



IMAGINING
the possibilities.
MAKING THEM HAPPEN.



**Indiana
Department of Education**

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Theodore Roosevelt College & Career Academy Update August 2014

By: Teresa Brown, IDOE

Monitoring and Oversight Process:

- Site Visits: Coordinators and IDOE Staff
- Classroom Observations
- Monthly Reports
- Quarterly Progress Meetings and Reviewing the Data, Progress, and Next Steps with IDOE Staff
- Ongoing Communication with Title 1 and Outreach Offices



Core Question # 1: Is the educational program a success?

Goal 1 – 92% student attendance
(78% 2012-13; 64.49 6/14)

Goal 2 – 90% staff attendance
(98% 2012-13; 93.8% 6/14)

Goal 3 – Reduce office discipline referrals by 10%
(17.5 daily incidents 5/13; 10.9 daily incidents 5/14)



Goal 4 – Reduce out of school suspension by 10%
(**OSS incidents: 119 in 5/14**)

Goal 5 – Reduce under credited students by 10%

Currently:

- 10th – 67%
- 11th – 52%
- 12th – 56%

Goal 6 – Improve the graduation rate to 73%
(**Currently 47% 2012 41.3% 2013**)

Goal 7 – At least 65% of graduating students will enroll in vocational or 2/4 year college (**Currently 60%**)



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The background of this section shows a green, wavy path that curves upwards from left to right. Along this path, there are several small, dark blue silhouettes of people in various walking or running poses, suggesting movement and progress.

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Goal 8 – Increase by 5% students passing ISTEP

2012-13:

7th ELA: 28.6%; 7th Math: 19.7%

8th ELA: 29.6%; 8th Math: 23.6%

2013-14:

7th ELA: 36%; 7th Math: 18%

8th ELA: 37%; 8th Math: 22%

Goal 9 – Increase % passing End of Course Assessments by 5%

Currently: (first time test-takers)

- **2013:** 13.5% Algebra 1 **2014:** 31.4% Algebra 1 (Gr. 9)
- **2013:** 23.8% English **2014:** 24% English (Gr. 10)

Goal 10 – Increase % passing Advanced Placement Exams

Currently:

- 0%



Core Question #2: Is your school providing appropriate conditions for success?

Indicator	April 30, 2014	May 31, 2014	June 30, 2014
Student Enrollment 618 9/13/13	540 -78	543 -75	543 -75



Core Question #2: Is your school providing appropriate conditions for success?

Indicator	April 30, 2014	May 31, 2014	June 30, 2014
Student Attendance 92% Goal	70% Withdrawals: 9 students Transferred during the month Enrolled: 13 students enrolled this month Dropouts: 2 Other (explain): 56% mobility	72.0% Withdrawals: 6 students Transferred during the month Enrolled: 3 students enrolled during the month Dropouts: 0 Other(explain): 56% mobility	64.49% Withdrawals: 0 students Transferred during the month Enrolled: 0 students enrolled during the month Dropouts: 1 Other (explain): 56% mobility

Core Question #2: Is your school providing appropriate conditions for success?

Indicator	April 30, 2014	May 31, 2014	June 30, 2014
Student Suspensions	118 Drugs: 2 Attendance: 0	119 Drugs: 0 Attendance: 0	0 Drugs: 0 Attendance: 0
Student Expulsions	0	0	0



Core Question #3: Is the organization effective and well run?

Indicator	April 30, 2014	May 31, 2014	June 30, 2014
Staff Attendance	98.5%	97.5%	93.8%
Staff Retention	New Hires: 0 Resignations: 0 Terminations: 2	New Hires: 0 Resignations: 0 Terminations: 0	New Hires: 0 Resignations: 0 Terminations: 23

- Professional Development **104 minutes weekly**
- Administrator Support of Instruction **63 informal observations**



Core Question #4: Is the organization in sound fiscal health?

- Enrollment Variance **618** 9/13/13
- February Enrollment Variance **595** 2/14/14
- May Enrollment Count **550** (using for current payments)
- Decline of **68** from 9/13/13 x \$5,053.19
- Enrollment Decline Fiscal Impact **\$343,616.92**

On-site Monitoring Observations

Strengths:

- Safe and Orderly Environment
- Routines Clearly Established
- Positive Relationships Between Students and Staff
- Academic Culture Established
- Ongoing Professional Learning
- Principal as Instructional Leader
- Staff Attendance
- Reduction in Office Referrals
- Increase in ELA 7th and 8th Grade ISTEP scores

On-site Monitoring Observations

Areas Needing Developed:

- Level of Rigor of Instruction and Learning Activities
- Increase Opportunities for Critical Thinking and Application of Learning
- Expand Differentiated Learning Opportunities
- Continue to work on Active Engagement of Students
- Ensure Students Own Their Data
- Improve Student Achievement Results: ECAs, ISTEP, AP, Graduation Rate
- Reduce Under-Credited Students
- Improve OSS Rates
- Improve Student Attendance



Next Steps for Theodore Roosevelt College and Career Academy

- Continue Ongoing Monitoring
- Continue Collaborative Progress Meetings
- Discussion with Roosevelt Regarding Student Attendance (High School) and Partnering with Gary PD; Offer DOE Resources
- 2014-15 Implement a new Research-Based Benchmark Assessment System (i-Ready) to assess student performance levels and provide staff with immediate information on skill mastery and next steps for instruction.





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Monthly Performance Report for Schools, Lead Partners and TSO

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The report is designed to meet the federal requirement for schools in priority and focus status as well as provide information that is based on school and student data.

The report template allows for personalization that matches the school improvement plan you have submitted but also forces the alignment of goals to research based Turnaround Principles from the USDoe (Core Question 1). The Turnaround Principles are classified into three domains: Readiness to Learn, Readiness to Teach and Readiness to Act. Information on these three domains and association nine turnaround principles can be found on the IDOE website at www.doe.in.gov. Core Questions 2 & 3 also align to Turnaround Principles, and Core Question 4 is for TSO operators only.

