



Turnaround Academy Oversight

Presentation to the State Board of Education

Agenda



Agenda Topics

State Board of Education petition

Rationale for the petition

Mayor's office oversight and results

Turnaround oversight

The Mayor has petitioned the SBOE for oversight of the Indianapolis turnaround school operators



Pursuant to IC 20-31-9.5 and PL 229-2011, SEC. 190, the Mayor of Indianapolis requests full oversight responsibility, under the direction of the State Board of Education, of the special management teams that operate the four turnaround academies in Indianapolis.



Thomas Carr Howe Community High School

Emmerich Manual High School

Emma Donnan Middle School



EdPower
Excellence without Exception



Arlington Community High School

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Minutes away and miles apart



Indianapolis will be a model for what is possible in urban education – a city where all students in every neighborhood have access to a high-quality education.

Depth of the Achievement Gap

- Indianapolis students fall drastically behind their more affluent Zionsville peers as early as 4th grade
- Even if the student is among those who graduate on time and pass the exit exam, the student will likely continue at a disadvantage – fewer than 4 percent of high school students in IPS passed an AP exam last year, compared to 57 percent in Zionsville¹



	4th Grade ISTEP+ Pass Rates ¹	Graduation ²	Graduates Passing AP Exam ²
Zionsville	91% pass	97% graduate	57% pass
IPS	51% pass	65% graduate	4% pass
Gap	40 percentage points	32 percentage points	53 percentage points

Source:

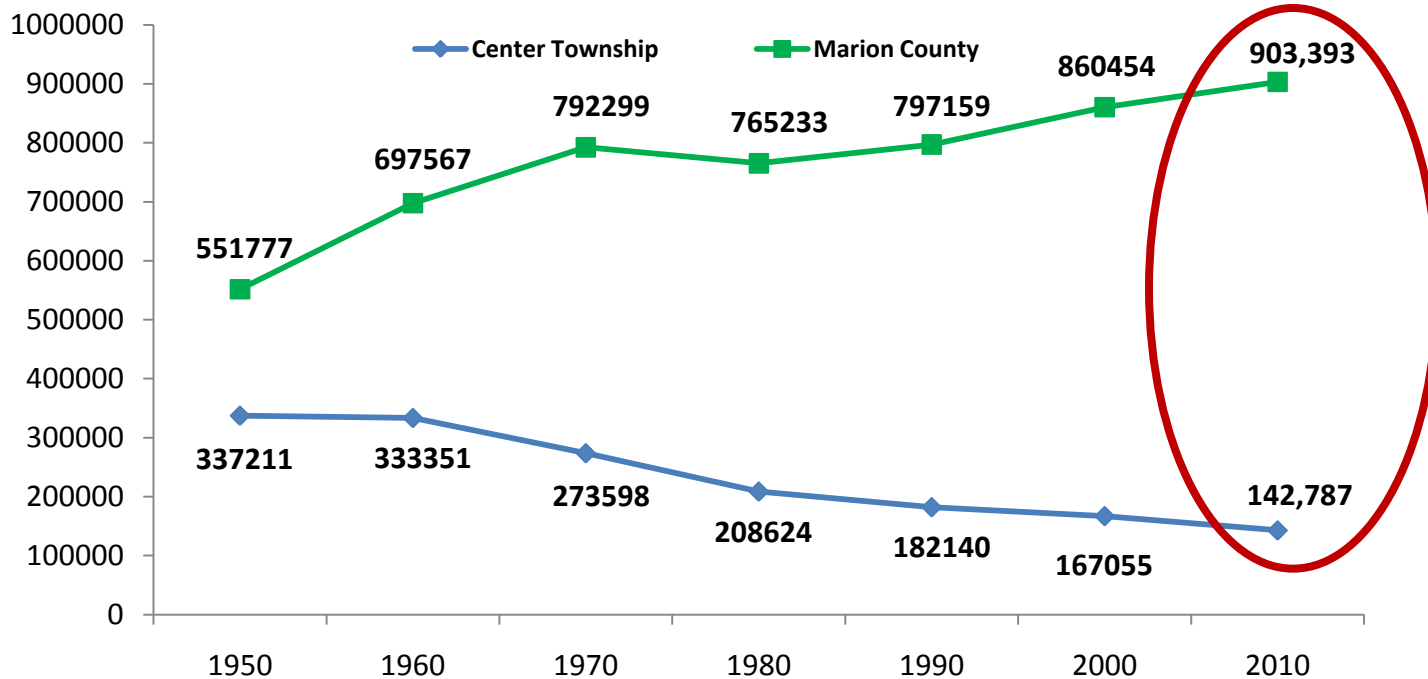
¹ <http://compass.doe.in.gov/>, 2012 ISTEP+ results

