



**OFFICE of  
EDUCATION INNOVATION**

## Oversight Overview

Performance Review

Recommendations

Next Steps

*The Office of Education Innovation (OEI) assumed **oversight** of the four **Indianapolis Turnaround Schools** after successfully petitioning the **State Board of Education** in early 2013. Key elements of a successful turnaround include **support, collaboration, and vision alignment** amongst stakeholders.*

Vision Alignment	Local Control	Stakeholder Support
<ul style="list-style-type: none"><li>▪ The Mayor’s vision is that every child in Indianapolis will have access to a high-quality education</li><li>▪ The Mayor’s Office of Education Innovation oversees 35 schools with solid systems and processes in place for monitoring performance</li><li>▪ The Mayor’s Performance Framework provides rigorous standards and accountability structures for schools</li></ul>	<ul style="list-style-type: none"><li>▪ As a locally elected official, the Mayor is accountable to the public for results</li><li>▪ Spanning multiple administrations led by members of both parties, the Mayor’s office has a track record of overseeing quality local schools</li></ul>	<ul style="list-style-type: none"><li>▪ The State Superintendent of Public Instruction, President of the IPS School Board, and bipartisan leaders of the Indianapolis City-County Council supported the Mayor's petition</li></ul>

*The Office of Education Innovation (OEI) assumed **oversight** of the four **Indianapolis Turnaround Schools** after successfully petitioning the **State Board of Education** in early 2013. OEI implemented a system for **monitoring, data analysis and reporting** for the 2013-14 academic year.*

Monitoring	Data Analysis	Reporting
<ul style="list-style-type: none"><li>▪ Conduct site visits to observe and provide timely feedback to school leaders</li><li>▪ Conduct monthly and quarterly compliance meetings with school leaders to assess performance</li><li>▪ Write and present actionable feedback with turnaround school leadership and operators</li></ul>	<ul style="list-style-type: none"><li>▪ Identify and collect leading and lagging indicator data from on-site monitoring</li><li>▪ Utilize external consultants to assess areas such as school conditions and turnaround principles</li><li>▪ Analyze and track data collected to identify trends, strengths and areas for improvement</li></ul>	<ul style="list-style-type: none"><li>▪ Develop reporting structures that ensure efficient and timely communication with turnaround operators and school leaders</li><li>▪ Disseminate regular and targeted updates to State Board of Education members, and key stakeholder groups</li></ul>

The schools are assessed quarterly using the **Turnaround Performance Framework** which takes a **holistic** look at the **performance of the schools**. The framework is also used to complete an annual **Accountability Report** of the schools performance.



## Question 2: Is the organization in sound fiscal health?

- Does the school demonstrate the ability to pay its obligations for the next 12 months?
- Does the organization demonstrate it has adequate financial management and systems?



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

- Is the school's academic performance meeting state expectations?
- Are students making sufficient and adequate gains?
- Is the school meeting its school-specific educational goals?

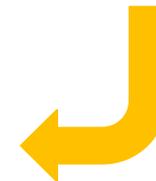
## Question 3: Is the organization effective and well-run?

- Is the school leader strong in his or her academic and organizational leadership?
- Does the turnaround operator comply with contract and memorandum of understanding obligations?



## Question 4: Is the school providing the appropriate conditions for success?

- Does the school have a high-quality curriculum?
- Are the teaching processes consistent with the school's mission?
- Is the school climate conducive to student and staff success?



The reporting template is aligned to the *Turnaround Performance Framework* to provide pertinent information to the *State Board of Education* and other stakeholders on a monthly basis.

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

	July	Aug.	Sept.	Comments	Next steps
<b>Student Enrollment</b>				▪	▪
<b>Student Attendance</b>	NA	85%	80%	<ul style="list-style-type: none"> <li>▪ <b>Dropouts: 2</b></li> <li>▪ <b>Tardies: 20</b> <ul style="list-style-type: none"> <li>▪ 50% increase in students tardy to school from last month</li> </ul> </li> <li>▪ <b>Withdrawals: 1</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ School leader will create draft of short survey for tardy students to complete upon arrival and send to DTA by 9/15</li> <li>▪ Track monthly</li> </ul>
<b>Student Suspensions</b>				<ul style="list-style-type: none"> <li>▪ <b>Attendance:</b></li> <li>▪ <b>Behavior:</b></li> <li>▪ <b>Drugs:</b></li> </ul>	▪
<b>Student Expulsions</b>				<ul style="list-style-type: none"> <li>▪ <b>Attendance:</b></li> <li>▪ <b>Behavior:</b></li> <li>▪ <b>Drugs:</b></li> </ul>	▪
<b>Other</b>				▪	▪

Each school submits **documentation each month** to our office. The documents collected are **critical tools** utilized in our **oversight and reporting** to the State Board of Education.



