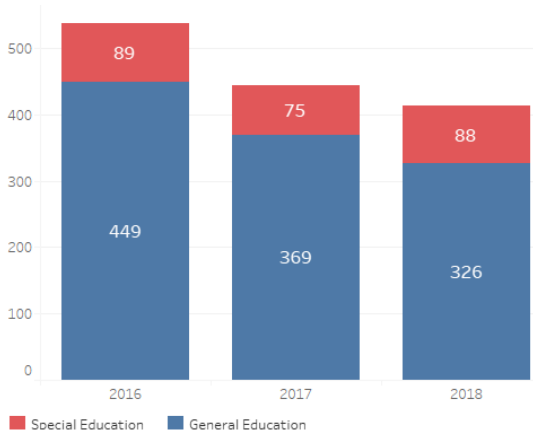
Enrollment by Ethnicity



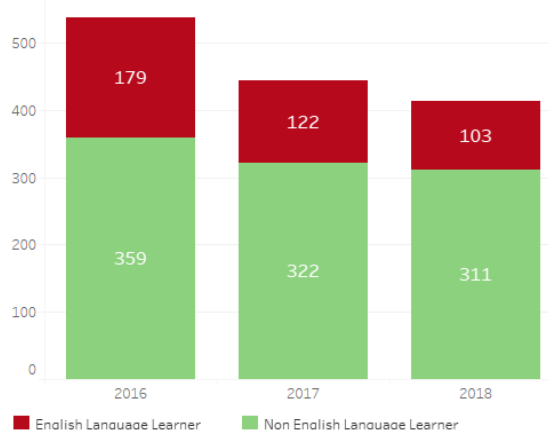
Enrollment by Free and Reduced Lunch



Enrollment by Special Education Status



Enrollment by English Language Learners



APPENDIX A: SUMMARY OF TRANSFORMATION ZONES

In their renowned publication, *The Turnaround Challenge*, Mass Insight Education outlined a framework through which school systems may transform how they support chronically underperforming schools called a Transformation Zone. Their research concludes, among other things:

“Light-touch” efforts that redirect curriculum or provide leadership coaching may help some average-performing schools improve, but they are clearly not sufficient to produce successful turnaround of chronically poor-performing schools.

Turnaround leaders must be empowered to make decisions regarding staff, schedule, budget, and program based on mission, strategy, and data.

Most reform efforts focus on program change and limit themselves to providing help. Some also allow for changing people. A very few also focus on changing conditions and incentives, especially the degree of leadership authority over staff, time, and money.

THE THREE “C’s”

CONDITIONS: Turnaround requires protected space that dismantles common barriers to reform. This includes authority over People, Time, Money, and Programming.

CAPACITY: Turnaround is a unique challenge that requires a unique skill set. States and leaders must seek out qualified partners to infuse technical expertise into their turnaround efforts.

CLUSTERS: Districts should undertake turnaround in clusters organized around identified needs: by school type, student characteristics, feeder patterns, or region.

In 2015, the Indiana General Assembly adopted the Transformation Zone as an option for school improvement for the State Board of Education and codified the required components of a Transformation Zone plan in IC 20-31-9.5-9.5.

Transformation Zone Plan: Under current law, a school corporation may submit a plan to the Indiana State Board of Education for approval. The required components of the plan include:

- 1) An organizational chart that demonstrates that the leader of the transformation zone reports directly to the school corporation's superintendent.
- 2) A description of the innovations the school corporation will implement.
- 3) The objective annual student performance and growth or improvement performance gains that the school corporation expects to achieve over the next five (5) years.
- 4) A budget demonstrating financial sustainability of the transformation zone without the use of special turnaround funding at the end of the fifth year of operation.
- 5) A description of any regulatory or district policy requirements that would need to be waived for the school corporation to implement the transformation zone.

Elimination of Collective Bargaining Agreement: The law designates any school that has received three or more consecutive ‘F’ ratings immediately prior to being assigned to the Transformation Zone is not subject to any existing collective bargaining agreement, unless the school corporation voluntarily recognizes a bargaining unit at the school. This provision was included in the law to eliminate legal barriers to establishing the conditions necessary to foster effective school turnaround.

