



Turnaround Academies
SBOE Monthly Performance Report-Template

Core Question 1: Is the educational program a success?					
	Jul. 15	Aug. 15	Sept. 15	Comments	Next steps
Student Enrollment				▪	▪
Student Attendance				<ul style="list-style-type: none"> ▪ Dropouts: ▪ Tardies: ▪ Withdrawals: ▪ Other: 	▪
Student Suspensions				<ul style="list-style-type: none"> ▪ Attendance: ▪ Behavior: ▪ Drugs: ▪ Other: 	▪
Student Expulsions				<ul style="list-style-type: none"> ▪ Attendance: ▪ Behavior: ▪ Drugs: ▪ Other: 	▪
Other				▪	▪

Core Question 2: Is the organization in sound fiscal health?		
	Comments	Next steps
SIG Funding	▪	▪
Other	<ul style="list-style-type: none"> ▪ <i>Items that will be shared include:</i> <ul style="list-style-type: none"> • Annual Financial Audit • February Enrollment Variance • Quarterly Financial Statements 	▪

*Indianapolis will be a model for what is possible in urban education –
a city where every student in every neighborhood has access to a high-quality education*



Core Question 3: Is the organization effective and well-run?					
	Jul. 15	Aug. 15	Sept. 15	Comments	Next steps
Staff Attendance				▪	▪
Staff Retention				▪ New Hires: ▪ Resignations: ▪ Terminations:	▪

Core Question 4: Is the school providing the appropriate conditions for success?					
	Jul. 15	Aug. 15	Sept. 15	Comments	Next steps
IEP / 504 Plans				▪	▪
EL Students				▪	▪
Parent Engagement				▪	▪
Community Engagement				▪	▪

Other Key Information:

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OFFICE of EDUCATION INNOVATION

PERFORMANCE FRAMEWORK

for Turnaround Academies

2013 - 2014

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Overview

Core Question 1: Is the educational program a success?		Finding
1.1. Is the school’s academic performance meeting state expectation, as measured by Indiana’s accountability system?		
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model? (Does not apply to high schools grades)		
1.3. Is the school preparing students to graduate from high school on time, and preparing those students who have not graduated on time to graduate within 5 years, as measured by Indiana’s cohort graduation rate?		
1.4. Is the school providing an equitable education to students of all races and socioeconomic backgrounds?		
1.5. Is the school’s attendance rate strong?		
1.6. Is the school preparing students for college and careers?		
1.7. Is the school meeting its school-specific educational goals?		
Core Question 2: Is the organization in sound fiscal health?		Finding
2.1. Short term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?		
2.2. Does the organization demonstrate it has adequate financial management and systems?		
Core Question 3: Is the organization effective and well-run?		Finding
3.1. Is the school administration strong in its 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?		
Core Question 4: Is the school providing the appropriate conditions for success?		Finding
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?		
4.2. Are the teaching processes (pedagogies) consistent with the school’s mission?		
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?		
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?		
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?		
4.6. Is the school’s mission clearly understood by all stakeholders?		
4.7. Is the school climate conducive to student and staff success?		
4.8. Is ongoing communication with students and parents clear and helpful?		
4.9. Is there a high level of satisfaction with the school?		
4.10. Do the school’s special education files demonstrate that it is in legal compliance and is moving towards best practice?		
4.11. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?		

Core Question 1: Is the educational program a success?

1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?	
Does not meet standard	School has received an 'F' for the most recent school year.
Approaching standard	School has received a 'D' for the most recent school year.
Meets standard	School has received either a 'B' or 'C' for the most recent school year.
Exceeds standard	School has received an 'A' for the most recent school year.
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	
<i>Only applicable to schools serving students in any one or combination of grades 4-8.</i>	
Does not meet standard	Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).
Approaching standard	Results from the Indiana Growth Model indicate that 60.0-69.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).
Meets standard	Results from the Indiana Growth Model indicate that 70.0-79.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).
Exceeds standard	Results from the Indiana Growth Model indicate that at least 80.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).
1.3. Is the school preparing students to graduate from high school on time, and preparing those students who have not graduated on time to graduate within 5 years, as measured by Indiana's cohort graduation rate?	
Does not meet standard	School's 4-year graduation rate is below 70.0% and the school demonstrated less than a 5.0 percentage point increase from its 4-year to 5-year graduation rate.
Approaching standard	School's 4-year graduation rate is 70.0 - 79.9%, or the school demonstrated greater than OR equal to a 5.0 percentage point increase from its 4-year to 5-year graduation rate.
Meets standard	School's 4-year graduation rate is at 80.0 – 89.9%, or the school demonstrated greater than OR equal to 10.0 percentage point increase from its 4-year to 5-year graduation rate.
Exceeds standard	School's 4-year graduation rate is at least 90.0%, or the school demonstrated greater than OR equal to a 15.0 percentage point increase from its 4-year to 5-year graduation rate.
1.4. Is the school providing an equitable education to students of all races and socioeconomic backgrounds?	
Does not meet standard	School has more than 15% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
Approaching standard	School has no more than 15% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
Meets standard	School has no more than 10% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
Exceeds standard	School has no more than 5% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.

