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## SELECT COMMISSION ON EDUCATION

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### MEETING MINUTES<sup>1</sup>

**Meeting Date:** May 21, 2012  
**Meeting Time:** 1:00 P.M.  
**Meeting Place:** State House, 200 W. Washington St.,  
House Chamber  
**Meeting City:** Indianapolis, Indiana  
**Meeting Number:** 2

**Members Present:** Rep. Robert Behning, Co-Chairperson; Rep. Rhonda Rhoads; Rep. Edward Clere; Rep. David Frizzell; Rep. Kathleen Heuer; Rep. Cindy Noe; Rep. Jeffrey Thompson; Rep. Greg Porter; Rep. David Cheatham; Rep. Shelli Vandenburg; Sen. Dennis Kruse, Co-Chairperson; Sen. Carlin Yoder; Sen. James Banks; Sen. James Buck; Sen. Luke Kenley; Sen. Jean Leising; Sen. Scott Schneider; Sen. Earline Rogers; Sen. Frank Mrvan; Sen. Timothy Skinner.

**Members Absent:** Rep. Timothy Brown; Rep. Clyde Kersey; Rep. Vernon Smith.

Co-chairperson Kruse called the meeting to order at 1:10 p.m. and called upon the members of the Commission to introduce themselves. He then called upon Dr. Tony Bennett, State Superintendent of Public Instruction, to begin the Department of Education's (DoE) presentation on turnaround academies.

Dr. Bennett explained that taking over the lowest performing schools is part of the federal government's Race to the Top program, as a part of school accountability measures. Indiana's accountability standards predate the federal standards, having been passed in 1999. When the first schools were placed on academic probation (the equivalent of receiving an "F" grade under

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<sup>1</sup> These minutes, exhibits, and other materials referenced in the minutes can be viewed electronically at <http://www.in.gov/legislative> Hard copies can be obtained in the Legislative Information Center in Room 230 of the State House in Indianapolis, Indiana. Requests for hard copies may be mailed to the Legislative Information Center, Legislative Services Agency, West Washington Street, Indianapolis, IN 46204-2789. A fee of \$0.15 per page and mailing costs will be charged for hard copies.

the current designations) in 2005, 94 schools were placed in the category. In 2011, when the schools that were first designated in 2005 became eligible for takeover, 7 schools remained in the category. These schools will become turnaround academies. Dr. Bennett introduced the speakers from DoE for presentations on turnaround academies (DoE's materials are included as Exhibit A).

Dale Chu, Assistant Superintendent for Innovation and Improvement, DoE, presented information concerning DoE's goals for intervention, which include systems: to prevent the need for state intervention; for schools that require state intervention, to make swift and significant improvement; and to create a profound sense of urgency to bring about dramatic improvement. He discussed DoE's approach and methodologies for improvement and intervention, transparency, and the research used to establish Indiana's approach. (Mr. Chu's presentation is included in Exhibit A.)

Jim Larson, Director of School Turnaround, DoE, explained that there was a disconnect between Indiana law and federal law concerning accountability. The systems have been better aligned by a waiver from federal law that Indiana has received, allowing additional technical assistance and monitoring to schools that are in early stages of low performance. In the early stages, decision-making is at the local level. Mr. Larson explained the awarding of school improvement grants, and presented data from schools that have received the grants. A district that receives grants may enter into a memorandum of agreement with DoE. He discussed the selection process for turnaround school operators and lead partners for school interventions. The past year has been a transitional year for the turnaround school operators, which will assume control of the schools July 2, 2012. He briefly discussed funding, the level of which has not been determined, and obstacles. (Mr. Larson's presentation is included in Exhibit A.)

Jackie Cissell, Assistant Director of School Turnaround, DoE, discussed community engagement efforts DoE has led during the turnaround school transitional process, including community meetings, job fairs, media publicity, and public availability.

Dr. Eugene White, Superintendent, Indianapolis Public Schools (IPS), stated that two of the IPS schools that are being taken over have had grades 6, 7, and 8 scores included with the high school scores, which brought down the high school scores. Thus, he feels that the scores upon which the takeover was based were improperly determined. He pointed out that historically, based on data from other states, taking over schools has not been successful in improving student achievement.

Libby Cierzniak, representing IPS, discussed funding for turnaround schools (Exhibit B). She stated that the State Board of Education's funding mechanism for turnaround schools withholds an excessive amount of funding from IPS.

Debbie Hinline, Chief Financial Officer, IPS, stated that the State Board of Education's decision to withhold the amount of funding from IPS unfairly impacts IPS while giving a windfall to the turnaround schools. In addition, federal vocational funding and special education funding will be reduced disproportionately.

Kristine Park Shiraki, Stand for Children, read the testimony of Spencer Lloyd, music director at Emmerich Manual High School, IPS (Exhibit C).

Dr. Myrtle Campbell, Superintendent, Gary Community School Corporation, spoke about the funding inequities between turnaround schools and the Gary schools. She asked that funds for turnaround schools be capped based on the number of students actually attending the turnaround schools. She also discussed improvements and programs to improve student achievement in Gary.

Alesia Pritchett, Business Manager, Gary Community School Corporation, discussed the potential inequity of tuition support between the turnaround school at Roosevelt High School and the Gary schools. She provided a chart of potential inequities and a memo from DoE (Exhibit D). She stressed the need for reconciliation between the projected number of students attending the turnaround school upon which the funding is based and the actual number of students attending:

Robert Lewis, Legal Counsel, Gary Community School Corporation, stated that funding for turnaround schools is based on inflated student count numbers, which gives the turnaround schools a windfall while harming other Gary students.

Tonya Wells, Gary, is the parent of a student at Roosevelt High School, which will be taken over by the EdisonLearning corporation. Her son has been a student at Roosevelt for a year, and will continue to be a student after the take over. She is supportive of the turnaround, and hopes it will be successful.

Mary Cossey, Director of Constituent Services, Office of the Mayor, Gary, read a statement from Mayor Karen Freeman-Wilson, in which Mayor Freeman-Wilson stressed the need for cooperation between the Gary Community School Corporation and EdisonLearning, and expressed concerns about possible inequities in funding (Exhibit E.)

Vanessa Allen, President, Urban League of Northwest Indiana, Inc., stated that parents and students are unclear about what is happening at Roosevelt, and stressed the need for cooperation between EdisonLearning, the Gary school corporation, and the community, as well as better communication about the transition. She stressed that all the parties need to work together for the best interests of the children.

Jena Bellezza, Indiana Parenting Institute, Gary, discussed options, change, and knowledge in terms of the school turnaround proposed by EdisonLearning. She stated that the turnaround plan seems to be well developed, but understands that others may fear the change.

Kelly Schaeffer, Indianapolis, the parent of a Howe High School, IPS, student, stated that IPS has denied information to parents about the turnaround process and has removed equipment and staff from the school. Her daughter will attend Howe after the turnaround.

Lisa Brown, Indianapolis, the parent of a Howe student, stated that IPS has removed equipment from Howe, endangering the students and damaging their educational opportunities. Her daughter will attend Howe after the turnaround.

Debbie DeBolt, Indianapolis, the parent of several students at Emmerich Manual High School, IPS, spoke about changes that have occurred at the school since 2006 that have damaged the school. She is relieved at the turnaround, and looks forward to the new administration (Exhibit F).

Gordon Durnil, Indianapolis, Manual graduate and former chairperson of the Manual Alumni Association, discussed an issue concerning the removal of historic paintings that hang in Manual, the alumni reaction, and the response of IPS (Exhibit G).

Lillian Kemp, Indianapolis, parent of an Arlington High School, IPS, student, expressed concern about the unsafe environment in which her son attends school. She hopes the takeover during the next school year will produce a significant improvement in both academics and safety.

Marie Gladney, Indianapolis, an alumna of Arlington, stated that Arlington has been a dangerous environment for many years. In addition, as a graduate of Arlington, she was unable

to pass the test to enter the military without remediation. Her son, who graduated from Arlington recently, was unable to pass the test to enter Ivy Tech Community College. She looks upon a turnaround school as another option for students to be successful.

Gail Zeheralis, Indiana State Teachers' Association, questioned whether a takeover is meant to be an intervention, with the school returning to school corporation control after student achievement is improved, or a method of converting an existing school into a charter school.

Shirley Wright, Executive Director, Indiana Middle Level Education Association, presented information concerning the School to Watch program (Exhibit H). The program identifies exemplary middle grades (grades 5 - 9), which have best practices for students in those grades. Indiana is one of 19 states that have middle level schools identified under the program.

Tamika Bennett, Indianapolis, Stand for Children, has removed her children from IPS because she feels her children were not getting appropriate educations. She feels turnaround schools will be an opportunity for children to be successful.

Vic Smith, Indianapolis, raised concerns about inequity of funding between the turnaround schools in IPS and IPS schools (Exhibit I).