APPENDIX B: SUMMARY OF INNOVATION NETWORK SCHOOLS

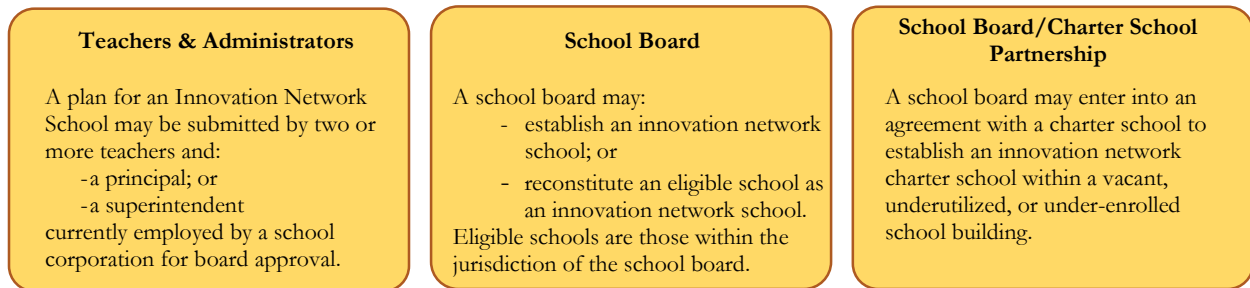
As outlined in HEA 1009 (2015), Innovation Network Schools were developed to allow greater flexibility, innovation, and efficiency. Additionally, given the importance of retaining and attracting the nation's best teachers, Innovation Network Schools may be designed to allocate significantly more resources into the classroom, and giving teachers freedom from burdensome regulations.

HISTORY: Innovation Network Schools were originally designed to provide Indianapolis Public Schools (IPS) with flexibility and authority to address unique challenges facing the corporation. Established under HEA 1321 (2014), the law outlined the following challenges as justification:

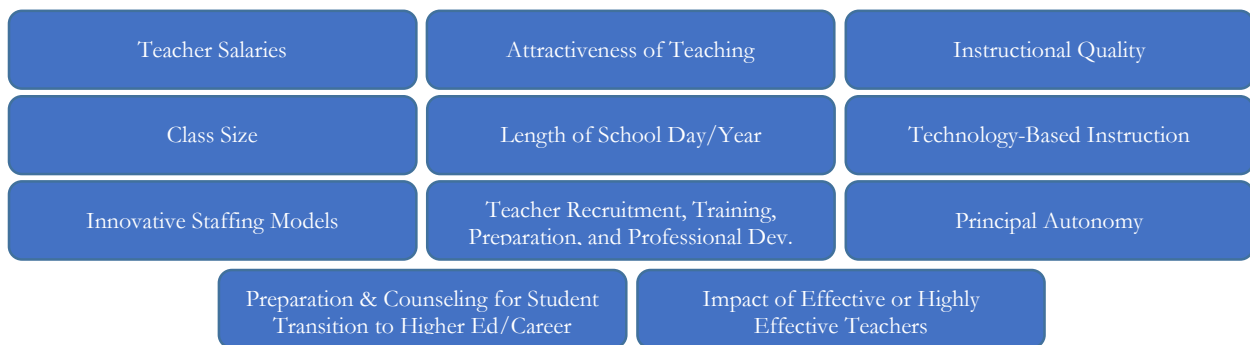
- declining enrollment leading to underutilized school buildings, unsustainable operating costs, and steep reductions in revenue;
- competition with an unusually large number of charter schools within the district;
- an unusually high percentage of chronically low-performing schools, including four schools under state intervention; and
- a large number of newly built or recently renovated school buildings that serve as security for four different bond issues.

The success of the Innovation Network School program at addressing the challenges faced in IPS influenced legislators to pass a statewide expansion of the program in 2015.