Your regional outreach coordinator will be available to assist you on behalf of the IDOE as you complete this monthly report.

Please use the reference numbers (1-9) associated with the Turnaround Principles below in each response for Core Questions 1-4.

Readiness to Learn

- 1. Strong Instructional Program: Implementation of instruction system that is research based, rigorous and aligned with State academic content standards*
- 2. School Environment: Creation of a school climate that is safe and disciplined.*
- 3. Supportive School Culture: System that supports students' social, emotional and health needs that improves school safety and supports*
- 4. Family & Community Involvement: School provides a mechanism for engaging family and community*

Readiness to Teach

5. *Effective Teaching and Instruction: Creation of a system that supports teacher growth through multiple opportunities of professional development.*
6. *Data Informed Instruction: System that holds teachers and staff accountable for student achievement and allows for differentiated support for all students.*
7. *Data Driven Decision Making: System of collaboration exists that allows for consistent, on-going opportunities for staff to use data to inform instruction.*

Readiness to Act

8. *Strong Leadership: Ability to make mission-driven decisions about people, time, money and program.*
9. *Time: Redesign of the School Day, Week or year to allow for additional time for student learning and teacher collaboration*

Directions for Report Completion and Submission Expectations:

Please submit to Outreach Office for School Improvement by the third Friday of the Month September- June. Email delivery is preferred to Rmcknight@doe.in.gov and lbaugh@doe.in.gov. If called upon to present at the State Board of Education meeting the data in this template should be accompanied by a power point representation of information. At a minimum you will be called upon to present at least once a year.

Core Question 1: Is the educational program a success?

This question allows for you to articulate each goal in the School Improvement Plan. The expectation is for data to accompany your communication “performance indicators.” The data when possible should be broken down into disaggregated student groups. This data will serve as evidence of the success towards each goal.

Core Question 2: Is the school providing appropriate conditions for success?

Data submitted with this core question may also be data used if aligned to a school goal around appropriate school conditions. Please indicate *see SIP goal #___” within column 1 if this is exists.

Core Questions 3: Is the organization effective and well run?

Data submitted with this core question may also be data used if aligned to a school goal around appropriate school conditions. Please indicate *see SIP goal #___” within column 1 if this is exists.

Core Question 4: Is the organization in sound fiscal health?

To be answered by TSO partners only

Core Question 1: Is the educational program a success? *School Specific Indicators-these will be different for all schools and updated annually.

School Goals as Stated in School Improvement Plan	Key Performance Indicators *May have multiple indicators. Please provide data to support each indicator, and when applicable, provide disaggregated data as well.	Baseline	Target	Next steps	Turnaround Principle Alignment
Goal 1 – TRCCA will have at least 92% student attendance for 2013-14 school year.	<ul style="list-style-type: none"> Student attendance 	<ul style="list-style-type: none"> 78.15% (based on FY 13) 	<ul style="list-style-type: none"> 92% 	<ul style="list-style-type: none"> Monthly problem solving on student attendance and truancy. 	<ul style="list-style-type: none"> Use of data for continuous improvement Family and community engagement
Goal 2 – TRCCA will have at least 90% staff attendance for 2013-14 school year.	<ul style="list-style-type: none"> Staff attendance 	<ul style="list-style-type: none"> 98% (based on FY 13) 	<ul style="list-style-type: none"> 90% 	<ul style="list-style-type: none"> Monthly progress monitoring of staff attendance. 	<ul style="list-style-type: none"> Effective teachers Strong leadership
Goal 3 – TRCCA will reduce Office Discipline Referral (ODR) rates by 10% from previous year.	<ul style="list-style-type: none"> Student discipline 	<ul style="list-style-type: none"> 2,000 ODRs per year 200 per month 10 ODRs/day/month 	<ul style="list-style-type: none"> 1,800 ODRs year 180 per month 9 ODRs/day/month 	<ul style="list-style-type: none"> Monthly problem solving on ODR rates. Data disaggregated by grade, location, time of day, event, and staff. 	<ul style="list-style-type: none"> Safe and healthy students Use of data for continuous improvement
Goal 4 – TRCCA will reduce rates of out-of-school suspension by 10% from previous year.	<ul style="list-style-type: none"> Student discipline 	<ul style="list-style-type: none"> 1827 events led to OSS (based on FY 13) 	<ul style="list-style-type: none"> <10% (1644) 	<ul style="list-style-type: none"> Monthly problem solving on ODR resolutions. 	<ul style="list-style-type: none"> Safe and healthy students Use of data for continuous improvement

School Goals as Stated in School Improvement Plan	Key Performance Indicators *May have multiple indicators. Please provide data to support each indicator, and when applicable, provide disaggregated data as well.	Baseline	Target	Next steps	Turnaround Principle Alignment
Goal 5 – TRCCA will reduce % of students who are under-credited by 10% from previous year.	<ul style="list-style-type: none"> Graduation rate 	<ul style="list-style-type: none"> 10th – 67% 11th – 52% 12th – 56% Will update in October as transcripts arrive. 	<ul style="list-style-type: none"> 10th – 57% 11th - 42% 12th – 46% 	<ul style="list-style-type: none"> Quarterly monitoring of on-track status of students in grades 7-10. 	<ul style="list-style-type: none"> Use of data for continuous improvement Redesigned schedules for additional time
Goal 6 – TRCCA will have a graduation rate of at least 73%.	<ul style="list-style-type: none"> Graduation rate 	<ul style="list-style-type: none"> 47% 	<ul style="list-style-type: none"> 73% 	<ul style="list-style-type: none"> On-line credit recovery Quarterly monitoring of on-track status for students in grades 9 and 10. 	<ul style="list-style-type: none"> Redesigned schedules for additional time Rigorous and aligned instructional program
Goal 7 – TRCCA will have at least 65% of graduating seniors enroll in a vocational school or 2/4 yr. college or university.	<ul style="list-style-type: none"> Postsecondary transition 	<ul style="list-style-type: none"> 60% (36 out of 60 graduating seniors) 	<ul style="list-style-type: none"> 65% 	<ul style="list-style-type: none"> College site visits. School counselor meets regularly with students on track for graduation to explore postsecondary options. 	<ul style="list-style-type: none"> Rigorous and aligned instructional program Family and community engagement