1.5. Is the school's attendance rate strong?	
Does not meet standard	School's attendance rate is less than 89.9%.
Approaching standard	School's attendance rate is greater than 90% and less than or equal to 94.9%.
Meets standard	School's attendance rate is greater than or equal to 95.0%.
1.6. Is the school preparing students for college and careers?	
Does not meet standard	Less than 30.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list
Approaching standard	30.0 – 39.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list; OR school demonstrates a 10% increase over the previous school year
Meets standard	40.0 – 49.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list
Exceeds standard	At least 50.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list
1.7. Is the school meeting its school-specific educational goals?	
Does not meet standard	TBD: Metrics determined based on school-specific educational goal, in conjunction with the school. School does not meet standard on either school-specific educational goal.
Approaching standard	TBD: Metrics determined based on school-specific educational goal, in conjunction with the school. School is 1) approaching standard on one school-specific educational goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, OR 3) meeting standard on one school-specific educational goal, while approaching standard on the second goal.
Meets standard	School has clearly met its school-specific educational goal. School is 1) meeting standard on both school-specific educational goals, OR 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.
Exceeds standard	TBD: Metrics determined based on school-specific educational goal, in conjunction with the school. School is exceeding standard on both school-specific educational goals.

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

2.1. Short Term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?	
Does not meet standard	The school presents significant concerns in more than one of the following areas: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default
Approaching standard	The school presents concerns in no more than one of the following areas: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default
Meets standard	The school demonstrates satisfactory performance in all areas identified: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default
2.2. Does the organization demonstrate it has adequate financial management and systems?	
Does not meet standard	The school presents concerns in the financial audit or financial reporting requirements
Approaching standard	The school presents concerns in either the financial audit or financial reporting requirements
Meets standard	The school does not present concerns in the financial audit or financial reporting requirements

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

3.1. Is the school leader strong in his or her academic and organizational leadership?	
Does not meet standard	The school leader presents concerns in a majority of the following areas with no evidence of a credible plan to address the issues: a) demonstration of sufficient academic and leadership experience; b) engagement in a continuous process of improvement and/or make mid-course corrections if needed; c) leadership stability in key administrative positions; d) adherence to policies, rules, and regulations including applicable federal and state laws; e) communication with school staff and clear systems for addressing address areas of deficiency in a timely manner; f) clarity of roles and responsibilities among school staff; g) consistency in providing information and consulting with the school’s turnaround operator; h) communication of the school’s mission and vision to both internal and external stakeholders.
Approaching standard	The school leader presents concerns in a minimal number of the following areas with no evidence of a credible plan to address the issues: a) demonstration of sufficient academic and leadership experience; b) engagement in a continuous process of improvement and/or make mid-course corrections if needed; c) leadership stability in key administrative positions; d) adherence to policies, rules, and regulations including applicable federal and state laws; e) communication with school staff and clear systems for addressing address areas of deficiency in a timely manner; f) clarity of roles and responsibilities among school staff; g) consistency in providing information and consulting with the turnaround operator; h) communication of the school’s mission and vision to both internal and external stakeholders.
Meets standard	The school leader: a) demonstrates sufficient academic and leadership experience; b) has stable leadership in key administrative positions; c) effectively communicates with school staff, has clear systems for decision-making and addresses areas of deficiency in a timely manner in accordance with requirements set forth by OEI; d) abides by all policies, rules and regulations including all applicable federal and state laws; e) has established clear roles and responsibilities among school staff; f) engages in continuous process of improvement and makes mid-course corrections if needed; g) effectively communicates the school’s mission and vision to both internal and external stakeholders; h) informs and consults with the school’s turnaround operator on key matters impacting the school and fosters a culture of shared accountability.
Exceeds standard	The school leader demonstrates exceptional academic and leadership experience, effectively communicates with all internal and external stakeholders, has clear processes for making timely decisions and is proactive in making mid-course directions if needed, and engages in a continuous process of consulting the turnaround operator on key matters impacting the school.
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?	
Does not meet standard	The turnaround operator presents concerns in a minimal number of the following areas with no evidence of a credible plan to address the issues: a) effective and regular communication with school leadership; b) effective and regular communication with the Mayor’s Office of Education Innovation; c) adherence to guidelines set forth in all contracts and memorandums of understanding and abides by applicable federal and state laws; d)