Joseph Slash, President, Indianapolis Urban League, was not present to testify but submitted written testimony generally supportive of turnaround academies (Exhibit J).

The next meeting will be held on June 15, 2012, at 1:00 p.m in the House Chambers. The meeting was adjourned at 6:20 p.m.



# Indiana Department of Education

SUPPORTING STUDENT SUCCESS

May 21, 2012

Distinguished Members of the Select Commission on Education Issues:

Thank you again for this opportunity to share the Department's work to serve Indiana's students and implement the laws you enact. While we will be able to discuss a variety of issues this summer, none may be more important than the one we cover today. The challenge of turning around our lowest-performing schools is one from which we, as a state, can no longer afford to shy away.

For me, effecting the swift and dramatic transformation of our state's chronically failing schools is not only an educational task; it is at its core a social justice issue that demands our attention. I would argue that we should be doing more, not less, to turn around our lowest achieving schools. The U.S. Department of Education has called for states to address performance in the lowest 5 percent of schools; under our current law, we are intervening in less than one half of one percent.

The Indiana Department of Education and the State Board of Education have worked to carefully implement Public Law 221 with fidelity and a relentless commitment to fundamentally altering the life trajectory of the students trapped in these schools. I am incredibly proud of the hard work and sense of fierce urgency that has gone into this important task.

We have gathered key information to ensure you have the research and details necessary to accurately assess Indiana's progress toward implementing turnaround efforts. The primary way to close achievement gaps and give students the quality education they deserve is to address chronically failing schools. Though state intervention is always a last resort, it is an extension of our unwavering resolve to ensure Indiana leads the nation in preparing every student to compete on the global stage.

Within this folder, you will find the following information:

- Policy overview
- Myth v. Fact and FAQ document
- PowerPoint presentation
- News clips on school turnaround

We realize you may have additional questions that are not covered by this material and may not be addressed in today's meeting. Please feel free to reach out to my Director of Legislative and Intergovernmental Affairs, Ashley Gibson, at [agibson@doe.in.gov](mailto:agibson@doe.in.gov) or 317-232-6618.

Finally, I hope you are as proud as I am of the tremendous work that has been done to implement the trailblazing legislation enacted by you and your colleagues. By every measure, Hoosier students are improving. As a result, other states are now beginning to emulate Indiana and the steps we've taken together to dramatically improve the educational opportunities for all students.

Sincerely,

Tony Bennett  
Superintendent of Public Instruction

Select Commission on Education  
21 May 2012  
Exhibit A

## **Myth vs. Fact and FAQ: The Truth about Indiana's School Turnaround Efforts**

The U.S. Department of Education maintains that a key mission of state education agencies is to address the issues plaguing chronically failing schools. This is the primary way to close achievement gaps and provide all students the quality education they deserve.

States around the nation are working to evaluate and improve their school accountability guidelines. Indiana has a strong legislative framework in this area with Public Law 221-1999 (P.L. 221), and the State Board of Education has recently approved new metrics to measure school performance – metrics that are more fair, transparent and comprehensive than ever before.

### **Frequently Asked Questions**

#### **Q: What is P.L. 221?**

**A:** P.L. 221 is Indiana's comprehensive accountability system for K-12 education. Passed by the legislature in 1999, the law aimed to establish a statewide school accountability system to encourage community engagement and drive school improvement. More than ten years after the law became effective, Indiana is finally taking action to intervene in Indiana's chronically underperforming schools.

#### **Q: How does P.L. 221 work?**

**A:** To measure progress, P.L. 221 places each Indiana school into one of five categories that will give educators, parents, students and members of the general public a transparent indicator of academic success for the schools in their community.

The law directed the Indiana Department of Education (IDOE) and the State Board of Education (SBOE) to develop and approve metrics for the measuring of school performance, and those initial metrics were based on federal Adequate Yearly Progress (AYP) status, performance on standardized tests, and three-year improvement on standardized tests. IDOE and the SBOE also developed the initial categories Indiana used for P.L. 221: Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch and Academic Probation.

In 2011, these category rankings were replaced with an easier-to-understand A through F grading scale. The new category placements are less confusing and more familiar to the general public than the ambiguous, more technical terms previously in place.

Recently, the SBOE approved new metrics for calculating the actual grades schools earn. At the elementary and middle school level, a combination of proficiency, student growth data, and overall testing improvement are used to assign category rankings.

The new high school metrics focus on Indiana's key goal, college and career readiness for all students. Proficiency measures combine with college and career readiness indicators to provide an overall picture of school achievement.

**Q: What are the consequences for failing schools under P.L. 221?**

**A:** A carefully developed system providing both local flexibility and state assistance aims to help a school begin improvement efforts as soon as the school receives an F. The improvement process includes several public hearings and state assistance teams comprised of education experts and members of the local community. **State intervention is always a last resort, imposed when a school has failed to exit the bottom category of school performance for six consecutive years.**

<b>Year 1 at F (previously “Academic Probation”)</b>	
<b>Local Response</b>	Local school board notifies public and conducts hearing. School improvement committee revises improvement plan, which may include shifting resources and changing personnel.
<b>State Assistance</b>	The local school board may request the SBOE appoint an outside team to assist the school in revising its school improvement plan and recommend changes in the school that will promote improvement, including the allocation of resources and requests for technical assistance. If this happens, the state will consider the school to be in Year 4 under P.L. 221. (See section on Years 4 and 5).
<b>Years 2 and 3 at F (previously “Academic Probation”)</b>	
<b>Local Response</b>	School implements revised school improvement plan.
<b>State Assistance</b>	The local school board may request the SBOE appoint an outside team to assist the school in revising its school improvement plan, and recommend changes in the school that will promote improvement including the allocation of resources and requests for technical assistance. If this happens, the state will consider the school to be in Year 4 under P.L. 221. (See section on Years 4 and 5).
<b>Years 4 and 5 at F (previously “Academic Probation”)</b>	
<b>Local Response</b>	School implements revised school improvement plan.
<b>State Assistance</b>	A state-appointed expert team assists the school in revising its school improvement plan, and recommending changes in the school that will promote improvement including the allocation of resources and requests for technical assistance. The expert team must include representatives from the community or region that the school serves and may include school superintendents, members of governing bodies, teachers from school corporations that are in high categories or designations, and special consultants or advisers.
<b>Year 6 at F (previously “Academic Probation”)</b>	
<b>Local Response</b>	Implement action as determined by the State Board of Education.
<b>State Assistance</b>	The SBOE will conduct at least one hearing to solicit testimony on several possible options for the school, including merging the school with another school; assigning a special management team to operate all or part of the school; implementing IDOE recommendations; other options expressed at hearing; and revising the improvement plan in any way (including changes in procedures or operations, professional development, and interventions for teachers or administrators). If the SBOE determines that intervention will improve the school, the school must implement at least one of the options listed above.

**Q: What is the AYP cap?**

**A:** Adequate Yearly Progress (AYP) is a federal accountability measure calculated by state education agencies. Though well intentioned, the measure fails to incorporate recent gains in measuring student achievement (like student growth) and often counts the same student in multiple categories.

Prior to 2012, a school not making AYP two years in a row was capped at a "C" (previously "Academic Progress") rating even if it was an "A" school under Indiana's P.L. 221 metrics. Indiana's recently approved No Child Left Behind waiver application **removes the AYP cap** that has hamstrung so many Indiana schools for the last decade.

**Q: Which schools are currently undergoing intervention efforts due to six consecutive years of low performance?**

**A:** In summer 2011, the SBOE assigned interventions to support intensive improvement efforts in the following schools:

- Arlington Community High School – Indianapolis Public Schools
  - The SBOE assigned a turnaround school operator (TSO), EdPower, to oversee school operations and improvement.
- Broad Ripple Magnet High School for the Performing Arts – Indianapolis Public Schools
  - The SBOE assigned two lead partners, Scholastic Achievement Partners and The New Teacher Project, to assist the school in its improvement efforts.
- Emma Donnan Middle School – Indianapolis Public Schools
  - The SBOE assigned a TSO, Charter Schools USA, to oversee school operations and improvement.
- Thomas Carr Howe Community High School – Indianapolis Public Schools
  - The SBOE assigned a TSO, Charter Schools USA, to oversee school operations and improvement.
- Emmerich Manual High School – Indianapolis Public Schools
  - The SBOE assigned a TSO, Charter Schools USA, to oversee school operations and improvement.
- George Washington Community High School – Indianapolis Public Schools
  - The SBOE assigned two lead partners, Wireless Generation and The New Teacher Project, to assist the school in its improvement efforts.
- Theodore Roosevelt Career and Technical Academy – Gary Community School Corporation
  - The SBOE assigned a TSO, Edison Learning, to oversee school operations and improvement.

**Myth vs. Fact**

**Myth:** IDOE and the SBOE are taking action too quickly to intervene in schools.

**Fact:** The SBOE takes action only after a school remains in the lowest category or designation for six consecutive years. The SBOE is required to take such action under P.L. 221 if a school consistently fails to meet minimal standards.