School Goals as Stated in School Improvement Plan	Key Performance Indicators *May have multiple indicators. Please provide data to support each indicator, and when applicable, provide disaggregated data as well.	Baseline	Target	Next steps	Turnaround Principle Alignment
<p>Goal 8 – TRCCA will increase the percent of students passing ISTEP by 5% from previous year.</p>	<ul style="list-style-type: none"> • Student achievement 	<p><u>Gary 2012</u></p> <ul style="list-style-type: none"> • Grade 7 ELA – 14.3% • Grade 7 Math – 22.4% • Grade 8 ELA – 23.8% • Grade 8 Math – 14.5% <p><u>TRCCA 2013</u></p> <ul style="list-style-type: none"> • Grade 7 ELA – 28.6% (+14.3%) • Grade 7 Math – 19.7% (-2.7%) • Grade 7 SS – 20% • Grade 8 ELA – 29.6% (+5.8%) • Grade 8 Math – 23.6% (+9.1%) 	<ul style="list-style-type: none"> • Increase all ISTEP scores by 5% 	<ul style="list-style-type: none"> • Monthly benchmark assessments and problem solving on end of year standards. 	<ul style="list-style-type: none"> • Strong leadership • Effective teachers • Rigorous and aligned instructional program

School Goals as Stated in School Improvement Plan	Key Performance Indicators *May have multiple indicators. Please provide data to support each indicator, and when applicable, provide disaggregated data as well.	Baseline	Target	Next steps	Turnaround Principle Alignment
<p>Goal 9 – TRCCA will increase the percent of students passing ECA by 5% from previous year.</p>	<ul style="list-style-type: none"> • Student achievement 	<p>Gary School Corp 2012</p> <ul style="list-style-type: none"> • Grade 9 Algebra I – 14.4% • Grade 10 Eng 10 – 28.9% <p>TRCCA 2013 First time test takers)</p> <ul style="list-style-type: none"> • Grade 9 Algebra I – 13.5% • Grade 10 Eng 10 – 23.8% 	<ul style="list-style-type: none"> • Increase both ECA scores by 5% 	<ul style="list-style-type: none"> • Monthly benchmark assessments and problem solving on end of year standards. 	<ul style="list-style-type: none"> • Strong leadership • Effective teachers • Rigorous and aligned instructional program
<p>Goal 10 - TRCCA will increase percent of students passing AP tests by 10% from previous year.</p>	<ul style="list-style-type: none"> • Student achievement 	<ul style="list-style-type: none"> • 0% 	<ul style="list-style-type: none"> • 10% 	<ul style="list-style-type: none"> • School offers 2 AP classes. • On-going PD for AP teachers. • Training for teachers identified to teach AP 	<ul style="list-style-type: none"> • Strong leadership • Effective teachers • Rigorous and aligned instructional program

Core Question 2: Is your school providing appropriate conditions for success? *Common School Indicators

Indicator	Date	Data/Comments	Challenges	Successes	Next steps	Turnaround Principle Alignment
Student Enrollment*	April 30, 2014	<ul style="list-style-type: none"> 540 students are actively enrolled These are active students 	<ul style="list-style-type: none"> Student mobility a major issue in Gary. Repeat pattern of students transferring without notifying school of transfer. 	<ul style="list-style-type: none"> Schoolwide recruiting effort School Attendance Officer 	<ul style="list-style-type: none"> Monthly monitoring and problem solving of enrollment. Parents notified at 3, 6, 10+ days of unexcused absences. 	<ul style="list-style-type: none"> Use of data for continuous improvement Family and community engagement
Student Attendance*	April 30, 2014	<ul style="list-style-type: none"> ADA – 70% 56% mobility YTD Enrolled – 13 Transfers – 9 Drops – 2 Other (explain): 	<ul style="list-style-type: none"> Coordinating school and community resources. Parent follow through with regular student attendance. Parent contact information frequently changes. Students come and go during the day (i.e., ditching classes). 	<ul style="list-style-type: none"> Tiered attendance intervention process. Learning coaches review attendance with students 2x per week. Grade-level problem solving meetings occur monthly. On-going review of truancy referrals with Gary PD. 	<ul style="list-style-type: none"> Continue monthly problem solving meetings. On-going follow up with Gary PD on truancy referrals. Continue to closely adhere to truancy referral procedures set forth by Gary PD. 	<ul style="list-style-type: none"> Use of data for continuous improvement Family and community engagement

Indicator	Date	Data/Comments	Challenges	Successes	Next steps	Turnaround Principle Alignment
Student Suspensions*	April 2014	<ul style="list-style-type: none"> Behavior: 118 incidents led to an OSS Drugs: 2 Attendance: 0 	<ul style="list-style-type: none"> Classroom disruption, defiance, and verbal aggression still accounted for most ODRs Increase in gang recruitment which offers a possible explanation for the 2 drug incidents 	<ul style="list-style-type: none"> TRCCA averaged 12.9 ODRs per day per month. Goal is 9.0 ODRs per day per month. TRCCA was at 19.9 ODRs per day per month in April 2013 (decrease of 7 ODRs per day per month). 	<ul style="list-style-type: none"> Continue monthly data analysis and problem solving of ODR data for each grade. Continue implementing lunch detention and school community service as an alternative to after-school detention in all academies. 	<ul style="list-style-type: none"> Safe and healthy students Use of data for continuous improvement
Student Expulsions*	April 2014	<ul style="list-style-type: none"> Behavior: 0 Drugs: 0 Attendance: 0 Other (explain): NA 	NA	<ul style="list-style-type: none"> TRCCA has an alternative education program for students in lieu of expulsion. TRCCA has 11 students in Alternative Education as of April 30, 2014. TRCCA also assigns community service projects in lieu of expulsion. 	<ul style="list-style-type: none"> Continue to assign students to alternative education for expellable offenses as appropriate. 	<ul style="list-style-type: none"> Safe and healthy students

*Please attach data reports for each of the categories listed above, include disaggregated data when possible.