	working with the school leader to establish clear objectives, priorities, goals and holding the school leader accountable for student achievement and performance; e) holding itself accountable for the performance of the school under its operation; f) requesting and disseminating information in a timely manner to key stakeholders including but not limited to the school under its operation, Mayor’s Office of Education Innovation and the State Board of Education; g) engaging the school leader and staff in a manner that is conducive to the success of the school
Approaching standard	The turnaround operator presents concerns in a minimal number of the following areas with no evidence of a credible plan to address the issues: a) effective and regular communication with school leadership; b) effective and regular communication with the Mayor’s Office of Education Innovation; c) adherence to guidelines set forth in all contracts and memorandums of understanding and abides by applicable federal and state laws; d) working with the school leader to establish clear objectives, priorities, goals and holding the school leader accountable for student achievement and performance; e) holding itself accountable for the performance of the school under its operation; f) requesting and disseminating information in a timely manner to key stakeholders including but not limited to the school under its operation, Mayor’s Office of Education Innovation and the State Board of Education g) engaging the school leader and staff in a manner that is conducive to the success of the school.
Meets standard	The turnaround operator: a) effectively and regularly communicates with school leadership; b) effectively and regularly communicates with the Mayor’s Office of Education Innovation; c) adheres to guidelines set forth in all contracts and memorandums of understanding and abides by applicable federal and state laws; d) works with the school leader to establish clear objectives, priorities, goals and holds the school leader accountable for student achievement and performance; e) holds itself accountable for the performance of the school under its operation; f) requests and disseminates information in a timely manner to key stakeholders including but not limited to the operator’s school, Mayor’s Office of Education Innovation and State Board of Education; f) engages the school leader and staff in a manner that is conducive to the success of the school.
Exceeds standard	The turnaround operator is effective and engages in regular communication with school leadership and the Mayor’s Office of Education Innovation, has a clear understanding of and adheres to guidelines set forth in all contracts and memorandums of understanding while also abiding by applicable federal and state laws, works with the school leader to establish clear objectives, priorities, goals and holds the school leader accountable for student achievement and performance while holding itself accountable for the performance of the school under its operation and consistently requests and disseminates information on time to key stakeholders including but not limited to the operator’s school, Mayor’s Office of Education Innovation and State Board of Education, and engages all internal stakeholders in a manner that is conducive to the success 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?	
Does not meet standard	The school presents concerns in a majority of the following areas with the operator showing no evidence of a credible plan to address the issues: a) compliance with all health and safety requirements; b) ensuring the facility is accessible to all students; c) maintaining and updating, as needed, a safety and emergency management plan; d) a facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community; e) a facility that is secure and provides the necessary personnel to provide a safe environment for all.
Approaching standard	The school presents concerns in a minimal number of the following areas with the operator showing no evidence of a credible plan to address the issues: a) compliance with all health and safety requirements; b) ensuring the facility is accessible to all students; c) maintaining

	<p>and updating, as needed, a safety and emergency management plan; d) a facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community; e) a facility that is secure and provides the necessary personnel to provide a safe environment for all.</p>
<p>Meets standard</p>	<p>The school: a) complies with all health and safety requirements; b) ensures the facility is accessible to all students; c) maintains and updates, as needed, a safety and emergency management plan; d) has a facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community; e) has a facility that is secure and provides the necessary personnel to provide a safe environment for all.</p>

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

4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the curriculum does not align with the state standards; b) the school does not conduct systematic reviews of its curriculum to identify gaps based on student performance; c) the school does not regularly review scope and sequence to ensure presentation of content in time for testing; d) the sequence of topics across grade levels and content areas does not focus on core (prioritized) learning objectives; e) the staff lacks understanding and/or consensus as to how the curriculum documents and related program materials are used to effectively deliver instruction; f) there is a lack of programs and materials available to deliver the curriculum effectively.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the curriculum does not align with the state standards; b) the school does not conduct systematic reviews of its curriculum to identify gaps based on student performance; c) the school does not regularly review scope and sequence to ensure presentation of content in time for testing; d) the sequence of topics across grade levels and content areas does not focus on core (prioritized) learning objectives; e) the staff lacks understanding and/or consensus as to how the curriculum documents and related program materials are used to effectively deliver instruction; f) there is a lack of programs and materials available to deliver the curriculum effectively.
Meets standard	The school: a) curriculum aligns with the state standards; b) conducts systematic reviews of its curriculum to identify gaps based on student performance; c) the school regularly reviews scope and sequence to ensure presentation of content in time for testing; d) has a sequence of topics across grade levels and content areas that is prioritized and focuses on the core learning objectives; e) the staff understands and uniformly uses curriculum documents and related program materials to effectively deliver instruction; f) programs and materials are available to deliver the curriculum effectively.
4.2. Are the teaching processes (pedagogies) consistent with the school’s mission?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities, and learning needs; e) staff do not receive feedback on instructional practices.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities, and learning needs; e) staff do not receive feedback on instructional practices.
Meets standard	The school exhibits the following characteristics: a) the curriculum is implemented in the majority of classrooms according to its design; b) as delivered, instruction is focused on core learning objectives; c) the pace of instruction/lessons and content delivery possesses the appropriate rigor and challenge; d) instructional activities possess variety and/or use of

