



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 2014-15 school year.	<ul style="list-style-type: none"> Student attendance 	<ul style="list-style-type: none"> 81.60% (based on FY 14) 	<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 2014-15 school year.	<ul style="list-style-type: none"> Staff attendance 	<ul style="list-style-type: none"> 93.8% (based on FY 14) 	<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"> 999 events led to OSS (based on FY 13) 	<ul style="list-style-type: none"> <54% (1827) 	<ul style="list-style-type: none"> Monthly problem solving on ODR resolutions. Re-teaching and Re-directing opportunities through instructional In-School Program 	<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
<p>Goal 5 – TRCCA will reduce % of students who are under-credited by 10% from previous year.</p>	<ul style="list-style-type: none"> Graduation rate 	<p>Baseline</p> <ul style="list-style-type: none"> 10th – 67% 11th – 52% 12th – 56% <p>2014</p> <ul style="list-style-type: none"> 10th – 43.75% 11th – 36% 12th – 28% <p>*Yellow shading – Includes students who transferred in at the end of last year from other schools; some had inaccurate transcripts</p>	<ul style="list-style-type: none"> 10th – 57% 11th - 42% 12th – 46% 	<ul style="list-style-type: none"> Relentlessly acquire accurate transcripts for students transferring into TRCCA 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
<p>Goal 6 – TRCCA will have a graduation rate of at least 73%.</p>	<ul style="list-style-type: none"> Graduation rate 	<ul style="list-style-type: none"> 47% <p><u>2013</u></p> <ul style="list-style-type: none"> 41.3% <p><u>2014</u></p> <ul style="list-style-type: none"> 54.4% 	<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

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 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) <u>2014</u> <ul style="list-style-type: none"> 77% 	<ul style="list-style-type: none"> 65% 	<ul style="list-style-type: none"> Continue 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 – 22.4% (+2.2%) Grade 7 SS – 20% Grade 8 ELA – 29.6% (+5.8%) Grade 8 Math – 23.6% (+9.1%) <p><u>TRCCA 2014</u></p> <ul style="list-style-type: none"> Grade 7 ELA – 37.7% (+9.1%) Grade 7 Math – 20.4% (-2.4%) Grade 7 SS – 25% (+5%) Grade 8 ELA – 38.5% (+8.9%) Grade 8 Math – 22.7% (+9.9%) 	<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 – 13.3% Grade 10 Eng 10 – 23.8% <p><u>TRCCA 2013</u> First time test takers)</p> <ul style="list-style-type: none"> Grade 9 Algebra I – 31.4% (+18.1) Grade 10 Eng 10 – 24% (+.2%) 	<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*	October, 2014	<ul style="list-style-type: none"> 579 students are actively enrolled as of October 24th 	<ul style="list-style-type: none"> Families are relocating to cities outside of Gary and Indiana, which directly impacts student enrollment 	<ul style="list-style-type: none"> Retention of current student population and recruitment of new students as a result of positive climate and culture changes due to implementation of our strategic recruitment plan and aggressive enrollment campaign facilitated by our Student Enrollment Coordinator & team 	<ul style="list-style-type: none"> Student Coordinator & Enrollment team to collaborate with community stakeholders to monitor recruitment implementation plan 	<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*	October, 2014	<ul style="list-style-type: none"> • ADA – 83.28% • 7.9% mobility YTD • Enrolled – 579 	<ul style="list-style-type: none"> • Transportation: The threat of lack of transportation provided by Illinois Central to all Gary area schools could negatively impact student attendance during the normal school day and after school where students take full advantage of tutoring, athletics, and club activities 	<ul style="list-style-type: none"> • Students generally enjoy and are eager to come to a safe and respectable learning environment. • Student voice is welcomed and encouraged. • School spirit and pride are increasing as a result of the frequency of participation in the educational process, clubs, activities and athletics. 	<ul style="list-style-type: none"> • Monthly problem solving meetings to discover root causes of absences (transportation, transfer, other) • Truancy officer will continue to take a proactive role in collaborating with the Gary PD on decreasing truancy • Adhere to truancy referral procedures outlined by TRCCA Administration and as 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*	October, 2014	<ul style="list-style-type: none"> Behavior: 295 incidents led to an OSS Drugs: 3 Attendance: 4 	<ul style="list-style-type: none"> We are experiencing an increase in the transferees with extensive discipline records from other area schools Students are transferring to TRCCA in lieu of expulsion from other schools which is increasing our Alternative Ed student population 	<ul style="list-style-type: none"> Maintenance of a healthy learning environment despite behavioral challenges of new students Many students have own tools to redirect themselves and take advantage of counseling and social work services 	<ul style="list-style-type: none"> Deploy VIP program to recognize and reward good behavior Learning Coaches and teachers will continue to work with students using PBS strategies and demonstration of Core Values, Procedures, Expectations and Routines Admin conduct monthly data analysis and problem solving of ODR data for each grade level 	<ul style="list-style-type: none"> Safe and healthy students Use of data for continuous improvement