In addition, the effort to improve low-performing schools is a national priority. While current state interventions represent fewer than the bottom one percent of schools, the U.S. Department of Education has asked states to focus on the bottom five percent of schools.

**Myth:** “State Takeover” is the only method available to the SBOE when a school has failed for six consecutive years.

**Fact:** This couldn’t be further from the truth. The IDOE is fundamentally committed to local control and has provided school corporations new levels of flexibility to run their schools.

State takeover (Option 2 below) is only one of many options available to the SBOE when a school has been failing for six years. Other options include the following:

1. Merging the school with another school;
2. Assigning a special management team to operate all or part of the school;
3. Implementing IDOE recommendations for improvement;
4. Implementing any recommended options brought forth in the public hearing; and
5. Revising the school improvement plan.

Final decisions are always made based on the needs of the local school community after carefully evaluating data and input from community members.

**Myth:** State takeover of schools just takes money and resources away from public schools and gives it to private companies with no experience dealing with challenging students.

**Fact:** Turnaround academies (schools in which the SBOE has intervened) are public schools and are serving public school students. Funding is provided using the same count data used to provide tuition support to all schools in Indiana.

TSOs are chosen after careful evaluation by the IDOE and the SBOE. All TSOs have significant experience serving student populations with similar dynamics to the schools with which they are paired.

**Myth:** The SBOE recently voted to give the TSOs assigned to schools in Gary Community Schools and Indianapolis Public Schools more than the per-student state tuition support allocation prescribed under the state tuition support formula.

**Fact:** The SBOE voted to use the only funding mechanism available in the statutory structure to provide a funding stream for the turnaround academies. The actual funding levels provided the TSOs will be established in the contracts negotiated and signed between the TSOs and the state.

**Myth:** Turnaround academies will not be held accountable for their performance.

**Fact:** The TSOs are expected to dramatically improve the academic performance of students in their schools and will be held accountable. Contracts include carefully developed deliverables based on

student performance that must be met by the TSOs. The contract with a TSO may be terminated for unacceptable performance.

**Myth:** All teachers in turnaround academies will be fired following the transition year.

**False:** Many current teachers have accepted offers to teach in their respective schools following the transition to a TSO. Staff evaluation is part of the transition year process, but the purpose is to gather the data necessary to develop a comprehensive turnaround plan rather than to dismiss teachers.

**Myth:** Turnaround academies will not serve special education students.

**Fact:** Consistent with their belief that all students are capable of learning and deserve a high-quality education, turnaround academies will serve special education students as required by federal law.

**Myth:** Students will have to pass an entry test before they are permitted to enroll in a turnaround academy.

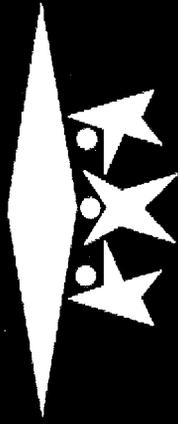
**Fact:** There is no entry test for students attending a turnaround academy. These schools will serve all students who wish to enroll and are permitted to enroll under 511 IAC 6.2-9-5.

**Myth:** There will be no athletics or other extracurricular activities at turnaround academies.

**Fact:** All TSO schools will have athletics and other extracurricular offerings during the 2012-2013 school year. In fact, many athletic offerings previously eliminated by local school districts will be restored as a result of the turnaround process.

**Myth:** Local school districts will not receive property tax dollars for the geographic zones surrounding TSO schools.

**Fact:** All local school districts will continue to receive property tax generated funds as they did prior to the interventions.



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# School Improvement and Turnaround History and Implementation

May 21, 2012

*Dale Chu, Assistant Superintendent for Innovation & Improvement*

*James Larson, Director of School Improvement & Turnaround*

*Jackie Cissell, Asst. Dir. of School Improvement & Turnaround*

"We [cannot] continue to tinker. [The President] and I believe that dramatic change is desperately needed in low-performing schools. States and district officials have traditionally tinkered in these schools – instead of treating them as educational emergencies."

– *U.S. Secretary of Education Arne Duncan*  
*March 2012*



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# Overarching goals

- Proactively establish systems and strategies to prevent the need for state intervention
- For schools that require direct state intervention, realize swift and significant improvement
- Engender a profound sense of urgency to bring about dramatic improvement



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# Approach and methodology

- School-based decision-making for school improvement
- Technical assistance and monitoring
- 8-step process for continuous improvement
- School Improvement Grants (SIG)
- District-driven school turnaround initiatives
- Lead partners
- Turnaround School Operators (TSO)



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# Key terms and definitions

- Technical assistance
  - Priority School
  - Focus School
- Direct intervention
  - Turnaround School Operator (TSO)
  - Lead partner



# Transparency

- Technical Assistance Team (TAT) reports
- School Improvement Grants (SIG)
- Lead partner and Turnaround School Operator (TSO) contracts



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# Research base

- **Examples from other states**
  - First two in 1988 (CT & KY)
  - Nearly 60 since then
- **Lessons learned**
  - High touch needed from the state
  - Clear benchmarks and deliverables
  - Differentiated interventions based on identified needs
  - Time for planning (cannot just hand over the keys)
  - Importance of community engagement



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# Background

## State Law

- Public Law 221 (P.L. 221)
- Passed by the Indiana General Assembly in 1999
- Places schools into 5 categories (A-F)
- Provides for state intervention for schools that remain in the lowest category for 6 consecutive years (Year 6 schools)

## Federal Law

- Elementary and Secondary Education Act (ESEA)
- Enacted in 1965
- Last reauthorized in 2001
  - NCLB
  - AYP
- Indiana received an NCLB waiver from USED on February 9, 2012



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# Alignment of Federal & State accountability

- Disconnect between state and federal systems
- Indiana's NCLB waiver brings the two models closer together
- Waiver will be leveraged to provide additional technical assistance and monitoring to schools that are in the earliest stages of low-performance
  - Selection of school improvement interventions
  - Implementation monitoring and technical assistance



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# Public Law 221 timeline

- Years 1-3
  - District must inform families of the school's status
- Year 4
  - Technical Assistance Team (TAT)
- Year 5
  - Follow-up monitoring by IDOE
- Year 6
  - Potential state intervention



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# School-based interventions

- Under the waiver, districts and schools will work together to analyze their data and select the most appropriate improvement interventions
- Driving decision-making to local-level
- Additional federal school improvement funds for districts and schools that provide bold, innovative proposals



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# Technical assistance and monitoring

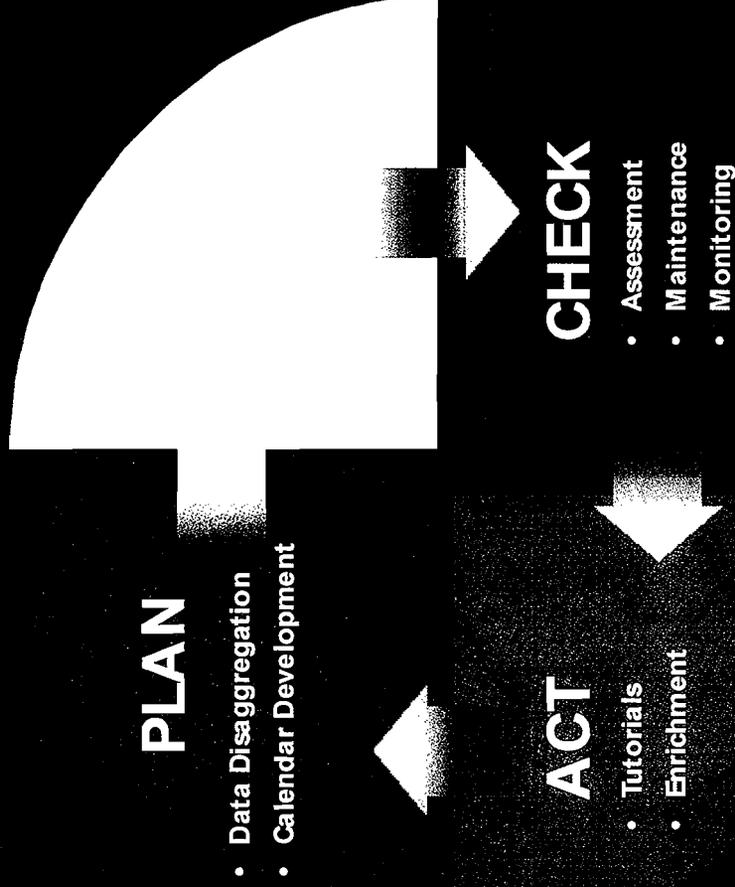
- Specialist assigned to each priority and focus school, on-site and desktop monitoring
- Providing individualized technical assistance to build districts' and schools' capacity to select and monitor school improvement interventions and strategies



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# 8-Step process for continuous improvement

- IDOE has paid for four cohorts of schools to receive this training



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# School Improvement Grants (SIG)