Core Question 3: Is the organization effective and well-run? *Common School Indicators

Indicator	Date	Data/Comments	Challenges	Celebrations	Next steps	Turnaround Principle Alignment
Staff Attendance Previous month	April 2014	<ul style="list-style-type: none"> 98.5% 	<ul style="list-style-type: none"> Meeting yearly goal at this time. 	<ul style="list-style-type: none"> Staff is highly engaged. 	<ul style="list-style-type: none"> Staff members with perfect attendance are acknowledged at monthly staff meetings. 	<ul style="list-style-type: none"> Effective teachers Strong leadership
Staff Retention	April 2014	<ul style="list-style-type: none"> New Hires: 0 Resignations: 0 Terminations: 2 	<ul style="list-style-type: none"> Terminations as a result of a lack of professionalism and failure 	<ul style="list-style-type: none"> Staff continue to stay employed at school and maintain good attendance despite turnaround challenges. 	<ul style="list-style-type: none"> Continue recruiting for HQ special education teachers (2 new teachers are not HQ yet). 	<ul style="list-style-type: none"> Effective teachers Strong leadership
Professional Development Opportunities	April 2014	<ul style="list-style-type: none"> PD Schedule Attached 	<ul style="list-style-type: none"> Prioritizing pd topics and focus 	<ul style="list-style-type: none"> 100% of staff participated in differentiated pre-service training. Weekly PD for teachers focused on Academic Rigor, Differentiation and Scaffolding Concepts & Constructed Response 	<ul style="list-style-type: none"> Leadership team will continue to prioritize topics. 	<ul style="list-style-type: none"> Strong leadership
Administrative Support of Instruction	April 2014	<ul style="list-style-type: none"> Informal observations by school 	<ul style="list-style-type: none"> Additional time needed to realize key 	<ul style="list-style-type: none"> All classrooms visited daily. Observation 	<ul style="list-style-type: none"> Follow classroom observation 	<ul style="list-style-type: none"> Strong leadership

Indicator	Date	Data/Comments	Challenges	Celebrations	Next steps	Turnaround Principle Alignment
<p>Time spent in Support of Instruction through Professional Development/ Observation/ Collaboration/Evaluation</p>		<p>administrators: 29</p> <ul style="list-style-type: none"> • Administrators completes daily classroom visits and rounds. • Administrators continue to meet with staff to provide real time feedback and coaching 	<p>learning from PD transferred into high quality instruction.</p>	<p>schedules are developed monthly.</p>	<p>schedule</p>	

Core Question 4: Is the organization in sound fiscal health? TSO operators only

	Date	Comments	Challenges	Celebrations	Next steps	Turnaround Principle Alignment
Enrollment Variance						
February Count Day Enrollment Variance						
Financial Audit Findings						



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Goal 6 – TRCCA will have a graduation rate of at least 73%.	<ul style="list-style-type: none"> Graduation rate 	<ul style="list-style-type: none"> 47% 	<ul style="list-style-type: none"> 73% 	<ul style="list-style-type: none"> On-line credit recovery Quarterly monitoring of on-track status for students in grades 9 and 10. 	<ul style="list-style-type: none"> Redesigned schedules for additional time Rigorous and aligned instructional program
Goal 7 – TRCCA will have at least 65% of graduating seniors enroll in a vocational school or 2/4 yr. college or university.	<ul style="list-style-type: none"> Postsecondary transition 	<ul style="list-style-type: none"> 60% (36 out of 60 graduating seniors) 	<ul style="list-style-type: none"> 65% 	<ul style="list-style-type: none"> College site visits. School counselor meets regularly with students on track for graduation to explore postsecondary options. 	<ul style="list-style-type: none"> Rigorous and aligned instructional program Family and community engagement

School Goals as Stated in School Improvement Plan	Key Performance Indicators *May have multiple indicators. Please provide data to support each indicator, and when applicable, provide disaggregated data as well.	Baseline	Target	Next steps	Turnaround Principle Alignment
<p>Goal 8 – TRCCA will increase the percent of students passing ISTEP by 5% from previous year.</p>	<ul style="list-style-type: none"> • Student achievement 	<p><u>Gary 2012</u></p> <ul style="list-style-type: none"> • Grade 7 ELA – 14.3% • Grade 7 Math – 22.4% • Grade 8 ELA – 23.8% • Grade 8 Math – 14.5% <p><u>TRCCA 2013</u></p> <ul style="list-style-type: none"> • Grade 7 ELA – 28.6% (+14.3%) • Grade 7 Math – 19.7% (-2.7%) • Grade 7 SS – 20% • Grade 8 ELA – 29.6% (+5.8%) • Grade 8 Math – 23.6% (+9.1%) 	<ul style="list-style-type: none"> • Increase all ISTEP scores by 5% 	<ul style="list-style-type: none"> • Monthly benchmark assessments and problem solving on end of year standards. 	<ul style="list-style-type: none"> • Strong leadership • Effective teachers • Rigorous and aligned instructional program