**OFFICE of EDUCATION INNOVATION**

**MASTER CALENDAR  
OF REPORTING REQUIREMENTS**  
for Turnaround Academies

**2014-2015**

**October 2014**

All documents listed for the month should be provided electronically by **October 1<sup>st</sup>** to [OEICompliance@indy.gov](mailto:OEICompliance@indy.gov)

Updated employee spreadsheet noting new hires, resignations, license numbers including expiration dates, permits and verification of background checks using attached template
Excel version of DOE-ME Report including STN and Grade Level
Excel version of DOE-SR Report including STN, Street Address, City, Zip Code, and Grade Level
Excel version of final DOE-RT and DOE-STN from September 2014
Excel version of DOE-LM Language Minority Report, which includes information on language minority students for the <b>2013-14 school year</b>
<b>SBOE Monthly Report</b> (please refer to SBOE calendar for specific dates)

**September Documentation**

- SBOE Report

**October Documentation**

- Updated employee spreadsheet noting new hires, resignations, license numbers including expiration dates, permits and verification of background checks using attached template
- Excel version of DOE-ME Report including STN and Grade Level
- Excel version of DOE-SR Report including STN, Street Address, City, Zip Code, and Grade Level
- Excel version of final DOE-RT and DOE-STN from September 2014
- Excel version of DOE-LM Language Minority Report, which includes information on language minority students for the 2013-14 school year
- SBOE Report

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*The Turnaround Academies have made **progress** in a number of areas since CSUSA and Tindley Accelerated Schools **assumed operation** of the four schools in **2012-13**. Student **performance has improved** and an environment has been created that encourages **a culture of learning and support**.*

## Academics

- The schools have made solid gains with increased ISTEP+ proficiency in both English/Language Arts and Math.
- Teachers are invested in the success of their students and are working to encourage students to take ownership of their academic performance
- Quality curriculum has been implemented with each grade having the necessary supporting materials.
- The schools are effectively using standards and assessments to inform instruction.