ESTABLISHING AN INNOVATION NETWORK SCHOOL: An Innovation Network School may be established three different ways:



INNOVATION NETWORK SCHOOL PLAN: In order for an Innovation Network School to be established by a group of teachers and administrators, the local school board must approve their plan. The board may consider innovations to improve the following areas:



Innovation Network Schools allow school corporations the opportunity to innovate within their corporation and, in some cases, collaborate with charter schools to share scarce resources to maximize savings and efficiency.

ACCOUNTABILITY: As a part of the transition to an Innovation Network School, the Innovation Network Team has the authority to choose the 'Growth Only' accountability model for the school for the first three years of the plan.

APPENDIX C: APPROVED TURNAROUND COMMITTEE RECOMMENDATIONS

This page was intentionally left blank. The recommendations can be found on subsequent pages.



INDIANA STATE BOARD OF EDUCATION

TO: STATE BOARD OF EDUCATION
FROM: COMMITTEE ON SCHOOL TURNAROUNDS
DATE: DECEMBER 3, 2014
SUBJECT: COMMITTEE'S RECOMMENDATIONS FOR SBOE – ACTION ITEM

Actions and Policies to Refine the SBOE School Intervention Model

It is instructive to remember the historical context in which Indiana's school turnaround decisions have been made, as well as the guiding principles articulated by the SBOE when making intervention decisions. First, the SBOE has stated that the focus of the state, district and communities impacted by these decisions must be upon what is best for the students who are enrolled in a chronically underperforming school. Second, the SBOE supports the principle of subsidiarity, which means that – whenever possible – actions should be taken at the local level if the capacity and willingness to act is evident. Third, when years of unsuccessful attempts and the investment of millions of dollars have not resulted in significant and sustained improvements for the schools in question, the state is legally charged with direct intervention. It is in the best interest of students to ensure that, whatever intervention is selected, that intervention is supported by the state and community to allow the maximum chance for success.

It is evident from the Turnaround Committee's work that the SBOE model for state intervention can be strengthened to better support successful outcomes for students, schools and communities.

In order to implement Public Impact's recommendations, the SBOE Committee on School Turnarounds has identified a range of new legislation, management practices, investments, and advocacy efforts. These actions provide a roadmap for SBOE policy reforms that will improve the state intervention model, and are recommended by the Committee for the SBOE's approval on December 3, 2014.

Topic Area	SBOE Actions	Action Type
HUMAN CAPITAL / TALENT	<ul style="list-style-type: none">Seek support from the Indiana Commission for Higher Education to emphasize turnaround skills development in teacher preparation programsRecommend creation of turnaround talent acquisition and retention fund to be administered by	Advocacy Investment /

Topic Area	SBOE Actions	Action Type
	SBOE	Legislation
	<ul style="list-style-type: none"> Establish partnerships with existing talent development organizations (e.g., TFA, The Mind Trust) to increase supply of talented educators for turnaround schools 	Practice
	<ul style="list-style-type: none"> Identify and disseminate innovative staffing models to guide turnaround efforts, and potentially use new funding to encourage a shift to these new models 	Practice / Investment
SBOE TURNAROUND UNIT	<ul style="list-style-type: none"> Establish the SBOE Turnaround Unit to manage state intervention activities with direct reporting accountability to the SBOE 	Practice / Investment
<ul style="list-style-type: none"> SBOE Turnaround Unit to establish avenues for local, community-based councils to be informed of and involved in the change process at turnaround academies 	Practice	
<ul style="list-style-type: none"> Direct the SBOE Turnaround Unit to establish MOUs or contracts between the SBOE and school corporations and/or external partners that clarify operating conditions and stakeholder responsibilities, including issues related to feeder patterns and student recruitment, enrollment, and records transfer. These could include three-way MOUs or contracts between SBOE, school corporations, and external partners. 	Practice	
<ul style="list-style-type: none"> Modify statute to ensure that the SBOE and the Turnaround Unit have access to all financial resources and data necessary to conduct this work effectively 	Legislation	
FACILITIES	<ul style="list-style-type: none"> Require districts with turnaround schools under SBOE oversight to conduct a district-wide assessment of facilities utilization and prepare a facilities master plan to (1) ensure optimal use of facilities and (2) identify which schools should be closed, repurposed, or renovated. 	Practice
<ul style="list-style-type: none"> Recommend creation of school turnaround facilities fund (revolving loan fund) to be administered by the SBOE Turnaround Unit 	Investment / Legislation	
<ul style="list-style-type: none"> SBOE to recommend eliminating IC 20-31-9.5-2(a), which directs a TSO to occupy a facility and the school corporation to provide transportation and maintain the facility. In its place, the SBOE would acquire the statutory authority to transfer funding for facilities maintenance and transportation pursuant to an agreement between the SBOE, school corporation, and TSO on how best to provide these services. This would likely vary across each location and in relation to unique circumstances, and providing the SBOE with flexibility to select the best solution to serve students well is optimal. 	Legislation	