² <http://compass.doe.in.gov/>, 2010-2011 results

While Marion County grows, Center Township shrinks



Marion County Population Changes

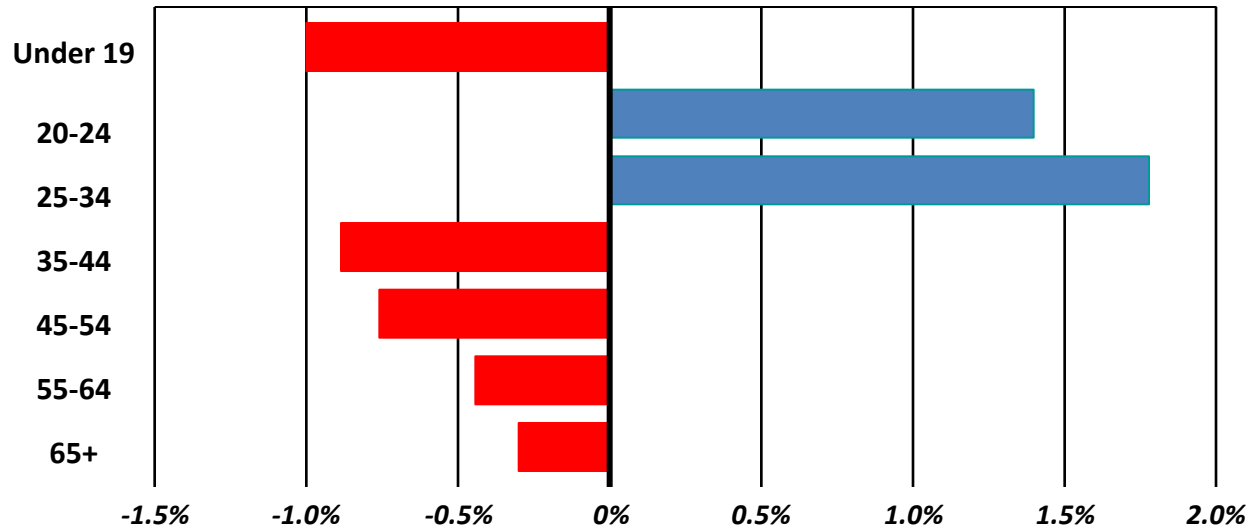


Marion County has seen substantial growth over the past 60 years (63%) but Center Township has decreased 58% during this same time period meaning the continued loss of valuable resources.