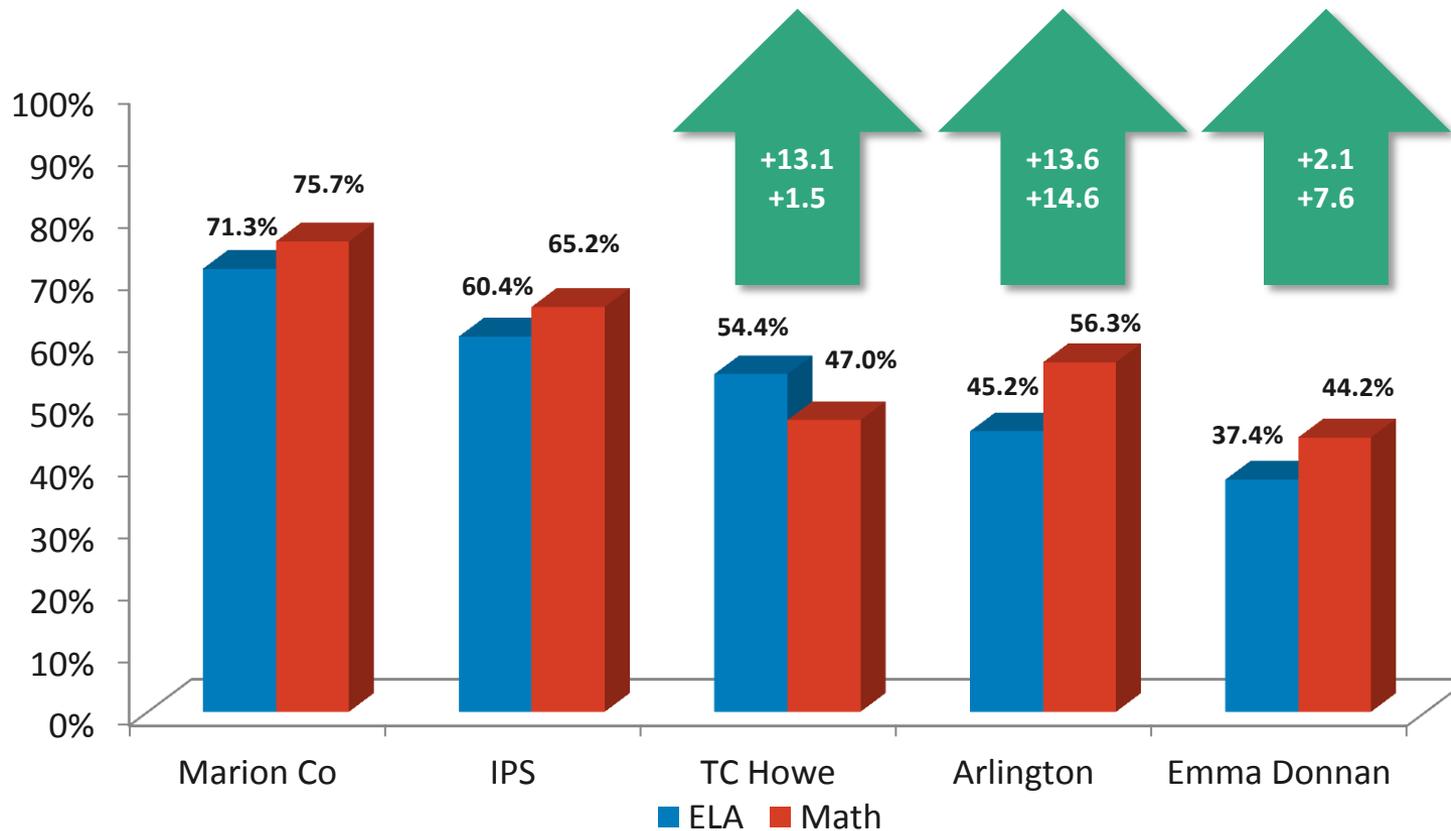
## Safety

- The schools have worked to ensure the safety of all with on-site security and clear policies and procedures.
- The schools have emergency and safety management plans in place to ensure the safety of staff, students and visitors.
- The schools are implementing strategies and systems using positive reinforcement to reduce the number of disciplinary challenges.