Topic Area	SBOE Actions	Action Type
FUNDING	<ul style="list-style-type: none"> • Recommend creation of state turnaround fund to supplement SIG 1003 dollars and provide adequate, predictable, and tapered funding levels for TSOs and Transformation Zone partners during the five year turnaround intervention period • Transfer administration of SIG 1003 to the SBOE Turnaround Unit. 	Investment / Legislation
FLEXIBILITY FOR SCHOOL CORPORATIONS AND EXTERNAL PARTNERS	<ul style="list-style-type: none"> • Establish the Transformation Zone as an approved turnaround strategy. • No longer use the Lead Partner model as a state intervention. Instead, re-purpose it as an opportunity for school corporations to voluntarily pursue dramatic change earlier on – for example, after 2 years as an “F” – that can potentially allow the school corporation to avoid state intervention. • Modify existing statute to increase flexibility for both TSOs and school corporations to implement a systemic approach to turnaround academy operations, including: <ul style="list-style-type: none"> ○ Grant school corporations that create a Transformation Zone under SBOE authority staffing and scheduling flexibility ○ Allow TSOs (with SBOE approval) to enroll students in lower grades to ensure earlier interventions are occurring ○ Allow charter schools operated by the TSO to be co-located within the turnaround facility (with SBOE approval) ○ Expand scope of HEA 1321 to apply to every district in the state with one or more school under state intervention, and allow SBOE authority to oversee application of HEA 1321 as a turnaround strategy ○ Grant SBOE authority to assume management oversight of a failing school corporation as a last resort • Modify existing statute to facilitate options for earlier state intervention and support by: <ul style="list-style-type: none"> ○ Expanding SBOE’s ability to implement turnaround strategies for schools that are both a D and an F; allows greater flexibility for the SBOE to support a school corporation’s implementation of a systemic approach to turnaround but does not require the SBOE to proceed with formal state intervention ○ Move up the timeline from 6 years as an F to 4 years as an F. The 6-year timeline in practical terms results in a solution being implemented only in Year 8 or 9, given the need to identify a turnaround solution and the time involved to begin implementation. 	Legislation

Topic Area	SBOE Actions		Action Type
	<ul style="list-style-type: none"> Utilize existing statutory authority to allow students from more than one school to be served in the same facility 		Practice
PERFORMANCE CRITERIA	<ul style="list-style-type: none"> Articulate a clear set of transition options and criteria for current and future turnaround academies The SBOE should take action now to reset performance goals and targets for current TSO contracts and to guide its future evaluation of and response to TSO performance. 		Practice

SBOE Turnaround Academy Decision Points

Additionally, the Committee recommends the following next steps to address the CSUSA petition for relief, the Arlington transition, the recommended modifications to the GCSC/Edison contract for Roosevelt, and the new required SBOE interventions at Lincoln School (EVSC) and Dunbar-Pulaski (GCSC).

