



**OFFICE of
EDUCATION INNOVATION**

Turnaround Schools Quarterly Assessment

11/5/14

*The Office of Education Innovation engaged in **site visits** and utilized **multiple tools** including the **Turnaround Academies Performance Framework, SBOE Monthly Report, and Master Calendar of Reporting Requirements** to evaluate the schools during the **first quarter of 2014-15**.*

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

The Office of Education Innovation *revised* some of the *tools utilized in assessing the performance of the schools after evaluating the 2013-14 academic year. The framework was revised for Core Question 3 to assess schools performance on a quarterly basis.*

Turnaround Performance Framework

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

- 3.1. Is the school leader strong in his or her academic and organizational leadership?
- 3.2. Is the turnaround operator knowledgeable and abides by contract and memorandum of understanding obligations, appropriate policies, systems and processes in its management of the school?
- 3.3. Does the turnaround operator comply with contract and memorandum of understanding obligations, and applicable laws relating to the safety and security of the facility?

2013-14 Quarterly Assessment

- Schools are assessed on each **indicator** within Core Question 3 and given an overall rating for performance
- On indicators 3.1, 3.2, and 3.3 of the framework, operators and schools are assessed each quarter and given one of the following overall ratings:
 - Exceeds standard
 - Meets standard
 - Approaching standard
 - Does not meet standard

2014-15 Quarterly Assessment

- Schools are assessed on the **sub-indicators** of each indicator in Core Question 3
- On indicators 3.1, 3.2, and 3.3 of the framework, the annual Accountability Report* will give operators and schools one of the following overall ratings:
 - Exceeds standard
 - Meets standard
 - Approaching standard
 - Does not meet standard

*The quarterly assessments will be used to determine the overall rating on indicators 3.1, 3.2, and 3.3 of the annual the Accountability Report.

Master Calendar of Reporting Requirements



The *Master Calendar of Reporting Requirements* was revised to include *State Board of Education* monthly report submission dates and *Indiana Department of Education* reporting deadlines.



October 2014

All documents listed for the month should be provided electronically by **October 1st** to 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 2013-14 school year
	DOE-ME Report
	DOE-TL Report
	DOE-TB Report

November 2014

	Quarterly financial statement for 9/30/2014
	Acuity A data for ELA, Math 3-8
	SBOE Monthly Report (please refer to SBOE calendar on the last page for specific dates)
	LAS Links Report
	DOE-GR Report
	DOE-NE Report
	DOE-CE Report
	DOE-ER Report

State Report Submission Dates 2014-15

All documents listed for the month should be submitted to the appropriate entity as stated by the Indiana Department of Education.

State Report	Final Submit Date (2014)	Final Submit Date (2015)
DOE-MF (Master File School/Directory)	September 5 th	
DOE-ES (Expulsion/Suspension)	September 5 th	
DOE-SP (School Personnel Number)	September 30 th	
DOE-ME (Membership)	October 3 rd	February 20 th
DOE-TL (ECA, ISTEP, ISTAR, IREAD)	October 20 th	January 15 th , February 23 rd , March 5 th , and April 30 th
DOE-TB (Textbook Reimbursement)	October 31 st	
DOE-GR (Graduates)	November 7 th	
DOE-NE (Non-Certified)	November 14 th	
DOE-CE (Certified Employee)	November 17 th	June 26 th
DOE-ER (Educator Evaluation Results)	November 15 th	

The information and data available allows for an assessment of certain indicators with a complete accountability report of each of the Turnaround Academies available at the end of 2015.

1.4. Is the school's attendance rate strong?	
The school:	
Attendance rate is greater than or equal to 95.0%	DNMS
Emma Donnan Middle School had an attendance rate of 90% when averaging the numbers reported via the State Board of Education monthly report for August and September.	

3.1. Is the school leader strong in his or her academic and organizational leadership?	
The school leader:	
Demonstrates sufficient academic and leadership experience	ES
Has stable leadership in key administrative positions	MS
Effectively communications with school staff, has clear systems for decision making and addresses areas for deficiency in a timely manner	ES
Abides by all policies, rules and regulations	MS
Has established clear roles and responsibilities among school staff	ES
Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner	ES
Effectively communicates the school's mission and vision to both internal and external stakeholders	MS
Informs and consults with the school's turnaround operator on key matters impacting the school and fosters shared accountability	ES

3.2. Is the turnaround operator knowledgeable and abides by contract and memorandum of understanding obligations, appropriate policies, systems and processes in its management of the school?