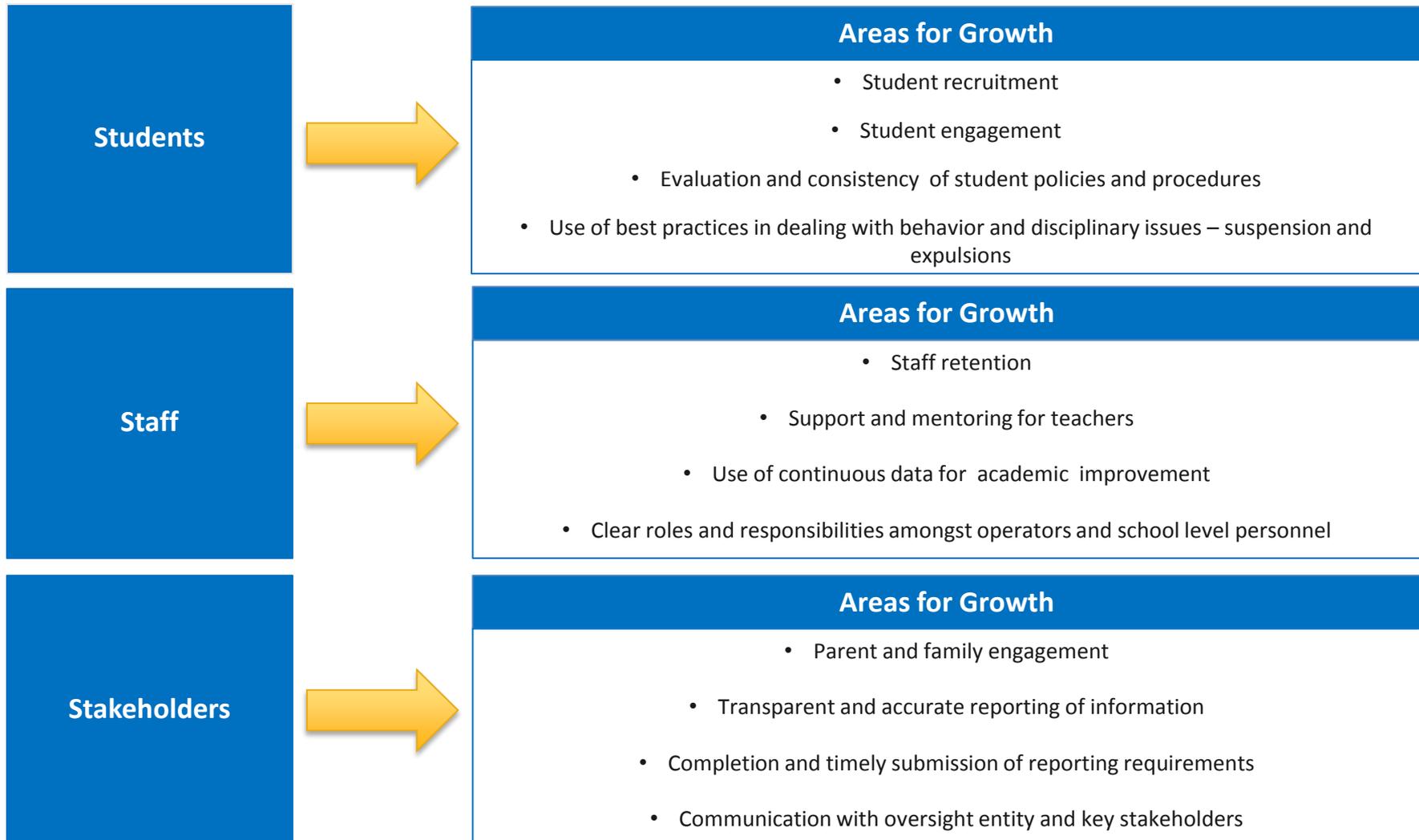
## Culture

- The schools are promoting a culture that emphasizes support and mutual respect amongst students.
- The schools are promoting a culture of success and high standards to encourage students to strive for excellence.
- Professional development opportunities have been put in place to support the growth of teachers.

The *Turnaround Academies* have shown *academic gains* since CSUSA and Tindley Accelerated Schools assumed operation in 2012-13. Students are now in *school environments* that are much more *conducive to learning and success*.



While the schools have shown improvement, there are still clear **areas for growth** that the schools should continue to **assess and strengthen**. The schools have received **recommendations and feedback** from OEI as well as Pensarus Consulting Services through **an external evaluation**.



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As *the end of the turnaround contract with the operators approaches*, it is critical that *a plan is implemented by the State Board of Education that addresses both the short-term and long-term trajectory of the turnaround schools.*

## *Transition Decision*

### *Community Investment*

Community stakeholders should be involved in conversations regarding the future of the schools

### *District Collaboration*

Collaboration and communication with the district is important to ensure efficient usage of resources and services

### *Sustainable Funding Model*

A funding model is necessary that will allow the schools to sustain and continue the progress made

### *Facilities Assessment*

An assessment of the facilities is necessary to determine capacity and utilization of space

### *Streamlined Oversight*

There should be one oversight entity of the schools that monitors and holds operators accountable

# Oversight Recommendations



*As the oversight entity of the **turnaround schools as of 2013-14**, the Mayor's Office of Education Innovation has found that there are **key components needed for effective oversight**.*

*The oversight entity should have the authority to hold operators and schools accountable*

*There should be clear processes, systems and structures for monitoring and accountability*

*The oversight entity should have regular access to school level personnel*

*The oversight entity should have regular access to the facility*

*The oversight entity should have the capacity and resources necessary to assess the schools*

*The oversight entity should monitor and assess the operators in all areas*

*The oversight entity should have access to student level and real time data*

*Channels for reporting and communication should be established to report concerns or issues*

*There should be a common performance evaluation system that is contract aligned*

*There should be clear and measurable metrics for performance goals*

*There should be clear expectations of operators and school level staff*

*There should be transparent and regular reporting to stakeholders*

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- **Next Steps**

- **Meet with Public Impact**
- **Review operator plans submitted to CECI**
- **Share additional recommendations and feedback**
- **Assist with implementation of recommendations**

**Questions?**