Indicator	Date	Data/Comments	Challenges	Successes	Next steps	Turnaround Principle Alignment
Student Expulsions*	October, 2014	<ul style="list-style-type: none"> Behavior: 0 Drugs: 0 Attendance: 0 Other (explain): NA 	<ul style="list-style-type: none"> Increase number of students transferring in with severe behavioral challenges from area schools who were up for expulsion; continued behavior may increase our expulsion rate 	<ul style="list-style-type: none"> TRCCA has an alternative education program for students in lieu of expulsion that has been successfully managed 	<ul style="list-style-type: none"> Assess any serious discipline issues that may arise on a case-by-case basis and assign students to alternative education for expellable offenses as appropriate and if necessary. Expulsion hearings as necessary 	<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	October, 2014	<ul style="list-style-type: none"> 96.7% 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Engaged staff who enjoy working with our student population Consistent PD and growth 	<ul style="list-style-type: none"> Public acknowledgment and incentives for perfect attendance 	<ul style="list-style-type: none"> Effective teachers Strong leadership
Staff Retention	October, 2014	<ul style="list-style-type: none"> New Hires: 4 Resignations: 1 Terminations: 1 	<ul style="list-style-type: none"> Competing with neighboring charter schools and Chicago Public Schools for A-list teachers 	<ul style="list-style-type: none"> All teaching positions filled Counseled out low performing teacher 	<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	October, 2014	<ul style="list-style-type: none"> PD Schedule Attached 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> 100% of staff actively participate in pd Teachers are willing and see the value of implementing strategies and key learnings from pd Strong culture of adult learning 	<ul style="list-style-type: none"> Leadership team will continue to prioritize topics and differentiate pd based on school/district priorities and staff/student needs 	<ul style="list-style-type: none"> Strong leadership
Administrative Support of Instruction Time spent in Support	October, 2014	<ul style="list-style-type: none"> Administrators conducted 26 classroom Observations 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Principal participated in the annual EdisonLearning 	<ul style="list-style-type: none"> Admin adhere to and modify (as necessary) classroom 	<ul style="list-style-type: none"> Strong leadership

Indicator	Date	Data/Comments	Challenges	Celebrations	Next steps	Turnaround Principle Alignment
<p>of Instruction through Professional Development/ Observation/ Collaboration/Evaluation</p>		<p>and conference with teachers to provide real time feedback and strategic coaching</p> <ul style="list-style-type: none"> Administrators deliver and actively participate in weekly pd 		<p>Development Academy for all HQ, Field and Site based leaders</p> <ul style="list-style-type: none"> All staff have received authentic feedback 	<p>observation schedule, feedback loops and coaching conversations</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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Attendance/Membership Summary Report