	differentiated strategies to engage a wide range of student interests, abilities, and learning needs; e) supplies sufficient feedback to staff on instructional practices.
4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the school's academic program lacks challenging coursework and/or rigorous job preparation programs (e.g., Advanced Placement courses, internships, independent study, industry certification programs) to prepare students for rigorous post-secondary opportunities; b) lack of high expectations to motivate and prepare students for post-secondary academic opportunities; c) insufficient material resources and personnel guidance available to inform students of post-secondary options; d) limited opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) the school does not meet Indiana Core 40 graduation standard requirements.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the school's academic program lacks challenging coursework and/or rigorous job preparation programs (e.g., Advanced Placement courses, internships, independent study, industry certification programs) to prepare students for rigorous post-secondary opportunities; b) lack of high expectations to motivate and prepare students for post-secondary academic opportunities; c) insufficient material resources and personnel guidance available to inform students of post-secondary options; d) limited opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) the school does not meet Indiana Core 40 graduation standard requirements.
Meets standard	The school: a) has challenging coursework and rigorous job preparation programs (e.g., Advanced Placement courses, internships, independent study, industry certification programs) to prepare students for rigorous post-secondary opportunities; b) has high expectations to motivate and prepare students for post-secondary academic opportunities; c) has sufficient material resources and personnel guidance available to inform students of post-secondary options; d) presents opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) meets or exceeds Indiana Core 40 graduation standard requirements.
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) standardized and/or classroom assessments are not accurate or useful measures of established learning standards/objectives; b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; d) there is limited frequency or use of assessments to inform instructional decisions effectively; e) assessment results are not used to guide instruction or make adjustments to curriculum.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) standardized and/or classroom assessments are not accurate or useful measures of established learning standards/objectives; b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; d) there is limited frequency or use of assessments to inform instructional decisions effectively; e) assessment results are not used to guide instruction or make adjustments to curriculum.
Meets standard	The school: a) utilizes standardized and/or classroom assessments are accurate and useful measures of established learning standards/objectives; b) distributes assessment results to classroom teachers in a timely and useful manner to influence instructional decisions; c) selects assessments that have sufficient variety to guide instruction for a wide range of student learning abilities; d) uses assessments with sufficient frequency to inform

	instructional decisions effectively; e) uses assessment results to guide instruction or make adjustments to curriculum.
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) standardized and/or classroom assessments are not accurate or useful measures of established learning standards/objectives; b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; d) there is limited frequency or use of assessments to inform instructional decisions effectively; e) assessment results are not used to guide instruction or make adjustments to curriculum.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) standardized and/or classroom assessments are not accurate or useful measures of established learning standards/objectives; b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; d) there is limited frequency or use of assessments to inform instructional decisions effectively; e) assessment results are not used to guide instruction or make adjustments to curriculum.
Meets standard	The school: a) utilizes standardized and/or classroom assessments are accurate and useful measures of established learning standards/objectives; b) distributes assessment results to classroom teachers in a timely and useful manner to influence instructional decisions; c) selects assessments that have sufficient variety to guide instruction for a wide range of student learning abilities; d) uses assessments with sufficient frequency to inform instructional decisions effectively; e) uses assessment results to guide instruction or make adjustments to curriculum.
4.6. Is the school's mission clearly understood by all stakeholders?	
Does not meet standard	The school presents significant concerns in <u>both</u> of the following areas: a) significant disagreements exist among stakeholders about the school's mission; b) there is a lack of widespread knowledge and commitment to the intentions of the school's mission.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) significant disagreements exist among stakeholders about the school's mission; b) there is a lack of widespread knowledge and commitment to the intentions of the school's mission.
Meets standard	The school: a) has a mission that is shared by all stakeholders; b) has stakeholders possessing widespread knowledge and commitment to the intentions of the school's mission.
4.7. Is the school climate conducive to student and staff success?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas with no evidence of a credible plan to address them: a) The school does not have clearly stated rules that enforce positive behavior; b) the school's discipline approach does not possess high expectations for student behavior; c) interactions between faculty and students are disrespectful and/or unsupportive and there are non-existing or unclear processes for resolution of conflicts; d) interactions between faculty and administration are unprofessional and/or unproductive.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas with no evidence of a credible plan to address it: a) The school does not have clearly stated rules that enforce positive behavior; b) the school's discipline approach does not possess high expectations for student behavior; c) interactions between faculty and students are disrespectful and/or unsupportive and there are non-existing or unclear processes for resolution of conflicts; d) interactions between faculty and administration are unprofessional and /or unproductive.
Meets standard	The school exhibits the following characteristics: a) the school has clearly stated rules that enforce positive behavior; b) the school's discipline approach possesses high expectations for student behavior; c) interactions between faculty and students are respectful and supportive