The turnaround operator:	
Effectively and regularly communicates with school leadership	MS
Effectively and regularly communicates with the Mayor's Office of Education Innovation	MS
Adheres to MOU and contract guidelines, and federal and state laws	MS
Holds the school leader accountable and works with the school leader to establish objectives, priorities, and goals	ES
Holds itself accountable for school performance	MS
Requests and disseminates information in a timely manner to key stakeholders	AS
Engages the school leader and staff in manners conducive to success	MS

3.3. Does the turnaround operator comply with contract and memorandum of understanding obligations, and applicable laws relating to the safety and security of the facility?

The turnaround operator:	
Complies with all health and safety requirements	MS
Ensures the facility is accessible to all students	MS
Maintains an updated safety management plan	MS
Has a facility that is well suited to meet the needs of students, faculty and the community	MS
Has a facility that is secure and safe	MS

The information and data available allows for an assessment of certain indicators with a complete accountability report of each of the Turnaround Academies available at the end of 2015.

1.4. Is the school's attendance rate strong?	
The school:	
Attendance rate is greater than or equal to 95.0%	DNMS
Thomas Carr Howe High School had an attendance rate of 73% which is an average of the data reported via the State Board of Education monthly report for August and September.	

3.1. Is the school leader strong in his or her academic and organizational leadership?	
The school leader:	
Demonstrates sufficient academic and leadership experience	AS
Has stable leadership in key administrative positions	MS
Effectively communications with school staff, has clear systems for decision making and addresses areas for deficiency in a timely manner	AS
Abides by all policies, rules and regulations	MS
Has established clear roles and responsibilities among school staff	AS
Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner	AS
Effectively communicates the school's mission and vision to both internal and external stakeholders	MS
Informs and consults with the school's turnaround operator on key matters impacting the school and fosters shared accountability	MS

3.2. Is the turnaround operator knowledgeable and abides by contract and memorandum of understanding obligations, appropriate policies, systems and processes in its management of the school?

The turnaround operator:	
Effectively and regularly communicates with school leadership	MS
Effectively and regularly communicates with the Mayor's Office of Education Innovation	MS
Adheres to MOU and contract guidelines, and federal and state laws	MS
Holds the school leader accountable and works with the school leader to establish objectives, priorities, and goals	ES
Holds itself accountable for school performance	MS
Requests and disseminates information in a timely manner to key stakeholders	AS
Engages the school leader and staff in manners conducive to success	MS

3.3. Does the turnaround operator comply with contract and memorandum of understanding obligations, and applicable laws relating to the safety and security of the facility?

The turnaround operator:	
Complies with all health and safety requirements	MS
Ensures the facility is accessible to all students	MS
Maintains an updated safety management plan	MS
Has a facility that is well suited to meet the needs of students, faculty and the community	AS
Has a facility that is secure and safe	AS

The information and data available allows for an assessment of certain indicators with a complete accountability report of each of the Turnaround Academies available at the end of 2015.

1.4. Is the school's attendance rate strong?

The school:

Attendance rate is greater than or equal to 95.0%

DNMS

Emmerich Manual High School had an attendance rate of 76% when averaging the numbers reported via the State Board of Education monthly report for August and September.

3.1. Is the school leader strong in his or her academic and organizational leadership?

The school leader:

Demonstrates sufficient academic and leadership experience

ES

Has stable leadership in key administrative positions

MS

Effectively communications with school staff, has clear systems for decision making and addresses areas for deficiency in a timely manner

AS

Abides by all policies, rules and regulations

MS

Has established clear roles and responsibilities among school staff

AS

Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner

AS

Effectively communicates the school's mission and vision to both internal and external stakeholders

AS

Informs and consults with the school's turnaround operator on key matters impacting the school and fosters shared accountability

MS

3.2. Is the turnaround operator knowledgeable and abides by contract and memorandum of understanding obligations, appropriate policies, systems and processes in its management of the school?