Start/End Date: 10/01/2014 - 10/24/2014 School(s): 1 Calendar(s): 3

Grade: 07, 08, 09, 10, 11, 12, 13

SUMMARY Total Schools: 1 Total Calendars: 3

Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences Days	Avg. Daily	Percent In Attendance	
07	53	913	152.25	760.75	50.72	42.26	99.11	5.52	83.32%	
08	90	1535	212.45	1322.55	85.29	73.46	148.29	8.23	86.16%	
09	141	2415	359.95	2055.05	134.17	114.21	245.42	13.67	85.10%	
10	108	1880	239.72	1640.28	104.44	91.13	181.55	10.08	87.25%	
11	106	1813	330.75	1482.25	100.72	82.36	279.58	15.58	81.76%	
12	65	1142	220.65	921.35	63.45	51.23	210.39	11.68	80.68%	
13	34	585	208.37	376.63	32.49	20.95	207.50	11.52	64.38%	
Total	7	597	10283	1724.14	8558.86	571.28	475.60	1371.84	76.28	83.23%

School: Theodore Roosevelt CCA Calendar: 14-15Theodore Roosevelt CCA JR

Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences Days	Avg. Daily	Percent In Attendance	
07	53	913	152.25	760.75	50.72	42.26	99.11	5.52	83.32%	
08	88	1503	207.33	1295.67	83.51	71.97	143.17	7.94	86.21%	
Total	2	141	2416	359.58	2056.42	134.23	114.23	242.28	13.46	85.12%

School: Theodore Roosevelt CCA Calendar: 14-15Theodore Roosevelt CCA SR

Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences Days	Avg. Daily	Percent In Attendance	
09	136	2347	330.64	2016.36	130.39	112.05	225.11	12.54	85.91%	
10	103	1806	218.58	1587.42	100.33	88.19	165.41	9.19	87.90%	
11	102	1769	310.24	1458.76	98.28	81.05	259.07	14.44	82.46%	
12	63	1117	209.79	907.21	62.06	50.44	199.53	11.08	81.22%	
13	34	585	208.37	376.63	32.49	20.95	207.50	11.52	64.38%	
Total	5	438	7624	1277.62	6346.38	423.55	352.68	1056.62	58.77	83.24%

School: Theodore Roosevelt CCA Calendar: 14-15Theodore Roosevelt Alt. E

Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences Days	Avg. Daily	Percent In Attendance	
07	0	0	0.00	0.00	0.00	0.00	0.00	0.00	N/A	
08	2	32	5.12	26.88	1.78	1.49	5.12	0.29	84.00%	
09	5	68	29.31	38.69	3.78	2.16	20.31	1.13	56.90%	
10	5	74	21.14	52.86	4.11	2.94	16.14	0.89	71.43%	
11	4	44	20.51	23.49	2.44	1.31	20.51	1.14	53.39%	
12	2	25	10.86	14.14	1.39	0.79	10.86	0.60	56.56%	
Total	6	18	243	86.94	156.06	13.50	8.69	72.94	4.05	64.22%

TRCCA Weekly PD Plan

October 6, 2014

Day/Time	Audience	Strand/ Topic	Facilitator(s)	Objective	Location/ Bring
Monday October 6 PD Period	Instructional Teams	LE	Lead Teacher	See agenda for outcomes	Team Meeting Rooms
Tuesday October 7 PD Period	Instructional Teams	P & C	Academy Di- rector/Lead	See agenda for outcomes	Team Meeting Rooms
Wednesday October 8 PD Period	Instructional Teams	SAFS	Marcus Jeffer- son	Truancy up- date	Team Meeting Room
Thursday October 9 PD Period	Instructional Teams	AFL	Donna Henry	To identify the data analysis process	Team Meeting Rooms
Friday October 10 PD Period	Instructional Staff	P&C	Academy Director	See agenda for outcomes	Team Meeting Rooms