	and faculty and students are clear about processes for resolution of conflicts; d) interactions between faculty and administration are professional and constructive.
4.8. Is ongoing communication with students and parents clear and helpful?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) there is a lack of active and ongoing communication between the school and parents; b) school communication is neither timely nor relevant to the parental concerns; c) student academic progress and achievement reports are not clearly reported and/or misunderstood; d) the school's communication methods are not well-designed to meet the needs of a diverse set of parents (e.g., not communicating in parents' native languages, communicating only in writing when many parents cannot read, holding meetings at inconvenient times for parents).
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) there is a lack of active and ongoing communication between the school and parents; b) school communication is neither timely nor relevant to the parental concerns; c) student academic progress and achievement reports are not clearly reported and/or misunderstood; d) the school's communication methods are not well-designed to meet the needs of a diverse set of parents (e.g., not communicating in parents' native languages, communicating only in writing when many parents cannot read, holding meetings at inconvenient times for parents).
Meets standard	The school: a) has active and ongoing communication between the school and parents; b) utilizes communications that are both timely and relevant to the parental concerns; c) communicates student academic progress and achievement in reports that are understood by parents; d) the school's communication methods are designed to meet the needs of a diverse set of parents (e.g., communicating in parents' native languages, not communicating only in writing when many parents cannot read, holding meetings at convenient times for parents).
4.9. Is there a high level of parent satisfaction?	
Does not meet standard	Less than 70% of parents surveyed indicate that they are satisfied overall with the school
Approaching standard	More than 70% but less than 80% of parents surveyed indicate that they are satisfied overall with the school
Meets standard	More than 80% but less than 90% of parents surveyed indicate that they are satisfied overall with the school
Exceeds standard	At least 90% of parents surveyed indicate that they are satisfied overall with the school
4.10. Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice?	
Does not meet standard	The school's special education files present concerns in <u>two or more</u> of the following areas: (a) services outlined within Individualized Education Plans (IEPs) do not adequately match the exceptional needs of the student; (b) each need identified within the IEP does not have a corresponding goal and plan for assessment; (c) all goals are not rigorous or based on state or national learning standards; (d) evidence does not demonstrate that goals have evolved each year as the student developed; (e) specifically designed curriculum is not outlined
Approaching standard	The school's special education files present concerns in <u>one</u> of the following areas: (a) services outlined within Individualized Education Plans (IEPs) do not adequately match the exceptional needs of the student; (b) each need identified within the IEP does not have a corresponding goal and plan for assessment; (c) all goals are not rigorous or based on state or national learning standards; (d) evidence does not demonstrate that goals have evolved each year as the student developed; (e) specifically designed curriculum is not outlined
Meets standard	<u>All</u> of the following are evident in the school's special education files: (a) services outlined within Individualized Education Plans (IEPs) adequately match the exceptional needs of the student; (b) each need identified within the IEP has a corresponding goal and plan for assessment; (c) each goal is rigorous and is based on state and national learning standards;

	(d) explicit evidence exists to demonstrate that goals have evolved each year as the student develops; (e) specifically designed curriculum is outlined.
4.11. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	
Does not meet standard	The school is <u>not</u> fulfilling its legal obligations regarding ESL students, and requires substantial improvement in order to achieve conditions such as the following: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; relationships with students, parents, and external providers that are well-managed and comply with law and regulation.
Approaching standard	The school is <u>not yet completely</u> fulfilling all of its legal obligations regarding ESL students, and requires <i>some</i> (but not considerable) improvement to fully achieve conditions such as the following: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; relationships with students, parents, and external providers that are well-managed and comply with law and regulation.
Meets standard	The school is fulfilling its legal obligations regarding ESL students, as indicated by conditions such as the following: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; relationships with students, parents, and external providers that are well-managed and comply with law and regulation.

Expanded Criteria

Core Question 1: Is the educational program a success?

Overview

The Academic Performance Framework gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis.

The framework consists of seven indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and school-specific measures that capture how well the school is meeting its individual mission.

Collecting Evidence

In order to use the framework throughout the school year, OEI will need the following:

- IDOE Accountability Report Card
- ISTEP+ Results
- DOE-ME Reports
- Quarterly Attendance Reports
- Contract Benchmark & Formative Assessment Data
- Student Level Demographic Data

Evaluation

OEI will continue to evaluate and rate schools' performance on an annual basis against the academic performance framework. We will have regular meetings where we focus on the contract benchmark data and operators are expected to work with schools to monitor performance and make mid-course corrections as necessary.

Core Question 1: Is the educational program a success?

1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?	
Does not meet standard	School has received an 'F' for the most recent school year.
Approaching standard	School has received a 'D' for the most recent school year.
Meets standard	School has received either a 'B' or 'C' for the most recent school year.
Exceeds standard	School has received an 'A' for the most recent school year.

Grades are based on the final rating issued by the Indiana Department of Education, unless the school has received permission to be assessed under an alternate accountability model.

Data Sources for Indicator 1.1

- **Summative:** Accountability report card published by IDOE
- **Formative:** Contract benchmark data shared by school (e.g. NWEA, Acuity, DIBELS)

1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	
<i>Only applicable to schools serving students in any one or combination of grades 4-8.</i>	
Does not meet standard	Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).
Approaching standard	Results from the Indiana Growth Model indicate that 60.0-69.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).
Meets standard	Results from the Indiana Growth Model indicate that 70.0-79.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).
Exceeds standard	Results from the Indiana Growth Model indicate that at least 80.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).