School(s)	Decision Point	Recommendation	Rationale
Emma Donnan Emmerich Manual Carr Howe (IPS)	CSUSA (the TSO) has asked for a five-year extension on its current contract	<ul style="list-style-type: none"> Extend current contract by two years (through June 2018) Ensure that new contract sets clear and explicit performance benchmarks to inform later transition options, which could include either a return to IPS or operation as a charter school. Establish a three-way MOU between SBOE, IPS and CSUSA that: <ul style="list-style-type: none"> Sets clear expectations regarding IPS's continued role at these school, including: facilities maintenance, student enrollment / feeder patterns, district resources to which the school is entitled (e.g., coaches) Includes benchmarks by which to assess IPS's capacity to sustain turnaround efforts if the school returns to the school corporation in the future 	<ul style="list-style-type: none"> Although there have been some indicators of improvement, two schools continue to earn Fs in the state's accountability system A number of transitional and operational challenges have stalled the turnaround effort, making more time a reasonable request Extending CSUSA's contract through 2018 will provide three more years of performance data aligned with clear performance goals and more stable operating conditions to evaluate success and inform transition decisions The ultimate goal is for a successful outcome for students to occur and to be sustained

School(s)	Decision Point	Recommendation	Rationale
Emma Donnan Emmerich Manual (IPS)	CSUSA (the TSO) has requested to expand Emma Donnan to serve grades K-8 (v. 7-8) to support financial sustainability and create a K-12 feeder pattern in the CSUSA schools	<ul style="list-style-type: none"> ○ Includes benchmarks by which to assess granting the schools charter school status if IPS does not meet performance criteria ● SBOE does not have statutory authority to allow turnaround academies to expand and serve additional grades ● Therefore, to address financial sustainability concerns, SBOE should mediate decision with IPS, CSUSA and the school communities to either (1) transfer Emma Donnan students to Emmerich Manual and return the Emma Donnan facility to IPS, or (2) allow CSUSA to withdraw or modify its petition for relief if an alternate solution is determined ● CSUSA and IPS are preparing a plan to present to the SBOE on December 3rd. 	<ul style="list-style-type: none"> ● Manual has the capacity to incorporate Emma Donnan students because enrollment at both schools has dropped dramatically since intervention and consolidating the schools improves operational efficiency ● Emma Donnan is one of only two 7/8 middle school in IPS, and does not benefit from a natural feeder pattern ● Current statute does not allow a turnaround academy under state intervention to expand into additional grades ● Additional input from CSUSA, school community and school corporation needed to make final decision
Emma Donnan (IPS)	Alternatively, CSUSA has requested the ability to place a charter K-6 school in the Donnan facility.	<ul style="list-style-type: none"> ● No decision required at this time – outside of SBOE authority 	<ul style="list-style-type: none"> ● CSUSA is a for-profit operator, and under state law, it cannot receive a charter. Instead, a non-profit organization must apply for a charter from an Indiana authorizer and select CSUSA as its management company. This has not yet occurred. ● Additionally, even if the above conditions are met, IPS still owns the Emma Donnan facility. It would have to agree to sell or lease it to the non-profit board described above