School Goals as Stated in School Improvement Plan	Key Performance Indicators *May have multiple indicators. Please provide data to support each indicator, and when applicable, provide disaggregated data as well.	Baseline	Target	Next steps	Turnaround Principle Alignment
<p>Goal 9 – TRCCA will increase the percent of students passing ECA by 5% from previous year.</p>	<ul style="list-style-type: none"> • Student achievement 	<p>Gary School Corp 2012</p> <ul style="list-style-type: none"> • Grade 9 Algebra I – 14.4% • Grade 10 Eng 10 – 28.9% <p>TRCCA 2013 First time test takers)</p> <ul style="list-style-type: none"> • Grade 9 Algebra I – 13.5% • Grade 10 Eng 10 – 23.8% 	<ul style="list-style-type: none"> • Increase both ECA scores by 5% 	<ul style="list-style-type: none"> • Monthly benchmark assessments and problem solving on end of year standards. 	<ul style="list-style-type: none"> • Strong leadership • Effective teachers • Rigorous and aligned instructional program
<p>Goal 10 - TRCCA will increase percent of students passing AP tests by 10% from previous year.</p>	<ul style="list-style-type: none"> • Student achievement 	<ul style="list-style-type: none"> • 0% 	<ul style="list-style-type: none"> • 10% 	<ul style="list-style-type: none"> • School offers 2 AP classes. • On-going PD for AP teachers. • Training for teachers identified to teach AP 	<ul style="list-style-type: none"> • Strong leadership • Effective teachers • Rigorous and aligned instructional program

Core Question 2: Is your school providing appropriate conditions for success? *Common School Indicators

Indicator	Date	Data/Comments	Challenges	Successes	Next steps	Turnaround Principle Alignment
Student Enrollment*	May 31, 2014	<ul style="list-style-type: none"> • 543 students are actively enrolled • These are active students 	<ul style="list-style-type: none"> • Student mobility a major issue in Gary. • Repeat pattern of students transferring without notifying school of transfer. 	<ul style="list-style-type: none"> • Schoolwide recruiting effort • School Attendance Officer 	<ul style="list-style-type: none"> • Monthly monitoring and problem solving of enrollment. • Launch Intent to return and enroll campaign to encourage early registration and engagement • Plan and implement Summer Robust Transitions and Credit Recovery Program 	<ul style="list-style-type: none"> • Use of data for continuous improvement • Family and community engagement

Indicator	Date	Data/Comments	Challenges	Successes	Next steps	Turnaround Principle Alignment
Student Attendance*	May 31, 2014	<ul style="list-style-type: none"> • ADA – 72.02% • 56% mobility YTD • Enrolled – 3 • Transfers – 6 • Drops – 0 • Other (explain): 	<ul style="list-style-type: none"> • Coordinating school and community resources. • Parent follow through with regular student attendance. • Parent contact information frequently changes. • Students come and go during the day (i.e., ditching classes and older students signing themselves out legally). 	<ul style="list-style-type: none"> • Tiered attendance intervention process. • Learning coaches review attendance with students 2x per week. • Grade-level problem solving meetings occur monthly. • On-going review of truancy referrals with Gary PD. 	<ul style="list-style-type: none"> • Continue monthly problem solving meetings. • On-going follow up with Gary PD on truancy referrals. • Continue to closely adhere to truancy referral procedures set forth by Gary PD. 	<ul style="list-style-type: none"> • Use of data for continuous improvement • Family and community engagement

Indicator	Date	Data/Comments	Challenges	Successes	Next steps	Turnaround Principle Alignment
Student Suspensions*	May, 2014	<ul style="list-style-type: none"> Behavior: 119 incidents led to an OSS Drugs: 0 Attendance: 0 	<ul style="list-style-type: none"> Classroom disruption, defiance, and verbal aggression still accounted for most ODRs 	<ul style="list-style-type: none"> TRCCA averaged 10.9 ODRs per day per month. Goal is 9.0 ODRs per day per month. TRCCA was at 17.5 ODRs per day per month in May 2013 (decrease of 6.6 ODRs per day per month). 	<ul style="list-style-type: none"> Continue monthly data analysis and problem solving of ODR data for each grade. Continue implementing lunch detention and school community service as an alternative to after-school detention in all academies. 	<ul style="list-style-type: none"> Safe and healthy students Use of data for continuous improvement
Student Expulsions*	May, 2014	<ul style="list-style-type: none"> Behavior: 0 Drugs: 0 Attendance: 0 Other (explain): NA 	NA	<ul style="list-style-type: none"> TRCCA has an alternative education program for students in lieu of expulsion. TRCCA has 11 students in Alternative Education as of April 30, 2014. TRCCA also assigns community service projects in lieu of expulsion. 	<ul style="list-style-type: none"> Continue to assign students to alternative education for expellable offenses as appropriate. 	<ul style="list-style-type: none"> Safe and healthy students

*Please attach data reports for each of the categories listed above, include disaggregated data when possible.

Core Question 3: Is the organization effective and well-run? *Common School Indicators

Indicator	Date	Data/Comments	Challenges	Celebrations	Next steps	Turnaround Principle Alignment
Staff Attendance Previous month	May, 2014	<ul style="list-style-type: none"> 97.5% 	<ul style="list-style-type: none"> Meeting yearly goal at this time. 	<ul style="list-style-type: none"> Staff are still highly engaged and continue to be productive 	<ul style="list-style-type: none"> Staff members with perfect attendance are acknowledged at monthly staff meetings. 	<ul style="list-style-type: none"> Effective teachers Strong leadership
Staff Retention	May, 2014	<ul style="list-style-type: none"> New Hires: 0 Resignations: 0 Terminations: 0 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Staff continue to stay employed at school and maintain good attendance despite turnaround challenges. 	<ul style="list-style-type: none"> Continue recruiting for HQ special education teachers (2 new teachers are not HQ yet). 	<ul style="list-style-type: none"> Effective teachers Strong leadership
Professional Development Opportunities	May, 2014	<ul style="list-style-type: none"> PD Schedule Attached 	<ul style="list-style-type: none"> Prioritizing pd topics and focus 	<ul style="list-style-type: none"> 100% of staff participated in differentiated pre-service training. Weekly PD for teachers focused on Academic Rigor, Differentiation and Scaffolding Concepts & Constructed Response 	<ul style="list-style-type: none"> Leadership team will continue to prioritize topics. 	<ul style="list-style-type: none"> Strong leadership
Administrative Support of Instruction	May, 2014	<ul style="list-style-type: none"> Informal observations by school 	<ul style="list-style-type: none"> Additional time needed to realize key 	<ul style="list-style-type: none"> All classrooms visited daily. Observation 	<ul style="list-style-type: none"> Follow classroom observation 	<ul style="list-style-type: none"> Strong leadership