- Cohort 1: 2010
  - George Washington Community High School and John Marshall Community High School (IPS)
  - Rise Up Academy (SBCSC)
  - Glenwood Leadership Academy (EVSC)
  - Hammond High School (SCH)
  - Indianapolis Metropolitan High School
  - Challenge Foundation Academy
- Cohort 2: 2011
  - H.L. Harshman Middle School and Joyce Kilmer Elementary School (IPS)
  - Bailly Preparatory Academy and Lew Wallace STEM Academy (GCSC)
  - Evans Middle School (EVSC)
- Cohort 3: 2012
  - Applications from 10 schools under review
  - Awards announced in late May



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# School Improvement Grants

- Cohort I
  - 3 of 7 awardees had been “F” schools for five consecutive years
  - 2 of those 3 improved their school grade
  - The other showed progress in certain areas and is currently receiving additional support through two lead partners



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# TAT and follow-up visits

- When a school is in its fourth consecutive year of “F”, the IDOE conducts a two-day quality review and provides the district with a comprehensive report
- TAT team includes community representatives and educators
- In year five, IDOE returns to follow-up on recommendations and provide additional feedback



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# MOAs with districts to support school turnaround

- Follows the TAT visit
- Elements of the MOA align with federal turnaround principles
  - Helped low-performing schools receive School Improvement Grants
- Two of three districts that signed MOAs improved their school letter grades and were not subject to state intervention



# School improvement success stories

- Marion Community Schools
  - External evaluators
  - K-12 approach
  - MOA
- Lake Ridge Community Schools
  - K-12 approach
  - 9<sup>th</sup> grade academy
  - MOA
- Fort Wayne Community Schools
  - Urgent, compressed school improvement plan



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# The Turnaround Challenge

“The bible of school turnaround”  
– *U.S. Secretary of Education Arne Duncan*

States have been charged by Secretary Duncan to intervene with the bottom five percent of schools



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# Milestones

- Fall 2009 – TAT visits conducted for 23 schools
- Spring 2010 – MOA meetings with affected schools
- Summer 2010 – P.L. 221 category placements. 5 schools fall off.
- Winter 2010 – TSO selection process
- Spring 2011 – Community hearings held. Lead partner selection process
- Summer 2011 – P.L. 221 category placements. 11 schools fall off. SBOE assigns TSOs to 5 turnaround academies & lead partners to 2 turnaround academies
- 2011-2012 – Transition year for 5 turnaround academies. Lead partners begin work with 2 turnaround academies.
- July 2, 2012 – TSOs assume operational control of 5 turnaround academies



# Year 6 Schools

Year	Number of Schools	Percentage
2005:Year 1	94	-
2006:Year 2	60	64%
2007:Year 3	34	36%
2008:Year 4	23	24%
2010:Year 5	18	19%
2011:Year 6	7	7%



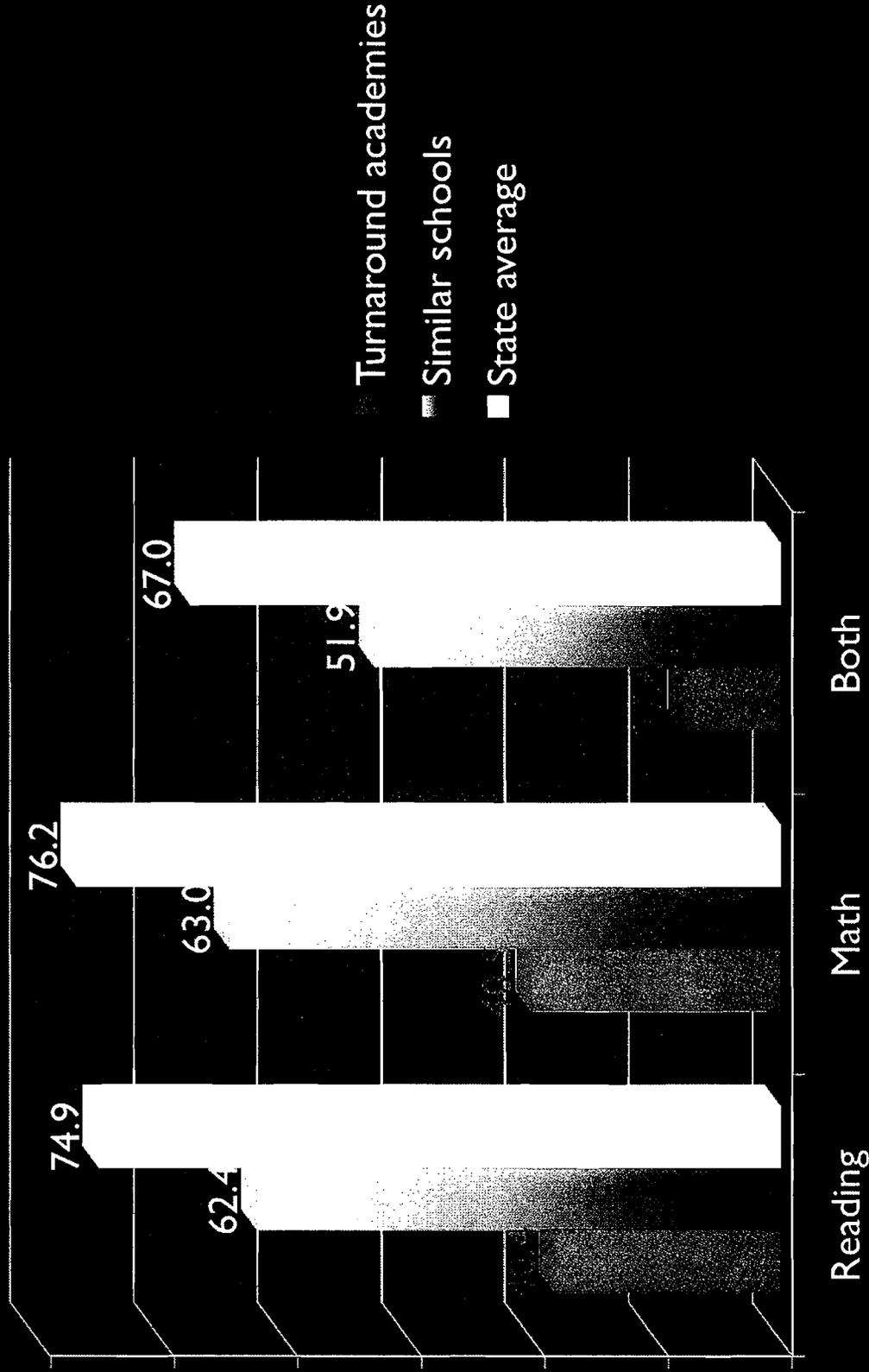
# Why intervention is necessary

- Nearly 7,000 Hoosier students are in Indiana's chronically failing schools.
- These schools have had over a decade to improve, but have been unable to do so.
- Many students attending these schools cannot read or compute at a basic level, and they are twice as likely to drop out of high school as the average Hoosier student.
- All of Indiana's children deserve to have access to equal educational opportunities—no matter where they live or how much money their families have in the bank.



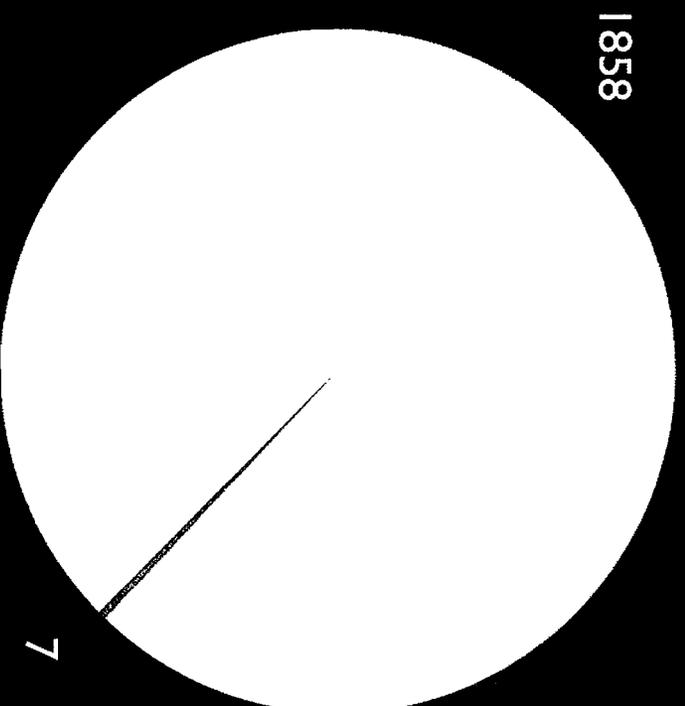
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# ISTEP+ Data (2010-II)



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# Bottom 1% (0.4%)



■ All schools

■ Turnaround academies



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# Selection Process for TSOs and LPs