The turnaround operator:	
Effectively and regularly communicates with school leadership	MS
Effectively and regularly communicates with the Mayor's Office of Education Innovation	MS
Adheres to MOU and contract guidelines, and federal and state laws	MS
Holds the school leader accountable and works with the school leader to establish objectives, priorities, and goals	MS
Holds itself accountable for school performance	MS
Requests and disseminates information in a timely manner to key stakeholders	AS
Engages the school leader and staff in manners conducive to success	MS

3.3. Does the turnaround operator comply with contract and memorandum of understanding obligations, and applicable laws relating to the safety and security of the facility?

The turnaround operator:	
Complies with all health and safety requirements	MS
Ensures the facility is accessible to all students	MS
Maintains an updated safety management plan	MS
Has a facility that is well suited to meet the needs of students, faculty and the community	MS
Has a facility that is secure and safe	MS

Arlington High School: Quarter 1, 2014-15

The information and data available allows for an assessment of certain indicators with a complete accountability report of each of the Turnaround Academies available at the end of 2015.

1.4. Is the school's attendance rate strong?	
The school:	
Attendance rate is greater than or equal to 95.0%	DNMS
Arlington High School had an attendance rate of 74% which is an average of the data reported via the State Board of Education monthly report for August and September.	

3.1. Is the school leader strong in his or her academic and organizational leadership?	
The school leader:	
Demonstrates sufficient academic and leadership experience	ES
Has stable leadership in key administrative positions	AS
Effectively communications with school staff, has clear systems for decision making and addresses areas for deficiency in a timely manner	MS
Abides by all policies, rules and regulations	MS
Has established clear roles and responsibilities among school staff	MS
Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner	MS
Effectively communicates the school's mission and vision to both internal and external stakeholders	MS
Informs and consults with the school's turnaround operator on key matters impacting the school and fosters shared accountability	MS

Arlington High School: Quarter 1, 2014-15

3.2. Is the turnaround operator knowledgeable and abides by contract and memorandum of understanding obligations, appropriate policies, systems and processes in its management of the school?

The turnaround operator:	
Effectively and regularly communicates with school leadership	MS
Effectively and regularly communicates with the Mayor's Office of Education Innovation	MS
Adheres to MOU and contract guidelines, and federal and state laws	MS
Holds the school leader accountable and works with the school leader to establish objectives, priorities, and goals	MS
Holds itself accountable for school performance	MS
Requests and disseminates information in a timely manner to key stakeholders	DNMS
Engages the school leader and staff in manners conducive to success	AS

3.3. Does the turnaround operator comply with contract and memorandum of understanding obligations, and applicable laws relating to the safety and security of the facility?

The turnaround operator:	
Complies with all health and safety requirements	MS
Ensures the facility is accessible to all students	MS
Maintains an updated safety management plan	MS
Has a facility that is well suited to meet the needs of students, faculty and the community	MS
Has a facility that is secure and safe	MS

Turnaround Academies Performance Framework



Overall Feedback and Recommendations: Quarter 1, 2014-15

OEI provides feedback and recommendations to operators and school leadership in the quarterly assessments which are based on the performance of the schools during the first quarter (July-September).

Areas of Strength

- Stable and supportive leadership
- Strong commitment from teachers and staff to the success students
- Use of data for continuous improvement and professional development
- Responsiveness to feedback and collaboration
- Curriculum development and implementation
- Safety and security
- Engagement of parents, families and the community

Areas for Growth

- Submission of documentation to key stakeholders
- Timely communication with key stakeholders
- Communication of critical information to school staff
- Establishing clear roles and responsibilities for staff
- Student attendance and engagement
- Retention of staff
- Academic rigor and instruction
- Engagement of parents, families and community



OFFICE of EDUCATION INNOVATION

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

2014 – 2015

Office of the Mayor
2501 City-County Building
200 East Washington Street
Indianapolis, Indiana 46202
Telephone: 317.327.3601
www.indy.gov/oei

Overview

The following calendar includes deadlines for submitting key information to the Office of Education Innovation (OEI) during the 2014-2015 school year. The requirements outlined in this calendar are not all-inclusive and are subject to change. OEI will attempt to notify schools of changes in the calendar and/or reporting requirements and will give a reasonable period of time to meet any altered deadlines for providing information that the OEI requires. Required reports are listed based on the month due, and are no longer organized by framework area.