Indicator	Date	Data/Comments	Challenges	Celebrations	Next steps	Turnaround Principle Alignment
<p>Time spent in Support of Instruction through Professional Development/ Observation/ Collaboration/Evaluation</p>		<p>administrators: 17</p> <ul style="list-style-type: none"> • Administrative team completes daily classroom visits and rounds (fewer observations this month due to standardized testing and graduation/end of year activities. • Administrators continue to meet with staff to provide real time feedback and coaching 	<p>learning from PD transferred into high quality instruction.</p>	<p>schedules are developed monthly.</p>	<p>schedule</p>	

Core Question 4: Is the organization in sound fiscal health? TSO operators only

	Date	Comments	Challenges	Celebrations	Next steps	Turnaround Principle Alignment
Enrollment Variance						
February Count Day Enrollment Variance						
Financial Audit Findings						



Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

Monthly Performance Report for Schools, Lead Partners and TSO

Federal funds are designed to support school improvement plans that take a new, innovative and systemic approach to improving student achievement and school quality. As a school or school partner working towards swift and sustainable improvement you are required to submit a monthly update to the IDOE Outreach Office for School Improvement and the State Board of Education.

The report is designed to meet the federal requirement for schools in priority and focus status as well as provide information that is based on school and student data.

The report template allows for personalization that matches the school improvement plan you have submitted but also forces the alignment of goals to research based Turnaround Principles from the USDoe (Core Question 1). The Turnaround Principles are classified into three domains: Readiness to Learn, Readiness to Teach and Readiness to Act. Information on these three domains and association nine turnaround principles can be found on the IDOE website at www.doe.in.gov. Core Questions 2 & 3 also align to Turnaround Principles, and Core Question 4 is for TSO operators only.

Your regional outreach coordinator will be available to assist you on behalf of the IDOE as you complete this monthly report.

Please use the reference numbers (1-9) associated with the Turnaround Principles below in each response for Core Questions 1-4.

Readiness to Learn

- 1. Strong Instructional Program: Implementation of instruction system that is research based, rigorous and aligned with State academic content standards*
- 2. School Environment: Creation of a school climate that is safe and disciplined.*
- 3. Supportive School Culture: System that supports students' social, emotional and health needs that improves school safety and supports*
- 4. Family & Community Involvement: School provides a mechanism for engaging family and community*

Readiness to Teach

5. *Effective Teaching and Instruction: Creation of a system that supports teacher growth through multiple opportunities of professional development.*
6. *Data Informed Instruction: System that holds teachers and staff accountable for student achievement and allows for differentiated support for all students.*
7. *Data Driven Decision Making: System of collaboration exists that allows for consistent, on-going opportunities for staff to use data to inform instruction.*

Readiness to Act

8. *Strong Leadership: Ability to make mission-driven decisions about people, time, money and program.*
9. *Time: Redesign of the School Day, Week or year to allow for additional time for student learning and teacher collaboration*

Directions for Report Completion and Submission Expectations:

Please submit to Outreach Office for School Improvement by the third Friday of the Month September- June. Email delivery is preferred to Rmcknight@doe.in.gov and lbaugh@doe.in.gov. If called upon to present at the State Board of Education meeting the data in this template should be accompanied by a power point representation of information. At a minimum you will be called upon to present at least once a year.

Core Question 1: Is the educational program a success?

This question allows for you to articulate each goal in the School Improvement Plan. The expectation is for data to accompany your communication “performance indicators.” The data when possible should be broken down into disaggregated student groups. This data will serve as evidence of the success towards each goal.

Core Question 2: Is the school providing appropriate conditions for success?

Data submitted with this core question may also be data used if aligned to a school goal around appropriate school conditions. Please indicate *see SIP goal #___” within column 1 if this is exists.

Core Questions 3: Is the organization effective and well run?

Data submitted with this core question may also be data used if aligned to a school goal around appropriate school conditions. Please indicate *see SIP goal #___” within column 1 if this is exists.

Core Question 4: Is the organization in sound fiscal health?

To be answered by TSO partners only

Core Question 1: Is the educational program a success? *School Specific Indicators-these will be different for all schools and updated annually.

School Goals as Stated in School Improvement Plan	Key Performance Indicators *May have multiple indicators. Please provide data to support each indicator, and when applicable, provide disaggregated data as well.	Baseline	Target	Next steps	Turnaround Principle Alignment
Goal 1 – TRCCA will have at least 92% student attendance for 2013-14 school year.	<ul style="list-style-type: none"> Student attendance 	<ul style="list-style-type: none"> 78.15% (based on FY 13) 	<ul style="list-style-type: none"> 92% 	<ul style="list-style-type: none"> Monthly problem solving on student attendance and truancy. 	<ul style="list-style-type: none"> Use of data for continuous improvement Family and community engagement
Goal 2 – TRCCA will have at least 90% staff attendance for 2013-14 school year.	<ul style="list-style-type: none"> Staff attendance 	<ul style="list-style-type: none"> 98% (based on FY 13) 	<ul style="list-style-type: none"> 90% 	<ul style="list-style-type: none"> Monthly progress monitoring of staff attendance. 	<ul style="list-style-type: none"> Effective teachers Strong leadership
Goal 3 – TRCCA will reduce Office Discipline Referral (ODR) rates by 10% from previous year.	<ul style="list-style-type: none"> Student discipline 	<ul style="list-style-type: none"> 2,000 ODRs per year 200 per month 10 ODRs/day/month 	<ul style="list-style-type: none"> 1,800 ODRs year 180 per month 9 ODRs/day/month 	<ul style="list-style-type: none"> Monthly problem solving on ODR rates. Data disaggregated by grade, location, time of day, event, and staff. 	<ul style="list-style-type: none"> Safe and healthy students Use of data for continuous improvement
Goal 4 – TRCCA will reduce rates of out-of-school suspension by 10% from previous year.	<ul style="list-style-type: none"> Student discipline 	<ul style="list-style-type: none"> 1827 events led to OSS (based on FY 13) 	<ul style="list-style-type: none"> <10% (1644) 	<ul style="list-style-type: none"> Monthly problem solving on ODR resolutions. 	<ul style="list-style-type: none"> Safe and healthy students Use of data for continuous improvement