- Turnaround School Operators
  - Panel including a community representative
  - Application review
  - Interviews
  - Site visits
  - 11 applicants, 3 selected as finalists
- Lead partners
  - Application review
  - Interviews
  - Performance task
  - 21 applicants, 3 selected as finalists



# Lead partners

- **Scholastic Achievement Partners**
  - Teacher coaching in Professional Learning Communities
  - Middle school reading intervention
  - Leadership coaching
- **Wireless Generation**
  - Student data analysis
  - Training in Professional Learning Communities
  - Leadership coaching
- **The New Teacher Project (TNTP)**
  - Improve school leaders capacity to meaningfully evaluate and coach teachers



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# Transitional year

- Lack of time and oversight for planning cited as major flaw of previous state-driven school interventions
- Four phases of work, each culminating in a written report
- Assess – Plan for Staffing – Evaluation
- As a collective, these three reports inform the final report – the school turnaround plan



# Funding

- Funding should follow the child
- SBOE withheld funds for the purpose of supporting the Turnaround Academies
- Will determine how to utilize these funds to promote improvement and performance



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# Obstacles

- Removal of property
- Access to student directory information
- Delay in the transfer of student records
- Culture of fear



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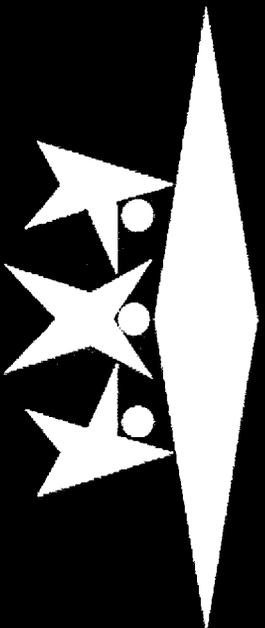
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# More information

<http://www.doe.in.gov/improvement/turnaround>



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## OVERVIEW OF IMPLEMENTATION

SUBJECT: School Turnaround  
IC 20-31-9.4; IC 20-31-9.5

SUBMITTED BY: James Larson, Director of School Improvement and Turnaround

### Requirements

Indiana Code (IC) 20-31-9.4 gives the Indiana Department of Education (IDOE) the authority to recommend an intervention for schools that have been placed in the lowest category or designation of school improvement for six consecutive years to the State Board of Education (SBOE). Based on the SBOE's approval, the IDOE is charged with overseeing the implementation of the assigned interventions. IC 20-31-9.5 describes the requirements for one of the assigned interventions – assigning a special management team to operate the school, referred to in statute as a “turnaround academy.”

### Implementation

Under IC 20-31-9.4, before a school can be considered for state intervention, the SBOE is required to hold at least one public hearing in the school corporation where the school is located. The purpose of the hearing is to hear testimony concerning the status of the school and to inform the intervention process. In 2011, 18 schools from 8 different districts were in jeopardy of entering a sixth consecutive year of failure. The SBOE held hearings for each of the 18 schools.

Of these schools, all but seven were able to improve academic performance enough to exit the lowest category or designation. On August 25, 2012, Dr. Bennett held a public announcement of the recommendations for state intervention. The SBOE approved the recommendations only after additional public comment and careful consideration and deliberation.

The approved interventions for the seven schools are as follows:

*Turnaround School Operator (Special Management Team to operate the entire school) –*

- Arlington Community High School – Indianapolis Public Schools
- Emma Donnan Middle School – Indianapolis Public Schools
- Emmerich Manual High School – Indianapolis Public Schools
- T. C. Howe Community High School – Indianapolis Public Schools
- Theodore Roosevelt Career and Technical Academy – Gary Community School Corporation

*Lead Partner (targeted technical assistance provided) –*

- Broad Ripple Magnet High School for the Arts and Humanities – Indianapolis Public Schools
- George Washington Community High School – Indianapolis Public Schools

Following the public announcement, Dr. Bennett held community meetings in the neighborhood of each school to further explain the intervention, and to solicit additional comment and input.



### Support

The Office of School Improvement and Turnaround (OSIT) was established in 2011 to support this critical work. OSIT team members are working closely with the special management teams to support them as they prepare to operate each school.

OSIT's work has included the following:

- Ongoing weekly conference calls with each special management team;
- Community outreach support;
- Iterative feedback on each special management team's turnaround plan;
- State funding and operations workshop to familiarize special management teams with Indiana policy and reporting requirements;
- Access to information on competitive grant opportunities;
- Attending and monitor meetings between district officials and the special management teams;
- Monitoring and supporting each special management team as they work to secure contracts for services and/or develop funding agreements for transportation, food services, and other necessary components of school operations.

Recognizing this work has never been done before in Indiana, the IDOE is committed to ensuring the entire process remains transparent. More information is available here:

<http://doe.in.gov/improvement/turnaround>.

### Progress

At Theodore Roosevelt Career and Technical Academy in Gary, Indiana, Edison Learning has developed a new alumni association, *Friends of Ted*. The new group has been created to revitalize community engagement surrounding the turnaround of the school. Tapped to lead *Friends of Ted* is the recently elected mayor of Gary, Karen Freeman-Wilson. With such an influential member of the Gary community leading the organization, buy-in from the remaining members of the community is rapidly developing.

In Indianapolis, Manual High School has historically provided students with a high-quality agricultural science and FFA program called the STAR Academy. Upon the announcement of state intervention, the district decided to move the program to a different school. In order to ensure continuity, Charter Schools USA (CSUSA) worked with the former president of STAR Academy Advisory Board and the FFA to develop an entirely new agricultural science program for Manual. Moreover, CSUSA chose to expand the program to the other two schools they will be operating in Indianapolis (T. C. Howe and Emma Donnan) and they recruited a former Indiana Teacher of the Year and agricultural science program coordinator from Lebanon, IN to help develop the program.

### Background

Along with what has been learned from school takeover attempts in other states, the IDOE has used the information in *The Turnaround Challenge* to develop a comprehensive vision and approach to substantive school improvement and turnaround. The complete resource can be found at <http://www.massinsight.org/stg/research/challenge/>.

Education Week's blogs > Rick Hess Straight Up

## Indiana's Phased Turnaround Model

By Rick Hess on September 21, 2011 7:55 AM | 2 Comments | Recommend

Turnarounds are all the rage. Under the guiding hand of its stellar state chief, Tony Bennett, Indiana has recently tried out an interesting spin in its approach to tackling consistently low-performing schools. Due partly to necessity and partly to calculation, the plan includes a wrinkle or two I thought worth noting. Recently, I had the chance to chat with Dale Chu, Bennett's assistant superintendent for innovation and improvement, about what's going on.

A few weeks back, the Indiana Department of Ed opted to intervene in seven schools across Indiana. Six of the schools are in Indianapolis and one is in Gary. Of the seven, the Indiana Department of Ed is taking over five, and contracting with three different external operators to take the lead on these schools. The lever was provided by Public Law 221, which allows the state superintendent to bring in external turnaround school operators for a school that has received the state's lowest grade for six consecutive years. The operators are Edison Learning, EdPower, and Charter School USA. (The other two schools will remain under the auspices of the local school district.)

Chu explained that contractors will only study, monitor, assist, and engage the community in the first year, and not take over the schools in question until year two. He said, "The first year is a transition year, which will be run by the local school district. The following year, the outside operators will actually start to run the school."

He said, "In the transition year, the operators are getting to know stakeholders, assets, and liabilities in the school; figuring out which staff they'll keep and which to let go; [looking at the schedule and curriculum]; and concurrently recruiting folks they might need... By the end of the transition year, they'll have a comprehensive plan for operational authority for the following years." Also during this transition year, the operators will be required to craft targets and metrics to gauge school improvement for future years.

When asked where this phased approach came from, Chu noted that the Indiana team had visited Louisiana's famed Recovery School District several times. "But one of the things we found," he said, "is that when the RSD started up, they were dealt a hand in terms of Katrina [and so Louisiana] had to do something dramatic. [But] they had no exit strategy going in... [and] they created sort of another bureaucracy." Chu cautioned that Indiana doesn't want to create "another layer" where the state becomes in effect "the largest school district."

When it comes to contracts and compensation, the six schools will no longer be under the Indianapolis Public Schools master contract. This will give the operators a free hand with regard to personnel decisions, and will challenge IPS to make tough calls about how it will handle educators who don't make the cut at the contract schools.

Federal dollars are the primary funding source for all this. The phased transition varies in cost by school to school, but totals in the hundreds of thousands of dollars. Chu explained that, for better or worse, "In this first year, the transition year, we want to minimize any sort of withholding of dollars."

It's hard to know a priori whether the phase-in year is going to prove a terrific way to facilitate the change in management and support smart decision-making, or more of a moderately expensive delay. Nor is it yet clear how this approach, and its accompanying "exit" strategy, will compare to Louisiana's

RSD model or imitators in Tennessee and Michigan. So long as we're honest about this, with ourselves and each other, we have the chance to learn a whole lot about how to do this work better.