School(s)	Decision Point	Recommendation	Rationale
Arlington (IPS)	Arlington requires a new intervention plan since Tindley is withdrawing as the TSO at the end of the 2014-15 school year	<ul style="list-style-type: none"> ● Incorporate Arlington into a new IPS Transformation Zone: <ul style="list-style-type: none"> ○ IPS must submit a bold plan to the SBOE in advance of the February 2015 SBOE meeting for improving student performance at Arlington within 3 years ○ The SBOE either approves the plan or works with IPS to revise it until it meets the state’s standards. A draft plan must be submitted for review to the SBOE for the January 2015 meeting. ○ The SBOE enters into an MOU with IPS that sets clear performance benchmarks and consequences, expectations for operating conditions within the Zone, oversight by the SBOE, student enrollment patterns, and how the state and IPS will work together ○ The state extends school intervention status for three years (through June 2018) ○ If IPS identifies a “Managing Partner”, the SBOE will enter into a three-way contract or MOU with IPS and the partner. ● IPS will assume direct management of the school reporting directly to the SBOE. The Mayor’s Office (OEI) has agreed to help oversee the orderly and efficient transition of school management from Tindley back to IPS, including transfer of all school equipment and student records. 	<ul style="list-style-type: none"> ● Another high-quality TSO is not available to operate Arlington ● Several major changes have happened at IPS since the state intervened at Arlington, signaling a new opportunity for dramatic reform, including: <ul style="list-style-type: none"> ○ Leadership changes at the superintendent and board levels ○ Passage of HEA 1321 authorizing IPS to create innovation network schools ○ Corporation grade improved from “F” to “D” under state accountability system ● Extending state intervention status for three years with clear performance goals and stable operating conditions provides the time and conditions to evaluate success and inform transition decisions ● The Mayor’s Office has provided oversight of turnaround academies within IPS and has experience with charter schools and closure. As a result, it has the best vantage point for facilitating the transition.
Washington Marshall	These schools require a new intervention plan in the absence of a	<ul style="list-style-type: none"> ● Incorporate the schools into a new IPS Transformation Zone: <ul style="list-style-type: none"> ○ IPS must submit a bold plan to the SBOE in advance of the February 2015 SBOE meeting 	<ul style="list-style-type: none"> ● Another high-quality TSO is not available to operate the schools ● Several major changes have happened at IPS since the state intervened at Arlington,

School(s)	Decision Point	Recommendation	Rationale
Broad Ripple (IPS)	sustainable external partner	<ul style="list-style-type: none"> ○ for improving student performance at each of the schools within three years (through the 2017-18 school year) ○ The SBOE either approves the plan or works with IPS to revise it until it meets the state's standards. A draft plan must be submitted for review to the SBOE for the January 2015 meeting. ○ The SBOE enters into an MOU with IPS that sets clear performance benchmarks and consequences, expectations for operating conditions within the Zone, oversight by the SBOE, student enrollment patterns, and how the state and IPS will work together ○ Extend school intervention status for three years (through June 2018) ○ If IPS identifies a "Managing Partner", the SBOE will enter into a three-way contract or MOU with IPS and the partner. 	<ul style="list-style-type: none"> ● signaling a new opportunity for dramatic reform, including: <ul style="list-style-type: none"> ○ Leadership changes at the superintendent and board levels ○ Passage of HEA 1321 authorizing IPS to create innovation network schools ○ Corporation grade improved from "F" to "D" under state accountability system ● Extending state intervention status for three years with clear performance goals and stable operating conditions provides the time and conditions to evaluate success and inform transition decisions
Glenwood (EVSC)	EVSC's Transformation Zone has not been formalized as the state intervention at Glenwood	<ul style="list-style-type: none"> ● Formalize EVSC's Transformation Zone as the state intervention at Glenwood ● Enter into an MOU with EVSC that sets clear performance benchmarks and consequences, expectations for operating conditions within the Zone, oversight by the SBOE, student enrollment patterns, how EVSC will work with Mass Insight (including autonomes), and how the state and EVSC will work together 	<ul style="list-style-type: none"> ● There have been early indicators of success for some schools in the EVSC Transformation Zone, but the lack of measurable academic progress for Glenwood in Year 1 emphasizes importance of clear operating conditions and performance goals in an MOU
Lincoln <i>Pending Turnaround</i>	Lincoln is eligible for state intervention and	<ul style="list-style-type: none"> ● Identify inclusion in EVSC's Transformation Zone as the state intervention model at Lincoln <ul style="list-style-type: none"> ○ Enter into an MOU with EVSC that sets clear performance benchmarks and consequences, 	<ul style="list-style-type: none"> ● There have been early indicators of success for some EVSC Transformation Zone schools