Families with school-aged children are leaving



Marion County Population by Age Relative to MSA*



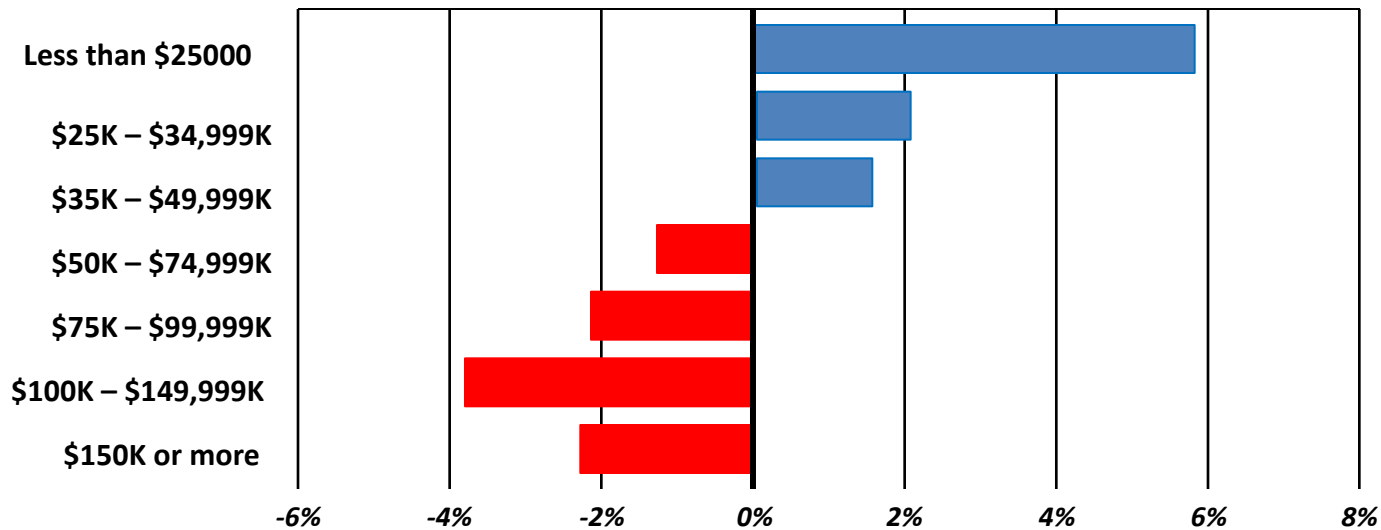
An exodus of residents with the highest income potential negatively impacts fiscal health and competitive position by causing tax revenues, social capital and political capital to decline.

**The bars show the difference between the share of each cohort in Marion County relative to the share in the MSA (e.g., Marion County has a nearly 1.5 percent higher share of 20-24 year olds than the MSA as a whole).*

We're losing tax revenue



Marion County Population by Income Relative to MSA



Given the population loss demographic and assuming this is attributable to education, the loss in tax revenue irrespective of depleted housing values, public safety and judicial costs, is **substantial**.

Rationale for the Mayor's petition



The Mayor and his Office of Education Innovation (OEI) staff are committed to the success of the students enrolled in the four Indianapolis turnaround academies.

Vision alignment

- The Mayor's vision is that every child will have access to a high-quality education
- OEI is a nationally recognized charter authorizer
- The Performance Framework provides rigorous standards and accountability for schools
- Mayor-sponsored charter schools outperform the Indianapolis average for academic performance

Local control

- The Mayor is directly accountable to citizens of Indianapolis for results
- Spans multiple administrations led by members of both parties
- The Mayor's office has a deeply invested interest in the success of these schools
- The Mayor's office has a proven track record of overseeing quality local schools

Local and statewide support

- Indiana Department of Education
- IPS school board members
- Bipartisan leaders of the Indianapolis City-County Council
- Turnaround operators

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The Mayor's research-based performance framework provides a reliable tool for evaluation



The Mayor's Performance Framework will be modified to effectively evaluate the turnaround academies and will serve as a tool to provide ongoing feedback resulting in improved academic outcomes.

Question 2: Is the school effective and well-run?

- Is the school in fiscal health?
- Are the school's student enrollment, attendance, and retention rates strong?
- Is there a high-level of parent satisfaction with the school?
- Is the school meeting its school-specific goals?

Question 1: Is the educational program a success?

- Is the school making adequate yearly academic progress?
- Are students making adequate gains over time?
- Is the school outperforming schools that the students would have been assigned to attend?
- Is the school meeting its school-specific educational goals?

Question 3: Is the school meeting its obligations?

- Is the school's building safe and conducive to learning?
- Has the school implemented a fair enrollment process?
- Are the school's special education files in compliance?
- Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?

Question 4: Are conditions for success provided?

- Does the school have a high-quality curriculum?
- Are the teaching processes consistent with the mission?
- Does the school effectively use learning standards and assessments to inform and improve instruction?
- Is ongoing communication with students and parents clear?