Data Sources for Indicator 1.2

- **Summative:** Accountability report card published by IDOE
- **Formative:** Benchmark data shared by school (e.g. NWEA, Acuity, DIBELS)

1.3. Is the school preparing students to graduate from high school on time, and preparing those students who have not graduated on time to graduate within 5 years, as measured by Indiana's cohort graduation rate?	
Does not meet standard	School's 4-year graduation rate is below 70.0% and the school demonstrated less than a 5.0 percentage point increase from its 4-year to 5-year graduation rate.
Approaching standard	School's 4-year graduation rate is 70.0 - 79.9%, or the school demonstrated greater than OR equal to a 5.0 percentage point increase from its 4-year to 5-year graduation rate.
Meets standard	School's 4-year graduation rate is at 80.0 – 89.9%, or the school demonstrated greater than OR equal to 10.0 percentage point increase from its 4-year to 5-year graduation rate.
Exceeds standard	School's 4-year graduation rate is at least 90.0%, or the school demonstrated greater than OR equal to a 15.0 percentage point increase from its 4-year to 5-year graduation rate.

Data Sources for Indicator 1.3

- **Summative:** IDOE Graduation Rate Report
- **Formative:** Quarterly count of students on track to graduate with a waiver / certificate / type of diploma

1.4. Is the school providing an equitable education to students of all races and socioeconomic backgrounds?	
Does not meet standard	School has more than 15% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
Approaching standard	School has no more than 15% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
Meets standard	School has no more than 10% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
Exceeds standard	School has no more than 5% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.

This metric is only applicable to schools who have at least 10 or more students in more than 1 subcategory of race and has at least 10 students who are free/reduced lunch eligible and at least 10 students who are not eligible for free/reduced lunch.

Data Sources for Indicator 1.4

- **Summative:** Accountability Report Card published by IDOE in combination with DOE-ME / DOE-SR reports
- **Formative:** Benchmark Growth Data shared by school (e.g. NWEA, Acuity, DIBELS) in combination with DOE-ME / DOE-SR reports

1.5. Is the school's attendance rate strong?	
Does not meet standard	School's attendance rate is less than 89.9%.
Approaching standard	School's attendance rate is greater than 90% and less than or equal to 94.9%.
Meets standard	School's attendance rate is greater than or equal to 95.0%.

Data Sources for Indicator 1.5

- **Summative:** DOE-AT report
- **Formative:** SIS attendance average

1.6. Is the school preparing students for college and careers?	
Does not meet standard	Less than 30.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list
Approaching standard	30.0 – 39.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list; OR school demonstrates a 10% increase over the previous school year
Meets standard	40.0 – 49.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an

	approved list
Exceeds standard	At least 50.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list

1.7. Is the school meeting its school-specific educational goals?	
Does not meet standard	TBD: Metrics determined based on school-specific educational goal, in conjunction with the school. School does not meet standard on either school-specific educational goal.
Approaching standard	TBD: Metrics determined based on school-specific educational goal, in conjunction with the school. School is 1) approaching standard on one school-specific educational goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, OR 3) meeting standard on one school-specific education goal, while approaching standard on the second goal.
Meets standard	School has clearly met its school-specific educational goals. School is 1) meeting standard on both school-specific educational goals, OR 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.
Exceeds standard	TBD: Metrics determined based on school-specific educational goal, in conjunction with the school. School is exceeding standard on both school-specific education goals.

Schools will be assessed on two school-specific educational goals.

Data Sources for Indicator 1.7

- **Summative:** Determined by school with Director of Turnaround Schools and Academic Performance Analyst
- **Formative:** Determined by school with Director of Turnaround Schools and Academic Performance Analyst

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

Overview

The Financial Performance Framework gauges financial health while accounting for key financial reporting requirements.

The portion of the framework that tests a school's near term financial health is designed to depict the school's financial position and viability in the upcoming year and used to monitor progress quarterly. Schools meeting the desired standards demonstrate a low-risk of financial distress in the coming year. Schools that fail to meet the standards may currently be experiencing financial difficulties and/or are at high risk for financial hardship in the near term. These schools may require additional review and immediate corrective action on the part of the Mayor's Office.

Collecting Evidence

In order to use the framework each year, the Mayor's Office will need the following:

- Audited Statement of Net Assets (Balance Sheet)
- Audited Statement of Activities (Income Statement)
- Notes to the Audited Financial Statements (Part of audit)
- September count day enrollment as recorded by the Indiana Department of Education
- February count day enrollment as recorded by the Indiana Department of Education
- School Improvement Grant reports generated by the Indiana Department of Education

Evaluation

The Mayor's office will continue to evaluate and rate schools performance on an annual basis against the financial performance framework. We will utilize the audited financial statements from the annual accrual based audit to evaluate health. We will also continue to have quarterly visits where we focus on the short term indicators from the unaudited financial statements received for that quarter.

Schools determined to be in immediate financial distress will be subject to additional monitoring and/or corrective action at the discretion of the Mayor's Office of Education Innovation.