School(s)	Decision Point	Recommendation	Rationale
Academy (EVSC)	requires a model	<p>expectations for operating conditions within the Zone, oversight by the SBOE, student enrollment patterns, how EVSC will work with Mass Insight (including autonomies), and how the state and EVSC will work together</p>	
Roosevelt (GCSC)	<ul style="list-style-type: none"> • Current contract lacks clear and explicit performance benchmarks • Edison has recently communicated its concerns about the financial sustainability of its efforts in Gary 	<ul style="list-style-type: none"> • Re-negotiate contract to set clear and explicit benchmarks • Establish an MOU between the SBOE and GCSC to include: <ul style="list-style-type: none"> ○ Sets clear expectations regarding its continued role at the school, including: facilities maintenance, student enrollment / feeder patterns, district resources to which the school is entitled (e.g., coaches). ○ Includes benchmarks by which to assess GCSC's capacity to sustain turnaround efforts if the school returns to the school corporation in the future • Based on the analysis of GCSC financial and operating conditions and a decision on Dunbar-Pulaski (below), SBOE to consider recommendations for Roosevelt to: <ul style="list-style-type: none"> ○ Extend current contract by two years (through June 2018) 	<ul style="list-style-type: none"> • New financial concerns have arisen in Gary in recent days, requiring further evaluation of the situation and possible challenges to effective turnaround work • A number of transitional and operational challenges have stalled the turnaround effort, making more time a reasonable request • Extending Edison's contract through 2018 will provide three more years of performance data aligned with clear performance goals and more stable operating conditions to evaluate success and inform transition decisions. However, any contract extension decision must be informed by a broader assessment of the financial condition of the school corporation. Edison has recently notified SBOE staff that it has concerns about the financial viability of its model given high facility costs and low student enrollment. Also, potential interruption of student transportation given the GCSC bussing contract issues is of concern.
Dunbar-Pulaski <i>Pending</i>	<ul style="list-style-type: none"> • Dunbar-Pulaski is eligible for state intervention 	<ul style="list-style-type: none"> • Conduct a needs assessment of GCSC and evaluate state intervention options and potential partners as soon as is feasible, and no later than April 2015 	<ul style="list-style-type: none"> • New financial concerns have arisen in Gary in recent days, requiring further evaluation of the situation and possible challenges to

School(s)	Decision Point	Recommendation	Rationale
<p><i>Turnaround Academy (GCSC)</i></p>	<ul style="list-style-type: none"> GCSC is undergoing deep financial troubles impacting how the school corporation operates 	<ul style="list-style-type: none"> unless the SBOE determines more time is required Assess GCSC and Edison’s proposed plan, presented to the Committee at the Gary meeting, for Edison Learning to serve as External Partner to GCSC in formulating and implementing district-wide school improvement, including schools under state turnaround Postpone decision until the above is complete 	<ul style="list-style-type: none"> effective turnaround work The positive relationship that has been developed between GCSC and Edison could support the effective implementation of a district-wide solution led by the school corporation

APPENDIX D: TURNAROUND ACADEMY PERFORMANCE FRAMEWORK

This page was intentionally left blank. The performance framework can be found on subsequent pages.



INDIANA STATE BOARD OF EDUCATION

SBOE Turnaround Academy School Performance Benchmarks

Please use the template on the second page of this memo to submit your two-year and five-year benchmarks to the State Board of Education. Each school should establish at least five performance benchmarks that reflect overall student success at the school. While each turnaround academy has the flexibility to develop unique benchmarks that align to their specific needs, please use the following guidelines to inform that process:

Year 2: Each turnaround academy will establish two-year benchmarks that serve as a ‘proof point’ for initial success of the intervention. Two-year benchmarks are tied directly to student achievement and reflect the initial indicators of long-term success. Specifically, schools may focus their 2-year benchmarks on dramatically improving student growth or increasing the 5-year graduation rate. Regardless of the benchmarks chosen, **each turnaround academy will be expected to improve their letter grade to a ‘D’ or better after two years.**

Year 5: Each turnaround academy will also establish five-year benchmarks that serve as the overall barometer for success of the intervention. Five-year benchmarks are tied directly to student achievement and should incorporate indicators of sustained success. Specifically, schools may include goals related to improving student proficiency on the state assessment, increases in the 4-year graduation rate, and other lagging indicators of student success. Regardless of the benchmarks chosen, **all turnaround academies are expected to meet the exit criteria for comprehensive status by the end of the fifth year.**