Categories: Turnarounds

# THE INDIANAPOLIS STAR

SUNDAY, MARCH 28, 2010 ★ "Where the Spirit of the Lord is, there is liberty" II COR. 3:17 ★ \$1.75 ★ CITY EDITION

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## THE MANUAL PROJECT

### YEARS OF MASSIVE FAILURE PUT 8 IPS SCHOOLS ON THE BRINK

# A STATE TAKEOVER OF MANUAL?

The two most important men in Indiana's public education system sat at opposite ends of a long wooden table on a recent morning. They'd met to discuss the fate of Manual High School and other failing schools in the heart of Indianapolis.

The conversation wasn't an academic exercise. It concerned a reality that has hung over Manual all year — the reality that the state could seize control of the school, and seven others within Indianapolis Public Schools, in the fall of 2011. It would be an unprecedented step in Indiana, one allowed only because the schools have performed so poorly for so long.

IPS Superintendent Eugene White hosted the meeting on the top floor of his district's Downtown headquarters. He sat

at the head of the table with more than a dozen staff members around him. But second-year state Superintendent of Public Instruction Tony Bennett, a Republican who has sparked a string of controversies in the education world with his fast-paced push for reforms, controlled the conversation.

Bennett's message was blunt.

"I want you to be able to have every discussion you have going forward with a framework," he said, staring at White. "And that framework is this: Who do we want to run these schools? I know who I want to run these schools."

That's the guy sitting at the other end of the table."

That was the warm-up, the soft touch before Bennett got to his point.

» See Tully, Page A14

A14 • SUNDAY, MARCH 28, 2010

## Tully

» Possibility shows severity of problem.

From A1

"But I'm willing to run these schools," he said. "And we need to have a serious discussion about what this district is willing to do differently, because if we don't get to where we need to be, the state will be taking over these schools."

It would be a drastic step. And it's not guaranteed to bring success to schools such as Manual, where many students come from home lives filled with dysfunction and carry academic problems that stretch back to long before high school.

But something has to change. And although there are no panaceas in public education, a radical move such as a state takeover might be necessary for schools careening down roads pocked with low graduation rates and poor academic performance — roads that lead many Indianapolis children to lives of little opportunity.

The prospect of a state takeover stems from a 1999 law that led to the creation of a system to monitor performance at public schools. Most seriously, the law will let the Indiana Department of Education assume control of the worst performing schools beginning in 2011.

If the state steps in, changes could be swift and sweeping. The law would wipe out union rules at the schools, for instance, letting the state replace teachers immediately. The state could add days to the school year and hours to the school day. Dramatic curriculum adjustments could be made. Bennett said new administrators would be brought in.

"The intent would be intense structural reform of the school."

On this morning, Bennett hoped to see signs that White was willing to implement such reforms on his own, and that the powerful local teachers union would consider ceding ground. Such evidence, which doesn't yet exist, would be needed to avert a state takeover, he said. But the fact that state control is a possibility in Indiana underscores how high the stakes are — and how dire the problem is within many schools.

As Bennett and White talked, both had before them copies of a confidential report documenting conditions at Manual. A team of researchers from Cambridge Education, a company the state hired, compiled the report after spending time at Manual last fall. Its findings were devastating. On 39 of 40 points, from classroom behavior to the quality of instruction, the school received the lowest ratings — poor or unacceptable.

The report is a laundry list of academic failure: School leaders, it said, "have not established a clear vision for the school." The school, meanwhile, "has not been able to elicit minimum levels of parental involvement," and "low achievement in core subjects has been evident for a number of years." At Manual, one section of the report read, "the attitudes and actions of some staff reflect only a token acknowledgement of the need to focus upon the priority of improving student achievement."

Even more chilling than the report were the candid responses White gave when one of Bennett's aides from the Indiana Department of Education asked him to estimate the percentage of teachers performing at an unacceptable level at schools facing a state takeover.

They started with the teaching staff at Arlington Community High School.

"I would say 60 percent of them would be questionable," White said.

They moved to Manual. "Again, 60 percent," White said.

Northwest? "Sixty percent."

The state official then asked about two middle schools, Emma Donnan and Willard J. Gambold.

In both cases, White said,

"I would say 40 percent." Howe Community High School?

"We'll give them 60 percent."

George Washington?

"Definitely you have to put them in the 60 percent category," White said.

Only Broad Ripple High School, transformed into a magnet school a few months ago, escaped such low marks. Even there, though, White said one in 10 teachers is not up to par.

The superintendent then acknowledged a glaring self-inflicted problem in the district: Despite so many poor-performing teachers, IPS until recently has done little to hold them accountable. Firing even the worst teachers, a process filled with union contract landmines and tedious requirements, can take as long as 18 months. But the district has exacerbated the problem by failing to aggressively push problematic teachers through that process or implement an effective

teacher evaluation system.

IPS recently began to more diligently address the issue, but administrators say it will take three to five more years before they can seriously tackle the issue of bad teachers.

"We have a bunch of people who are pedestrian or below that," White said. "They have 25 or 30 years of service, and they aren't going anywhere unless we push them out. That's a reality for us."

That's also the reality for the thousands of students who each year sit in those teachers' classrooms. It's hard to imagine anyone justifying more years of this. It's hard to imagine. But it happens.

It did on this morning. With union officials sitting in the room, Bennett asked whether they would work with White to address issues such as the firing process and seniority rules that give principals little control of the

teachers in their buildings. Those rules annually threaten the careers of stellar teachers simply because they have too few years on the job. The question set off the meeting's tensest moments and exposed one of the district's biggest problems.

"You guys believe we protect bad teachers, and we don't," Ann Wilkins, president of the local teachers union, angrily told Bennett. "We protect the process. If you don't respect the process, I'm coming after you. But I don't appreciate the argument that we want bad teachers in the classroom."

Bennett didn't buy it. "Here's the reality," he said. "If you've protected one bad teacher, you protect bad teachers, period."

He's right. Still, the details of a state takeover carry huge problems. Although teachers could be booted out of Manual and other schools immediately, they wouldn't be fired. In

many cases, the district instead would be forced to place them in other schools, likely dragging those schools down. That's the process Wilkins said.

The union, however, isn't the only obstacle. Parents often fail to do their jobs, many students come to school loaded with heartbreaking personal problems, and the district has long avoided taking the difficult steps needed to improve teacher quality.

As I've written many times, some classrooms at Manual are led by dedicated, effective and inspiring teachers. I've watched those teachers demand hard work and good behavior in their classes. The effect on students is tremendous.

That's what makes the tolerance of poor or burned-out teachers so demoralizing.

A few days after the meeting between White and Bennett, I sat in Manual Principal Rocky Grismore's office. He

agreed with White's assessment that 60 percent of his teachers are underperforming and acknowledged that little has been done to address the problem. Freed from district and union rules, he said, the state would be at a great advantage.

"But," he insisted, "they wouldn't do any better than we would if we were allowed to play on the same playing field."

Debating that point is an academic exercise. More important is finding a way to create a playing field that gives whoever runs Manual — whether it's the school district or the state — a better chance to succeed.

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## Tully: School takeovers may yield biggest reforms yet



Written by

**Matthew Tully**

May 25, 2011

The heated debate over education reform at the Statehouse this year overshadowed a series of looming decisions that could result in even greater changes to the way Indiana schools are run.

By the end of the summer, the state Board of Education will determine whether the state will take over as many as 20 failing urban schools. The decision to seize even a fraction of those schools would be the most dramatic consequences so far of a law first passed in 1999. It also would give education reformers the best opportunity yet to prove what they have long argued: that schools can thrive despite enormous social challenges.

The decisions could reshape this city's education landscape. Six IPS high schools -- every Grade 9-12 school except Arsenal Tech, in addition to Emma Donnan Middle School -- are on the list for potential takeover. The schools got there by failing to meet minimum state standards for at least five consecutive years. Those

that continue the pattern this school year -- based on end-of-the-year test results -- will be eligible for takeover.

It's no surprise that Indiana Superintendent of Public Instruction Tony Bennett vows to embrace these drastic moves, which many educators long assumed was just talk. Unlike previous education bosses, Bennett has been willing to take the punches that come with advocating for education reforms. And while the potential for the state to take over schools predates his administration, the coming decisions will be the biggest test yet of his willingness to stand up to the rest of the education establishment.

Fortunately, Bennett is not blinking. If anything, he believes it's taken too long to get to this point. He also bristles at the suggestion that failing schools that have made no progress should get more time to implement improvements.

"In my opinion, they've had time," he said. "Am I going to reset the clock? No. They've

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had plenty of opportunities. The trap we get ourselves into is in saying: 'Well, let's give the adults a break and not focus on what's best for Indiana's children.' "

Representatives from the state have spent the year visiting the 20 schools, as they did during the previous school year, looking for signs of hope. They also have worked to narrow the list of operators that have applied to run schools. After public hearings this summer, and after studying the latest student test data, Bennett's office will make recommendations to the state board for each of the 20 schools.