All reporting requirements should be sent electronically by the 1st of each month to the OEI Compliance e-mail account at OEICompliance@indy.gov. Please note that if information is received more than a week after the 1st, OEI reserves the right to take the following actions:

- 1) First occurrence: OEI will internally document and discuss the occurrence during the subsequent compliance meeting.
- Second and subsequent occurrences: OEI will utilize the turnaround quarterly assessment to formally document and report the occurrences.

August 2014

All documents listed for the month should be provided electronically by **August 1st** to OEICompliance@indy.gov.

	SBOE Monthly Report (July 1 st - July 31 st)
	Updated employee spreadsheet noting new hires, resignations, license numbers including expiration dates, permits and verification of background checks using attached template
	Organizational chart for 2014-15 school year (including all levels of school personnel)
	Submit a copy of updated personnel policies and procedures handbook/manual for 2014-15
	School calendar for 2014-15 school year
	School-Specific educational goal target percentages for the 2014-2015 school year
	Master schedule including teacher classroom assignments
	Assessment calendar for 2014-15 school year
	Indiana Department of Education approved 2014-15 SIG Application
	Submit a copy of 2014-2015 School Handbooks (including employee handbook & student/family handbook)
	Community events calendar/dates for 2014-2015

September 2014

All documents listed for the month should be provided electronically by **September 1st** to OEICompliance@indy.gov.

	SBOE Monthly Report (August 1 st - August 31 st)
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October 2014

All documents listed for the month should be provided electronically by **October 1st** to OEICompliance@indy.gov.

	SBOE Monthly Report (September 1 st – September 30 th)
	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

November 2014

All documents listed for the month should be provided electronically by **November 1st** to OEICompliance@indy.gov.

	SBOE Monthly Report (October 1 st – October 31 st)
	Quarterly financial statement for 9/30/2014
	Acuity A data for ELA, Math 3-8

December 2014

All documents listed for the month should be provided electronically by **December 1st** to OEICompliance@indy.gov.

	SBOE Monthly Report (November 1 st – November 30 th)
	Acuity A for Algebra I / ECA English 10

January 2015

All documents listed for the month should be provided electronically by **January 1st** to OEICompliance@indy.gov.

	SBOE Monthly Report (December 1 st – December 31 st)
	Updated employee spreadsheet noting new hires, resignations, license numbers including expiration dates, permits and verification of background checks using attached template
	Excel copy of DOE-GR Graduation Report submitted to the IDOE for 2013 graduates
	ISTEP+, ECA and I-READ testing schedules for all grades / teachers
	Written documentation of recruitment strategies, application procedures, enrollment processes
	Any necessary School-specific Educational Goal benchmark data

February 2015

All documents listed for the month should be provided electronically by **February 1st** to OEICompliance@indy.gov.

	SBOE Monthly Report (January 1 st – January 31 st)
	Quarterly Financial Statements for 12/31/14

March 2015

All documents listed for the month should be provided electronically by **March 1st** to OEICompliance@indy.gov.

	SBOE Monthly Report (February 1 st – February 28 th)
	Updated employee spreadsheet noting new hires, resignations, license numbers including expiration dates, permits and verification of background checks using attached template
	Electronic copy of DOE-SE Special Education Report submitted to the IDOE
	Any necessary School-specific Educational Goal benchmark data
	Excel version of DOE-ME Report 2 (February count information)

April 2015

All documents listed for the month should be provided electronically by **April 1st** to OEICompliance@indy.gov.

	SBOE Monthly Report (March 1 st – March 31 st)
	Updated employee spreadsheet noting new hires, resignations, license numbers including expiration dates, permits and verification of background checks using attached template

May 2015

All documents listed for the month should be provided electronically by **May 1st** to OEICompliance@indy.gov.

	SBOE Monthly Report (April 1 st – April 31 st)
	Quarterly financial statement for 3/31/2015
	Projected budget for upcoming fiscal year which begins July 1 st , including number of enrolled students upon which the budget is based
	Acuity C Algebra I / English 10



June 2015

All documents listed for the month should be provided electronically by **June 1st** to OEICompliance@indy.gov.

	SBOE Monthly Report (May 1 st – May 31 st)
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