This robust oversight process includes regular meetings culminating in a yearly evaluation



Regular Meetings

- Staff meets with schools on a monthly basis
- Staff attends leadership and governance meetings
- Schools send in documents related to academics, finance, and school leadership



Annual Reports

- A formal written report is created for each school each year highlighting performance against the Mayor's Performance Framework
- This evaluation is shared with the school and published on the OEI website



External Evaluations

- Evaluators conduct a comprehensive audit of performance during the 2nd, 4th and 6th years
- Schools must create and execute specific plans that address identified gaps in performance in preparation for renewal

The framework results in transparent evaluations



Indianapolis Mayor's Office
Fourth Year Charter Review

Herron High School

April, 2010

SUMMARY OF FINDINGS HERRON HIGH SCHOOL

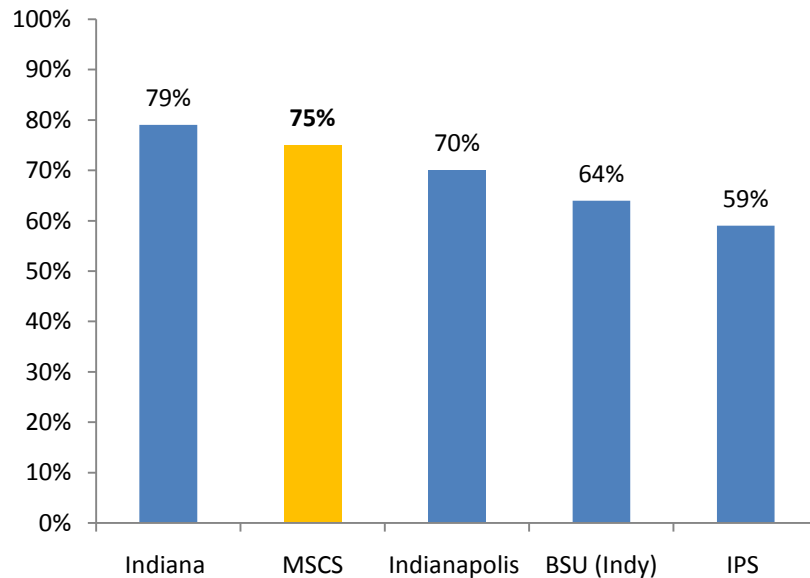
<i>Core Question 1: Is the educational program a success?</i>	<i>FINDING</i>
1.1. <i>Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?</i>	Exceeds standard
1.2. <i>Are students making substantial and adequate gains over time, as measured using value-added analysis?</i>	Not Evaluated ¹
1.3. <i>Is the school outperforming schools that the students would have been assigned to attend?</i>	Not Evaluated ³
1.4. <i>Is the school meeting its school-specific educational goals?</i>	Not Applicable ⁴
<i>Core Question 2: Is the organization effective and well-run?</i>	<i>FINDING</i>
2.1. <i>Is the school in sound fiscal health?</i>	Exceeds standard
2.2. <i>Are the school's student enrollment, attendance, and retention rates strong?</i>	Approaching Standard
2.3. <i>Is the school's board active and competent in its oversight?</i>	Exceeds standard
2.4. <i>Is there a high level of parent satisfaction with the school?</i>	Exceeds standard
2.5. <i>Is the school administration strong in its academic and organizational leadership?</i>	Exceeds standard
2.6. <i>Is the school meeting its school-specific organizational and management performance goals?</i>	Not Applicable ⁴
<i>Core Question 3: Is the school meeting its operations and access obligations?</i>	<i>FINDING</i>
3.1. <i>Has the school satisfactorily completed all of its organizational structure and governance obligations?</i>	Meets Standard
3.2. <i>Is the school's physical plant safe and conducive to learning?</i>	Meets Standard
3.3. <i>Has the school established and implemented a fair and appropriate pupil enrollment process?</i>	Meets Standard
3.4. <i>Is the school properly maintaining special education files for its special needs students?</i>	Approaching Standard
3.5. <i>Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?</i>	Not evaluated ²
<i>Core Question 4: Is the school providing the appropriate conditions for success?</i>	<i>FINDING</i>
4.1. <i>Does the school have a high-quality curriculum and supporting materials for each grade?</i>	Meets Standard
4.2. <i>Are the teaching processes (pedagogies) consistent with the school's mission?</i>	Meets Standard
4.3. <i>For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?</i>	Meets Standard
4.4. <i>Does the school effectively use learning standards and assessments to inform and improve instruction?</i>	Meets Standard
4.5. <i>Has the school developed adequate human resource systems and deployed its staff effectively?</i>	Meets Standard
4.6. <i>Is the school's mission clearly understood by all stakeholders?</i>	Meets Standard
4.7. <i>Is the school climate conducive to student and staff success?</i>	Meets Standard
4.8. <i>Is ongoing communication with students and parents clear and helpful?</i>	Meets Standard