School Goals as Stated in School Improvement Plan	Key Performance Indicators *May have multiple indicators. Please provide data to support each indicator, and when applicable, provide disaggregated data as well.	Baseline	Target	Next steps	Turnaround Principle Alignment
Goal 5 – TRCCA will reduce % of students who are under-credited by 10% from previous year.	<ul style="list-style-type: none"> Graduation rate 	<ul style="list-style-type: none"> 10th – 67% 11th – 52% 12th – 56% Will update in October as transcripts arrive. 	<ul style="list-style-type: none"> 10th – 57% 11th - 42% 12th – 46% 	<ul style="list-style-type: none"> Quarterly monitoring of on-track status of students in grades 7-10. 	<ul style="list-style-type: none"> Use of data for continuous improvement Redesigned schedules for additional time
Goal 6 – TRCCA will have a graduation rate of at least 73%.	<ul style="list-style-type: none"> Graduation rate 	<ul style="list-style-type: none"> 47% 	<ul style="list-style-type: none"> 73% 	<ul style="list-style-type: none"> On-line credit recovery Quarterly monitoring of on-track status for students in grades 9 and 10. 	<ul style="list-style-type: none"> Redesigned schedules for additional time Rigorous and aligned instructional program
Goal 7 – TRCCA will have at least 65% of graduating seniors enroll in a vocational school or 2/4 yr. college or university.	<ul style="list-style-type: none"> Postsecondary transition 	<ul style="list-style-type: none"> 60% (36 out of 60 graduating seniors) 	<ul style="list-style-type: none"> 65% 	<ul style="list-style-type: none"> College site visits. School counselor meets regularly with students on track for graduation to explore postsecondary options. 	<ul style="list-style-type: none"> Rigorous and aligned instructional program Family and community engagement

School Goals as Stated in School Improvement Plan	Key Performance Indicators *May have multiple indicators. Please provide data to support each indicator, and when applicable, provide disaggregated data as well.	Baseline	Target	Next steps	Turnaround Principle Alignment
<p>Goal 8 – TRCCA will increase the percent of students passing ISTEP by 5% from previous year.</p>	<ul style="list-style-type: none"> • Student achievement 	<p><u>Gary 2012</u></p> <ul style="list-style-type: none"> • Grade 7 ELA – 14.3% • Grade 7 Math – 22.4% • Grade 8 ELA – 23.8% • Grade 8 Math – 14.5% <p><u>TRCCA 2013</u></p> <ul style="list-style-type: none"> • Grade 7 ELA – 28.6% (+14.3%) • Grade 7 Math – 19.7% (-2.7%) • Grade 7 SS – 20% • Grade 8 ELA – 29.6% (+5.8%) • Grade 8 Math – 23.6% (+9.1%) 	<ul style="list-style-type: none"> • Increase all ISTEP scores by 5% 	<ul style="list-style-type: none"> • Monthly benchmark assessments and problem solving on end of year standards. 	<ul style="list-style-type: none"> • Strong leadership • Effective teachers • Rigorous and aligned instructional program

School Goals as Stated in School Improvement Plan	Key Performance Indicators *May have multiple indicators. Please provide data to support each indicator, and when applicable, provide disaggregated data as well.	Baseline	Target	Next steps	Turnaround Principle Alignment
<p>Goal 9 – TRCCA will increase the percent of students passing ECA by 5% from previous year.</p>	<ul style="list-style-type: none"> • Student achievement 	<p><u>Gary School Corp 2012</u></p> <ul style="list-style-type: none"> • Grade 9 Algebra I – 14.4% • Grade 10 Eng 10 – 28.9% <p><u>TRCCA 2013</u> First time test takers)</p> <ul style="list-style-type: none"> • Grade 9 Algebra I – 13.5% • Grade 10 Eng 10 – 23.8% 	<ul style="list-style-type: none"> • Increase both ECA scores by 5% 	<ul style="list-style-type: none"> • Monthly benchmark assessments and problem solving on end of year standards. 	<ul style="list-style-type: none"> • Strong leadership • Effective teachers • Rigorous and aligned instructional program
<p>Goal 10 - TRCCA will increase percent of students passing AP tests by 10% from previous year.</p>	<ul style="list-style-type: none"> • Student achievement 	<ul style="list-style-type: none"> • 0% 	<ul style="list-style-type: none"> • 10% 	<ul style="list-style-type: none"> • School offers 2 AP classes. • On-going PD for AP teachers. • Training for teachers identified to teach AP 	<ul style="list-style-type: none"> • Strong leadership • Effective teachers • Rigorous and aligned instructional program

Core Question 2: Is your school providing appropriate conditions for success? *Common School Indicators

Indicator	Date	Data/Comments	Challenges	Successes	Next steps	Turnaround Principle Alignment
Student Enrollment*	June, 2014	<ul style="list-style-type: none"> • 543 students are actively enrolled • These are active students 	<ul style="list-style-type: none"> • Student mobility a major issue in Gary. • Repeat pattern of students transferring without notifying school of transfer. 	<ul style="list-style-type: none"> • Schoolwide recruiting effort • School Attendance Officer 	<ul style="list-style-type: none"> • Monthly monitoring and problem solving of enrollment. • Enrollment team will engage in an aggressive recruitment campaign and seek to retrieve Intent to Return and Enroll campaign to encourage early registration and engagement • Implement Summer Robust Transitions and Credit Recovery Program to attract students from the city of Gary and present additional educational opportunities 	<ul style="list-style-type: none"> • Use of data for continuous improvement • Family and community engagement