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

2.1. Short Term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?	
Does not meet standard	The school presents significant concerns in more than one of the following areas: Enrollment Variance and Days Cash on Hand
Approaching standard	The school presents concerns in no more than one of the following areas: Enrollment Variance or Days Cash on Hand
Meets standard	The school demonstrates satisfactory performance in all areas identified: Enrollment Variance and Days Cash on Hand

a) **February Count Day Enrollment Variance Ratio**

- **Definition:** The February count day enrollment variance ratio looks at what percentage of the student body was retained between the September count and the February count.
- **Overview:** It is important for schools to continue to serving the same or nearly the same number of students throughout the year for a number of academic reasons. Since the February count day will influence funding for the first semester of the coming year, schools should be retaining enough of the student population between September and February that will make them likely to be able to serve roughly the same number of students in the coming academic year.
- **Data Source:** September enrollment as reported by the Department of Education and February enrollment as reported by the Department of Education
- **Calculation:** February Enrollment/September Enrollment

Does not meet standard	Enrollment Ratio is less than or equal to 84.9%
Approaching standard	Enrollment Ratio is between 85% - 89.9%
Meets standard	Enrollment Ratio equals or exceeds 90%

b) **Days Cash on Hand**

- **Definition:** Days cash on hand indicates how many days a school can pay its expenses without another inflow of cash.
- **Overview:** Best practice indicates a school should have between 30-60 days cash on hand to cover unexpected expenses. This is particularly important given the cyclical nature of cash inflows and the restricted nature of many of the funds school use throughout the year.
- **Data Source:** Audited statement of net assets (checking/savings account balance) and audited statement of activities (Total Expenses, Depreciation and Amortization)
- **Calculation:** Cash / ((Total Expenses – Depreciation-Amortization)/365)

Does not meet standard	Days Cash on Hand is less than or equal to 30 days
Approaching standard	Days Cash on Hand is between 30-45 days
Meets standard	Days Cash on Hand equals or exceeds 45 days

2.2. Does the organization demonstrate it has adequate financial management and systems?	
Does not meet standard	Presents concerns in the financial audit or financial reporting requirements
Approaching standard	Presents concerns in either the financial audit or financial reporting requirements
Meets standard	Does not present concerns in the financial audit or financial reporting requirements

a) **Financial Audit**

- **Overview:** The annual accrual based audit provides an opinion on the validity of the information being shared in the financial statements and provides insight into school’s financial health
- **Sources of Data:** Annual accrual based audit document

Does not meet standard	Receives an audit with multiple significant deficiencies, material weakness or is a going concern
Approaching standard	Receives a clean audit opinion with a few significant deficiencies noted but no material weaknesses
Meets standard	Receives a clean audit opinion

b) **Financial Reporting Requirements**

- **Definition:** schools need to turn in all financial documents in a timely manner
- **Overview:** Reporting requirements are critical in ensuring the ongoing monitoring of health
- **Sources of Data:** Financial Analyst, Audit Firm, Accounting Firm and others
- **Calculation:** Evidence of missing reporting requirements is sufficient for not meeting standard

Does not meet standard	Fails to satisfy financial reporting requirements
Meets standard	Satisfies all financial reporting requirements

c) **SIG Funding Requirements**

- **Overview:** Turnaround school operators must comply with all of the requirements stipulated by the Indiana Department of Education (IDOE) in order to receive School Improvement Grant Funding
- **Sources of Data:** Evaluations and other reports generated by IDOE to review the schools’ use of SIG funding

Does not meet standard	Fails to satisfy School Improvement Grant requirements as determined by the IDOE
Meets standard	Satisfies all School Improvement Grant requirements as determined by the IDOE

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

Overview

The Organizational and Leadership Performance Framework gauges the success of the operator and school leadership in providing the students at the school with a high quality education while adhering to all guidelines set forth in the contract and memorandum of understanding agreements.

The framework consists of three indicators that are designed to measure operator and school leadership, organizational effectiveness, competency in processes and systems, and compliance with the contract, memorandum of understanding and all applicable laws.

Collecting Evidence

In order to use the framework as an evaluation tool throughout the school year, OEI will utilize and assess the following:

- Surveys and Questionnaire
- External Consultant Reports
- Monthly and Quarterly Performance Review Meetings
- School Visits
- Internal and External Stakeholder Feedback

Evaluation

OEI will continue to evaluate and rate schools' performance on an annual basis against the governance and leadership performance framework. The schools will have monthly and quarterly visits to assess the information available to determine current and future performance, and make mid-course corrections as necessary.

Please note that there are no additional calculations or expanded criteria for Core Question 3.

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

Overview

The site visit framework assesses the processes and systems that impact a school's academic, financial and governance outcomes in Core Questions 1, 2 and 3.

Schools will be evaluated by an external consultant during fall 2013.

Collecting Evidence

External consultants will inform schools of required evidence to evaluate against Core Question 4.

Evaluation

External evaluators will complete evaluations of all turnaround academies against Core Question 4. The Office of Education Innovation will publish completed external evaluations in its annual Accountability Reports.

Please note that there are no additional calculations or expanded criteria for Core Question 4.



OFFICE of EDUCATION INNOVATION

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

2013 - 2014

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

Overview

The following calendar includes deadlines for submitting key information to the Office of Education Innovation (OEI) during the 2013-2014 school year. The requirements outlined in this calendar are not all-inclusive and are subject to change. OEI will attempt to notify all turnaround academies of changes in the calendar and/or reporting requirements and will give schools 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 they are due.

All reporting requirements should be sent electronically by the 15th of each month to the OEI Compliance e-mail account at OEICompliance@indy.gov with tamra.wright@indy.gov copied.