Potential consequences range from a takeover to another year of probation for schools that have shown promise. Schools the state assumes control of will have one transition year, allowing the new bosses time to study them. Then, union contracts would be voided. Everything from curriculum to school hours could be changed. The new operators would be free to select teachers and principals -- decisions that will be among the most important they'll make.

Essentially, they will have an opportunity to build a school from the ground up. Every decision, Bennett said, "will be heavily dependent on what we believe is best for that school and its students."

The risks of failure are great, and there is no guarantee of success. But if done right, and if every decision indeed is based on what is best for students, Indiana can prove wrong doubters who believe that children of poverty are incapable of thriving

in large numbers.

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## **Vision for Roosevelt revealed Thursday**

By Carole Carlson

[ccarlson@post-trib.com](mailto:ccarlson@post-trib.com)

Last Modified: Mar 28, 2012 01:05PM

GARY — EdisonLearning Inc. will offer its turnaround plan for the Roosevelt Career and Technical Academy at a town hall meeting from 5 to 7 p.m. Thursday at the Genesis Center.

“We’ll share our vision for Roosevelt going forward, how the school will be organized, what the school will be like,” said Todd McIntire, senior vice president of operations for EdisonLearning. He said Thursday also marks the kickoff day for student enrollment.

“Our program will really put a focus on achievement, rigor and giving kids aspirations for the future.”

Named last year by the Indiana Department of Education as Roosevelt’s turnaround operator, New York-based EdisonLearning officials have spent this transition year analyzing all aspects of the school and meeting with the community. It’s prepared a series of reports to the state and its final report is due in May.

Six straight years of poor academic performance led to the takeover, one of the most dire consequences of a state accountability law. The takeover means the Gary Community School Corp. will no longer have control of Roosevelt, a school with a proud history in the city and legions of alumni.

EdisonLearning signed a one-year \$850,000 contract with the state for its work during this transition year and is still negotiating the terms of its four-contract contract to operate the school, said McIntire.

In the meantime, EdisonLearning has begun advertising for teachers, and food, transportation and janitorial services. McIntire said it’s possible it will contract with the Gary Community School Corp. for some of the services.

McIntire said there’s an April 16 informational meeting for teachers now at Roosevelt who are interested in applying for positions. He said hiring should be completed by the first week of May.

McIntire said EdisonLearning is looking for a principal “who’s ready to radically change the culture in the school.”

Reach reporter Carole Carlson at 648-3154.

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Published: May 10, 2011 3:00 a.m.

## EDITORIAL

# Let hearings begin on turnaround plan

Fort Wayne Community Schools officials are hopeful that state hearings set for June at North Side and South Side high schools will turn out to be unnecessary. But even if that's the case, they can serve as a showcase for the dramatic changes the schools have put in place to avert state takeover.

The hearings June 21 are required under Public Law 221, the state's counterpart to the federal No Child Left Behind law. Under the state law, the schools are among 20 statewide that fell into academic probation for five consecutive years and became subject to increasing consequences.

A team of consultants hired by the Indiana Department of Education to evaluate improvement efforts examined the schools last year.

State officials made return visits this year and seemed pleased with FWCS' turnaround efforts.

"Sometimes we see schools that are still trying to play around the edges, and that's not how I would describe (FWCS)," said Lee Ann Kwiatkowski, the state's school turnaround director, after the January visits. "They are very serious about transforming their lowest-achieving schools."

Paul Harding High School, in the East Allen school district, also is in its fifth year on academic probation. But no hearing is scheduled because the school will be closed next year and transformed into a college and career academy the next year.

"I think the state board of education understands that this is not an effort to avoid takeover; it's part of a districtwide plan to address finances and academic achievement," said Karyle Green, superintendent of East Allen County Schools. "As far as P.L. 221, we are undertaking a process that we are allowed to take under the law, in terms of closing the school."

Changes at North Side and South Side are part of a larger transformation undertaken by FWCS this year, focusing on 11 schools but designed to drive improvement across the district. Fifth-year probation status placed the greatest pressure on the two high schools, where new principals were assigned and more than half of the teachers were replaced.



Kwiatkowski

### School hearings

The Indiana State Board of Education will conduct public hearings for the two FWCS high schools in their fifth year of probation:

**South Side High School:** 5 p.m. June 21, South Side auditorium

**North Side High School:** 7:30 p.m. June 21, North Side auditorium

Teachers and students at the two schools are well aware of the demands and the consequences. Students know individually where they stand on academic requirements, and teachers work closely with academic coaches and interventionists to improve performance. In addition to weekly professional development sessions, many teachers also are participating voluntarily in small learning sessions during their classroom prep periods and lunch hours.

Parents of high school students had the chance at back-to-school events to meet individually with teachers to discuss their students' performance.

North Side and South Side individually must post 3 percentage points' improvement in the end-of-course assessments administered in certain subjects. In addition, they must meet attendance and graduation rate goals.

Those measures won't be available until after the June hearings, so there's a chance that the schools will have satisfied state requirements even when the hearings take place. But even if they don't meet the goals, handing management of the school over to a turnaround operator is just one option the state board could choose. Others include merging the school with another or revising its improvement plan.

Dale Chu, the state's assistant superintendent for policy, legal and communications operations, said in a February interview that community engagement was the key in the state's approach, based on the results of school intervention efforts in other states.

For the two FWCS schools, the tough work has been done almost entirely by teachers, administrators and students. But the encouraging results the schools are showing should inspire support from the community at large.

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## Facts about funding for Turnaround School Operators

On May 2, the State Board of Education voted to withhold \$15 million in state funding from IPS to pay the turnaround school operators during the last six months of 2012.

- This guaranteed amount is not based on the number of students who will actually be served by the turnaround school operators under their contracts with DOE. Instead, it's based on the September 2011 ADM count multiplied by IPS' per pupil amount of \$7,331.
- This calculation is contrary to the express language in IC 20-31-9.5-3 that caps the amount paid to private operators under these contracts to the total per pupil amount for the "affected students." Although the term "affected students" is not defined, it's clear from its context that "affected students" means those students who will be served under the contracts.

Earlier this year, students were asked whether they planned to enroll in one of the four turnaround academies in fall 2012, or whether they planned to attend another IPS school next year. Students who made no choice were automatically enrolled in the turnaround academies.

- As of April 30, 973 students have indicated that they will transfer to another IPS school next year instead of attending a turnaround academy. Approximately 26% of these students are receiving special education services. The total per pupil funding generated by these students from July 1, 2012 through December 31, 2012 will be \$4,427,977 – including \$861,174 in state special education funding.
- On May 2, the State Board voted to divert these funds away from IPS so they can be used to pay the private operators... even though IPS will be serving the students.
- Further, the State Board decided that the turnaround operators should be paid the full per pupil amount for the 3,810 students counted in last year's ADM, even though IPS presented data showing that the projected enrollment for the four turnaround academies is 2,185.
- To make matters worse, the vast majority of the projected enrollment (80%) represents those students who have not yet decided where they will attend school next year. This means that even if some of these children decide to attend another IPS school, DOE will automatically deduct their tuition support from IPS' monthly allocation and pay it to the private operators anyway.

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The following chart shows the difference between the 2011 ADM and the projected 2012-13 enrollment as of April 30. As you will see, the per pupil amounts that the private operators are projected to receive under their DOE contracts far exceeds the \$7,331 that IPS will receive through the school funding formula.

Projected changes in enrollment from 2011-12 to 2012-13					
	2011 ADM	Projected 2012-13 Enrollment	Change	Total per pupil funding change if based on actual enrollment	Annualized per pupil funding (based on projected 2012-13 enrollment)
Emma Donnan	850	583	-267	-\$978,763	<b>\$10,689</b>
Arlington	1224	585	-639	-\$2,342,433	<b>\$15,340</b>
Howe	1024	572	-452	-\$1,656,933	<b>\$13,125</b>
Manual	712	445	-267	-\$978,763	<b>\$11,730</b>
<b>TOTAL</b>	<b>3810</b>	<b>2185</b>	<b>-1625</b>	<b>-\$5,956,893</b>	

IPS presented this information to the State Board at the May 2 hearing, and suggested an alternative funding mechanism under which the funding for the turnaround schools would initially be based on the 2011 ADM count, but then would be adjusted after the start of the school year to ensure that the total amount for the pupils actually served under the contract did not exceed the statutory cap.

The three State Board members who are actually involved in the operation of schools voted in support of a motion that would replace DOE's funding plan with IPS's suggestion.

The majority of State Board members, however, voted to support DOE's plan because they wanted to ensure that the turnaround operators had sufficient funds to succeed.

There was NO discussion about the impact of the loss of funds to IPS and whether IPS would have enough funds to succeed.