In addition, Mayor-sponsored schools academically outperform other local options

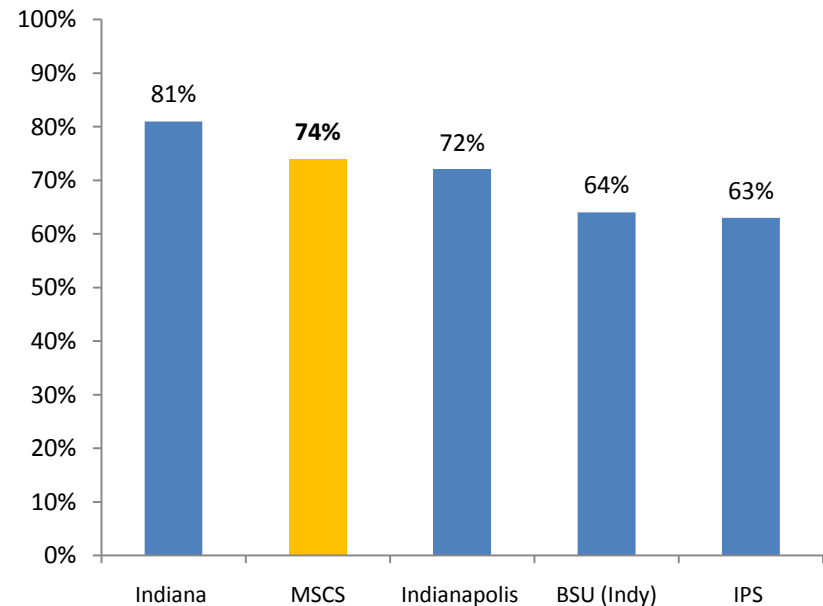


Students attending MSCS outperform IPS, charter schools in Indianapolis sponsored by Ball State, and the Indianapolis average in both ELA and math.

English Language Arts ISTEP Results 2012¹



Math ISTEP Results 2012²



Please note: The results for Mayor Sponsored Charter Schools do not include Fall Creek, Fountain Square, and The Project School as they were closed or not renewed.

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The Mayor's Performance Framework will build upon existing oversight efforts and benchmarks



Turnaround operators will be overseen by a Director of Turnaround Schools

Monitoring	Data Analysis	Reporting	Technical Assistance
<ul style="list-style-type: none">▪ Develop and refine protocol and metrics for conducting on-site monitoring that are aligned with leading indicators of school improvement▪ Conduct weekly site visits to assess for leading indicators of school improvement▪ Analyze and track data collected during site visits to identify trends▪ Write and present actionable feedback with turnaround academy leadership and work with them to modify their school improvement plan accordingly	<ul style="list-style-type: none">▪ Identify leading and lagging indicators of school improvement to be tracked regularly▪ Develop data tracking and analysis systems for identified indicators of school improvement▪ Collect leading and lagging indicator data from on-site monitoring, focus groups with family and community members, and student- and school-level data (e.g., attendance, ISTEP+)	<ul style="list-style-type: none">▪ Develop reporting structures that ensure data analysis results are easily and effectively communicated with turnaround academy leaders, State Board of Education members, and key stakeholder groups (e.g., family members, community members)▪ Disseminate regular, targeted updates to key stakeholder groups	<ul style="list-style-type: none">▪ Based on findings from site visits, feedback from community stakeholders, and state and federal school law, provide ongoing technical assistance to the turnaround academies

The Mayor's office is also committed to the additional statutory responsibilities of oversight



Statutory Responsibilities

Pursuant to IC 20-31-9.5 and PL 160-2012, SEC. 52, special management teams conduct a public meeting twice a year to provide a report concerning student achievement and the condition of school property

OEI will monitor the credentials of teachers employed by the special management teams as indicated by IC 20-28-5

Individuals employed by the special management teams are able to participate in either the state teachers' retirement fund (IC 5-10.4) or the public employees' retirement fund (IC 5-10.3)

Non-Statutory Responsibilities

OEI will report to the City-County Council's Community Affairs Committee twice a year to provide an update concerning student achievement and to provide any additional updates on the status of turnaround efforts

The Mayor's staff will work alongside community stakeholders to ensure the schools are successful