July 2013

All documents listed for the month should be provided electronically by July 15th to OEICompliance@indy.gov with tamra.wright@indy.gov copied in preparation for monthly and quarterly compliance meetings, and monthly SBOE reporting.

	SBOE report
	School calendar for upcoming school year
	Community engagement events for August
	Projected enrollment and actual enrollment for <u>upcoming school year</u> for <u>each</u> grade level in the school
	Required information for 2012 graduates (for Student Tracker)
	Comprehensive special education plan for the upcoming year
	Curriculum plan for the upcoming year
	Any available ECA or ISTEP+ Results
	Any available LAS Links Results

August 2013

All documents listed for the month should be provided electronically by August 15th to OEICompliance@indy.gov with tamra.wright@indy.gov copied in preparation for monthly and quarterly compliance meetings, and monthly SBOE reporting.

	SBOE report
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September 2013

All documents listed for the month should be provided electronically by September 15th to **OEICompliance@indy.gov** with **tamra.wright@indy.gov** copied in preparation for monthly and quarterly compliance meetings, and monthly SBOE reporting.

	SBOE report
	Employee spreadsheet noting new hires, resignations, license numbers including expiration dates, permits and verification of background checks using attached template
	Organizational chart, including all levels of school personnel
	Quarterly meeting report
	Evidence that RFPs have been submitted to potential financial auditors (if no prior auditing relationship exist)
	Letter of engagement submitted for audit (if prior auditing relationship exist)

October 2013

All documents listed for the month should be provided electronically by October 15th to **OEICompliance@indy.gov** with **tamra.wright@indy.gov** copied in preparation for monthly and quarterly compliance meetings, and monthly SBOE reporting.

	SBOE report
	Electronic copy of enrollment count information DOE-ME Membership Report including STN, Grade Level, Street Address, Zip Code
	Electronic copy of DOE-LM Language Minority Report, which includes information on language minority students for the previous school year
	Acuity Predictive A data
	Fall NWEA data (if applicable)
	Contract benchmark data (deliverables)
	Attendance data from SIS

November 2013

All documents listed for the month should be provided electronically by November 15th to **OEICompliance@indy.gov** with **tamra.wright@indy.gov** copied in preparation for monthly and quarterly compliance meetings, and monthly SBOE reporting.

	SBOE report
	Balance sheet and income statement for quarter ending September 30,2013

December 2013

All documents listed for the month should be provided electronically by December 15th to OEICompliance@indy.gov with tamra.wright@indy.gov copied in preparation for monthly and quarterly compliance meetings, and monthly SBOE reporting.

	SBOE report
	Updated employee spreadsheet noting new hires, resignations, license numbers including expiration dates, permits and verification of background checks using attached template
	Acuity Predictive B data
	Quarterly meeting report

January 2014

All documents listed for the month should be provided electronically by January 15th to OEICompliance@indy.gov with tamra.wright@indy.gov copied in preparation for monthly and quarterly compliance meetings, and monthly SBOE reporting.

	SBOE report
	Electronic copy of DOE-GR Graduation Report submitted to the IDOE for 2012 graduates
	Copy of school's financial literacy curriculum and plans for delivering the curriculum to students (in compliance with Indiana Code 20-30-5-19) *applicable only to schools serving 8th – 12th grades*.
	ISTEP+, ECA and I-READ testing schedules for all grades / teachers
	Written documentation of recruitment strategies and applicable processes for the upcoming school year
	Winter NWEA data (if applicable)
	Contract benchmark data (deliverables)
	Attendance data from SIS

February 2014

All documents listed for the month should be provided electronically by February 15th to OEICompliance@indy.gov with tamra.wright@indy.gov copied in preparation for monthly and quarterly compliance meetings, and monthly SBOE reporting.

	SBOE report
	Balance sheet and income statement for quarter ended December 31, 2013

March 2014

All documents listed for the month should be provided electronically by March 15th to OEICompliance@indy.gov with tamra.wright@indy.gov copied in preparation for monthly and quarterly compliance meetings, and monthly SBOE reporting.

	SBOE report
	Electronic copy of enrollment count information DOE-ME Membership Report including STN, Grade Level, Street Address, Zip Code
	Electronic copy of DOE-SE Special Education Report submitted to the IDOE
	Acuity Predictive C data
	Any necessary School-specific Educational Goal benchmark data
	Attendance data from SIS
	Quarterly meeting report

April 2014

All documents listed for the month should be provided electronically by April 15th to OEICompliance@indy.gov with tamra.wright@indy.gov copied in preparation for monthly and quarterly compliance meetings, and monthly SBOE reporting.

	SBOE report
	Updated employee spreadsheet noting new hires, resignations, license numbers including expiration dates, permits and verification of background checks using attached template

May 2014

All documents listed for the month should be provided electronically by May 15th to OEICompliance@indy.gov with tamra.wright@indy.gov copied in preparation for monthly and quarterly compliance meetings, and monthly SBOE reporting.

	SBOE report
	Balance sheet and income statement for quarter ended March 31,2013