-Reminder of Meeting Norms-

Be on time; Be prepared; Be fully present and engaged; Take notes; Silence technology; Eliminate sidebar conversations; Plan to act on new learning; Bring an open mind and positive attitude

Facilitators—Remember to keep an agenda, sign in sheets and handouts for your PD binder

TRCCA Weekly PD Plan

October 13, 2014

Day/Time	Audience	Strand/ Topic	Facilitator(s)	Objective	Location/ Bring
Monday October 13 PD Period	Instructional Teams	LE	Lead Teacher	See agenda for outcomes	Team Meeting Rooms
Tuesday October 14 PD Period	Instructional Teams	P & C	Academy Di- rector/Lead	See agenda for outcomes	Team Meeting Rooms
Wednesday October 15 PD Period	Instructional Teams	SAFS	SAFS Team	See agenda for outcomes	Team Meeting Room
Thursday October 16 PD Period	Instructional Teams	P&C	Lead Teacher	See agenda for outcomes	Team Meeting Rooms
Friday October 17 PD Period	Instructional Staff	P&C	Academy Director	See agenda for outcomes	Team Meeting Rooms

-Reminder of Meeting Norms-

Be on time; Be prepared; Be fully present and engaged; Take notes; Silence technology; Eliminate sidebar conversations; Plan to act on new learning; Bring an open mind and positive attitude

Facilitators—Remember to keep an agenda, sign in sheets and handouts for your PD binder

TRCCA Weekly PD Plan

October 20, 2014

Day/Time	Audience	Strand/ Topic	Facilitator(s)	Objective	Location/ Bring
Monday October 20 PD Period	Instructional Teams	AGK	Donna Henry	To understand how to pull and read iReady data	A228
Tuesday October 21 PD Period	Instructional Teams	P & C	Academy Director/Lead	See agenda for outcomes	Team Meeting Rooms
Tuesday October 21 3:45-4:45	Leadership Team	Leadership	Donna Henry	See agenda for outcomes	Leadership Room
Wednesday October 22 PD Period	Instructional Teams	SAFS	SAFS Team	See agenda for outcomes	Team Meeting Room
Thursday October 23 PD Period	Instructional Teams	P&C	Lead Teacher	See agenda for outcomes	Team Meeting Rooms
Friday October 24 PD Period	Instructional Staff	P&C	Academy Director	See agenda for outcomes	Team Meeting Rooms

-Reminder of Meeting Norms-

Be on time; Be prepared; Be fully present and engaged; Take notes; Silence technology; Eliminate sidebar conversations; Plan to act on new learning; Bring an open mind and positive attitude

Facilitators—Remember to keep an agenda, sign in sheets and handouts for your PD binder

October 2014 TRCCA Student Support Team College-Related Activities

DATE ACTIVITY

- 10/4 Indiana U Northwest Field Trip: "The Cooler Bandits" movie screening (film designed to motivate our young men to strive for success)
- 10/6 to 10/10 Anti-Bullying Week: The week consisted of bullying education guidance lessons for all students & staff; as well as a culminating anti-bullying assembly featuring Mr. Mojo of MojoUP!, a nationally known motivational speaker. *not college related, but important
- 10/7 Indiana University-Bloomington visit to TRCCA
- 10/8 Senior Parent Night: Parents received their student's most recent transcript evaluation; ISM College Planning spoke about the importance of higher education and financial assistance toward that effort.
- 10/9 Purdue University West Lafayette College Tour
- 10/11 SAT administered at TRCCA (23 of 39 attended)
- 10/13 Indiana State University visit to TRCCA
- 10/15 Ball State University visit to TRCCA
PSAT administered at TRCCA to all 10th & 11th graders
- 10/22 Readistep administered at TRCCA to all 7th, 8th and 9th graders
- 10/24 Introduction to Indiana's College Application Day for all 12th graders
- 10/27 College Application Day (Seniors only)