Example:

Performance Benchmark	Year 2	Year 5
1. Increase total student growth points for the bottom 25% in math	130 Points	115 ¹ Points
2. Increase the percentage of students enrolled for 2+ years who are proficient on the state math assessment	42% Proficient	State ² Avg
3. Decrease the number of low growth students on the state ELA assessment.	<30%	<15%
Example High School Benchmark		
4. Improve 5-year graduation rate (after year 2) and 4-year graduation rate (after year 5). ³	75% 5-Yr Grads	State Average 4-Yr Grads
5. Improve the percentage of graduates meeting the College & Career Ready criteria. ⁴	45%+	75%+

¹ Based on the current Growth Table, points become more difficult to achieve as more students become proficient.

² The school has set a goal to meet or surpass the state average for math achievement.

³ This benchmark recognizes the time it takes to get students on track to graduate, setting a 5-year graduation rate goal at year 2 and then a 4-year graduation rate goal at year 5.

⁴ This metric includes graduates that earn an approved career certification, earn dual-credit, or pass an AP/IB assessment to college credit.

APPENDIX E: SCHOOL LETTER GRADES BY YEAR & INTERVENTION STATUS

Corp #	Corporation Name	School #	School Name	Intervention Model	2012-2013 Grade	2013-2014 Grade	2014-2015 Grade*	2015-2016 Grade	2016-2017 Grade	2017-2018 Grade
8825	CSUSA Donnan	5572	Emma Donnan Middle School	Special Management Team	F	F	F	F	F	C
8810	CSUSA Howe	5639	Thomas Carr Howe Comm High School	Special Management Team	F	F	F	F	F	F
8815	CSUSA Manual	5481	Emmerich Manual High School	Special Management Team	F	D	D	F	C	C
8820	Edison Learning Roosevelt	4033	Theodore Roosevelt Car & Tech Acad	Innovation Network School	F	F	F	F	D	A
5385	Indianapolis Public Schools	5517	Arlington Middle School	Transformation Zone	F	F	F	F	F	F
7995	Evansville Vanderburgh School Corp	8301	Glenwood Leadership Academy	Transformation Zone	F	F	F	F	F	F
7995	Evansville Vanderburgh School Corp	8251	Lincoln School	Transformation Zone	F	F	D	D	D	D
7995	Evansville Vanderburgh School Corp	8261	Caze Elementary School	Transformation Zone	F	F	F	F	F	F
5385	Indianapolis Public Schools	5569	Joyce Kilmer School 69	Innovation Network School	F	F	F	F	D	D
5385	Indianapolis Public Schools	5516	Northwest Community Middle School	Transformation Zone	F	F	F	F	F	F
5385	Indianapolis Public Schools	5543	James Whitcomb Riley School 43	Transformation Zone	D	D	D	F	F	F
5385	Indianapolis Public Schools	5548	Louis B Russell Jr School 48	Transformation Zone	D	F	F	F	F	F
5385	Indianapolis Public Schools	5551	James Russell Lowell School 51	Transformation Zone	F	D	D	F	F	F
5385	Indianapolis Public Schools	5619	George S Buck School 94	Transformation Zone	D	D	D	F	F	F
5385	Indianapolis Public Schools	5558	Ralph Waldo Emerson School 58	Transformation Zone	F	C	C	F	F	D
5385	Indianapolis Public Schools	5607	Lew Wallace School 107	Transformation Zone	F	F	D	B	D	D
5385	Indianapolis Public Schools	5662	Clarence Farrington School 61	Transformation Zone	F	D	D	F	F	Appeal Pending
		F	Reflects a school that is a turnaround academy and subject to SBOE intervention.							
		F	Reflects a school prior to SBOE intervention, when they were not considered a turnaround academy.							
		* In 2014-2105, Indiana moved to more rigorous academic standards for ELA and Math. As a result, student achievement declined statewide as students and teachers adjusted to the increased rigor of the standards.								
		Data in italics reflect the schools that are included in the IPS Transformation Zone; but, are not considered turnaround academies.								