Indicator	Date	Data/Comments	Challenges	Successes	Next steps	Turnaround Principle Alignment
Student Attendance*	June, 2014	<ul style="list-style-type: none"> • ADA – 64.49% • 56% mobility YTD • Enrolled – 0 • Transfers – 0 • Drops – 1 • Other (explain): 	<ul style="list-style-type: none"> • Coordinating school and community resources. • Parent follow through with regular student attendance. • Parent contact information frequently changes. • Historically, TRCCA has maintained low attendance rates when the school year has been extended past May 31st; family priorities (i.e., traveling outside of Gary) has also been a prohibiting factor in high attendance beyond the school calendar year. 	<ul style="list-style-type: none"> • Tiered attendance intervention process. • Learning coaches review attendance with students 2x per week. • Grade-level problem solving meetings occur monthly. • Community engagement around the importance of making up instructional time due to unforeseen circumstances 	<ul style="list-style-type: none"> • Continue monthly problem solving meetings over the summer and during pre-service • Truancy officer will continue to take a proactive role in collaborating with the Gary PD on decreasing truancy and making any necessary truancy referrals in the next school year. • Continue to closely adhere to truancy referral procedures set forth by Gary PD. 	<ul style="list-style-type: none"> • Use of data for continuous improvement • Family and community engagement of returning students and new students matriculating from Gary Community Schools as a result of school closures in Gary.

Indicator	Date	Data/Comments	Challenges	Successes	Next steps	Turnaround Principle Alignment
Student Suspensions*	June, 2014	<ul style="list-style-type: none"> Behavior: 0 incidents led to an OSS Drugs: 0 Attendance: 0 	<ul style="list-style-type: none"> None to report for June. 	<ul style="list-style-type: none"> TRCCA was not in session in June in 2013 and therefore has no comparison data at this time 	<ul style="list-style-type: none"> Continue monthly data analysis and problem solving of ODR data for each grade. 	<ul style="list-style-type: none"> Safe and healthy students Use of data for continuous improvement
Student Expulsions*	June, 2014	<ul style="list-style-type: none"> Behavior: 0 Drugs: 0 Attendance: 0 Other (explain): NA 	NA	<ul style="list-style-type: none"> TRCCA has an alternative education program for students in lieu of expulsion. TRCCA has 11 students in Alternative Education as of June 30, 2014. TRCCA also assigns community service projects in lieu of expulsion. 	<ul style="list-style-type: none"> Continue to assign students to alternative education for expellable offenses as appropriate. 	<ul style="list-style-type: none"> Safe and healthy students

*Please attach data reports for each of the categories listed above, include disaggregated data when possible.

Core Question 3: Is the organization effective and well-run? *Common School Indicators

Indicator	Date	Data/Comments	Challenges	Celebrations	Next steps	Turnaround Principle Alignment
Staff Attendance Previous month	June, 2014	<ul style="list-style-type: none"> 93.8% 	<ul style="list-style-type: none"> Meeting yearly goal at this time of year especially following the issuance of non-renewal letters 	<ul style="list-style-type: none"> Returning staff are still highly engaged and continue to be productive 	<ul style="list-style-type: none"> Staff members with perfect attendance are acknowledged at monthly staff meetings. 	<ul style="list-style-type: none"> Effective teachers Strong leadership
Staff Retention	June, 2014	<ul style="list-style-type: none"> New Hires: 0 Resignations: 0 Terminations: 23 	<ul style="list-style-type: none"> Budget – Lack of Funding to retain staff and lack of funding in the continuance of Turnaround Efforts (funding should at least be consistent for the first 3 years in a turnaround school according to research) 	<ul style="list-style-type: none"> Staff who continue to stay employed at TRCCA maintain good attendance despite turnaround challenges. 	<ul style="list-style-type: none"> Continue recruiting for HQ special education teachers. 	<ul style="list-style-type: none"> Effective teachers Strong leadership
Professional Development Opportunities	June, 2014	<ul style="list-style-type: none"> PD Schedule Attached 	<ul style="list-style-type: none"> Prioritizing pd topics and focus for the upcoming school year according to year end data which is not official yet 	<ul style="list-style-type: none"> 100% of staff participated in differentiated pd through the end of May despite the myriad of end of year activities 	<ul style="list-style-type: none"> Leadership team will continue to prioritize topics. 	<ul style="list-style-type: none"> Strong leadership

Indicator	Date	Data/Comments	Challenges	Celebrations	Next steps	Turnaround Principle Alignment
				<ul style="list-style-type: none"> Teacher expressed that they felt prepared and confident in their ability to begin the new school year strong as a result of the hands-on pd around pedagogical strategies including the 5-Step Literacy Routine, Writing Constructed and Extended Responses, Academic Rigor, Differentiation and Scaffolding Concepts 		
Administrative Support of Instruction Time spent in Support of Instruction through Professional Development/ Observation/ Collaboration/Evaluation	June, 2014	<ul style="list-style-type: none"> Informal observations by school administrators: 17 Administrative team completes daily classroom visits and rounds 	<ul style="list-style-type: none"> Additional time needed to realize key learning from PD transferred into high quality instruction. 	<ul style="list-style-type: none"> All classrooms visited daily. Observation schedules are developed monthly. 	<ul style="list-style-type: none"> Follow classroom observation schedule 	<ul style="list-style-type: none"> Strong leadership

Indicator	Date	Data/Comments	Challenges	Celebrations	Next steps	Turnaround Principle Alignment
		(fewer observations this month – 2 weeks of instructional time) <ul style="list-style-type: none"> • Administrators continue to meet with staff to provide real time feedback and coaching 				

Core Question 4: Is the organization in sound fiscal health? TSO operators only

	Date	Comments	Challenges	Celebrations	Next steps	Turnaround Principle Alignment
Enrollment Variance						
February Count Day Enrollment Variance						
Financial Audit Findings						