*The statute that authorizes DOE to withhold these funds from IPS was adopted last year in the budget bill.*

*The language that caps the payments to the turnaround school operators at the total per pupil amount for the affected students was added after education advocates expressed concern that without such limits, DOE and the State Board could divert a disproportionate amount of funds away from the school corporation in order to pay the private operator a higher per pupil rate.*

*Unfortunately, that is exactly what has happened.*

# INDYSTAR COM

## Starting with an unfair advantage over IPS

Gaps and gray areas in state rules regarding takeovers of failing schools have led to demeaning spats among educators and demoralizing uncertainty for many families.

The State Board of Education could have quelled the latest flare-up by adjusting a funding formula that sends a windfall to private operators of four campuses in Indianapolis Public Schools.

Regrettably, the board missed that chance Wednesday.

As things stand now, EdPower and Charter Schools USA are expected to collect far more than the state per-pupil average for the July 1-Dec. 1 period, thanks to an expected plunge in enrollment at the four schools.

Indeed, based on projections, Emma Donnan Middle School (\$6,132), Manual High School (\$6,348), Howe Community High School (\$7,407) and Arlington Community High School (\$8,460) would shatter the average funding of \$3,350.

Moreover, IPS, which would wind up with a great many children who are credited to the takeover schools, would be the loser -- to the tune of \$6 million, the system says.

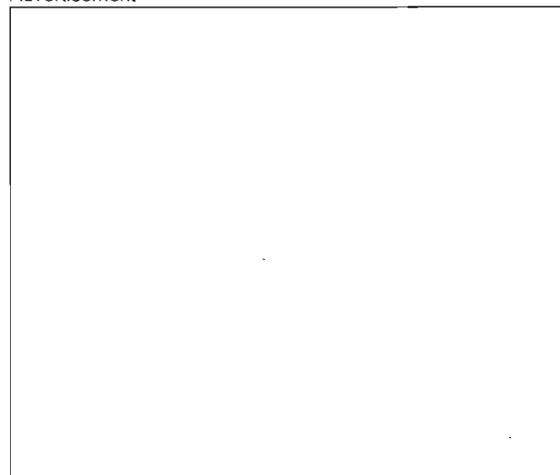
How close reality will come to the estimates awaits the opening bell of school; an official of one of the takeover operators says he expects far more kids than predicted. But a basic problem remains.

State funding hews to prior-year enrollments. This is workable normally, in that school populations tend to be stable. Takeovers, however, are anything but normal. Hence, the transitional imbalance of reward and burden.

Obstinate and sometimes petulant as he has been toward the takeover process, IPS Superintendent Eugene White made a reasonable plea to the State Board Wednesday that it adjust the funding formula to these unique circumstances and try to ensure that money follows children.

The board refused, saying the takeover schools are being treated like any other. It would seem that a guaranteed cornucopia of \$15.3 million to the two outside operators is in conflict with that theory. Unless the state rethinks the imbalance, it

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will guarantee further conflict over this delicate process, and further stress to parents and children.

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### **IC 20-31-9.5-3**

#### **Allocation of state tuition support and federal funds; eligibility for other funds**

Sec. 3. (a) Turnaround academies are eligible to receive building and technology loans administered by the state board from the common school fund.

(b) A student who attends a turnaround academy or another school subject to intervention under this chapter remains, under IC 20-43-4-1, an eligible pupil of the school corporation where the student has legal settlement.

(c) The state board, based upon recommendations received from the department, shall determine the amounts of state tuition support and federal funds that are necessary to fund options for improvement implemented by the state board under this chapter with respect to each turnaround academy.

(d) The department shall do the following:

(1) Withhold from state tuition support and federal funds otherwise to be distributed to the school corporation of the school operated as a turnaround academy under this chapter the amount determined under subsection (c) for the affected students. The amount withheld under this subdivision may not exceed the total per pupil funding for the affected students.

(2) Enter into any contracts necessary to implement the options for improvement implemented for the school by the state board, including contracts with a special management team assigned under IC 20-31-9-4 to operate the school as a turnaround academy.

(3) Make payments under the contracts entered into under subdivision (2) with funds withheld from the school corporation under subdivision (1).

*As added by P.L.229-2011, SEC.190.*

### **IC 20-31-9.5-4**

#### **Eligibility of students to enroll in turnaround academy**

Sec. 4. Any student who lives in the attendance area served by a school that operated as a turnaround academy under this chapter may attend the turnaround academy. The turnaround academy may not refuse enrollment to a student who lives in the attendance area.

*As added by P.L.229-2011, SEC.190.*

### **IC 20-31-9.5-5**

#### **Oversight of special management team by mayor; petition**

Sec. 5. (a) The executive of a city or county in which one (1) or more turnaround academies are located may petition the state board to oversee the special management team. The petition must include the following:

(1) The names of one (1) or more turnaround academies located within the executive's jurisdiction for which the executive wishes to conduct oversight.

(2) The functions the executive wishes to perform.

SELECT COMMISSION ON EDUCATION  
21 MAY 2012  
EXHIBIT C



May 21, 2012

*Good afternoon, my name is Kristine Park and I am the Policy Director at Stand for Children. Today I will read the testimony of Spencer Lloyd. He is the choral director at Emmerich Manual High School and a member of Stand for Children. He regrets not being able to attend this committee hearing today, but wished to send a testimony to be read on his behalf.*

Dear Members of the Select Commission on Education,

This school year had the potential to foster a time of positive predictions to what lies ahead, to cultivate optimistic conversations, and to establish a renewed energy for our school. Instead, this year was a tumultuous time, filled with overbearing requirements, secret dialogues, and a negative energy which was almost palpable at times. A year which could have been spent positioning Manual to move forward in the most successful way possible, has been spent simply reviewing excuses for what went wrong, and dancing around protocols required by a central office which has not had a presence in the building for some time.

Outside of the classroom, the teachers at Manual this year were worried, or at least curious, about what the following months would bring. We were not receiving information from anyone about the fate of Manual. Would we have jobs next year, who would be leading us, when would we find out answers to our plethora of questions? These were all quandaries bouncing around in our heads as we cautiously navigated a battlefield, no one had yet stepped foot on. It might not be possible, and most definitely is not useful to point blame at any party. Only suffice it to say, communication is key! Giving any information to the soldiers on the front lines would have been preferable to communication going dark. From the statehouse, to the central office there were many conversations occurring, however the individuals, in the schoolhouse, actually *doing* the work of education were left in ignorance.

Once the answers started coming, one would think things would have gotten better. However, that was simply not the case. Many answers just brought more questions. To an extent this is acceptable, perhaps even forgivable because this was water, which had simply never been sailed before. No one knew what aberrations might lie beneath the untested surface. As time went on, however many monsters came to light, and they were ugly.

One such monster was named politics. There is a quote I am fond of, which states, "politics should end at the schoolhouse door." I am not so naive as to think education can be untouched by policymakers. However, *if* policy makers want to be *most* effective creating policy, which affects education, I strongly encourage frequent and purposeful visits to schools to see firsthand what is happening inside our halls. The guilt is not for policymakers to carry alone. The last time a central office employee with any amount of decision-making power spent any *formidable* time at Manual conversing with students and teachers was too long ago.

Another monster, closely related to the first, is ignorance. Making any attempt at dismantling Emmerich Manual H.S., while the school year is still in session was an asinine move on the part of IPS, and the people responsible for such decisions should be ashamed. Actions, such as removing text books, computers, and weight-training equipment from the building before the end of the year, is demoralizing and speaks much more than just "we want what is ours." In fact, when I addressed one student's concerns about the removal of workout equipment from the gym area, all he could do was shake his head - dejected and disappointed by a district, which had too early turned its back on him. I am not against the district removing what *rightfully* should not be here, but out of respect for education, for the teachers, for the *students* - they should have waited until after graduation.

On a personal note, over the last four years at Manual, I have been privy to some outstanding media coverage. With this has been some congratulatory sentiments from the district, however most recognition has been extended to my students and me from individuals and organizations outside the system. One would think a program which garnered such support and praise from the greater Indianapolis community would be exempt from the ridiculous nature of petty squabbling. This has simply not been the case. In fact, due to the large financial support I have received from the community, there have been even

tighter, and at times absolutely and inconceivably senseless, regulations with which I have been forced to comply to spend the money which was given to the *Manual* choral dept. Such things like strong admonitions from the district to “empty the accounts” before the end of the school year, and added scrutiny over every single purchase are just two examples of the district making an already difficult job, almost unbearable.

It is of utmost importance to understand the vigor, vitality, and resilience of the educators at Manual H.S. have prevailed in spite of, *not* because of the process. Gains have been made. The students and teachers have survived. The educators, including myself, who desire and are able to stay here, will be successful next year. The students will continue to learn, and my students and I will continue to make music. Perhaps the best way to conclude is to quote the Manual school song. The message is timeless, inspiring, and quintessential to the future of education not just here on the near southside, but across the state of Indiana.

“Onward Manual, on forever,  
Always to success,  
Let your banner never waiver,  
Failure ne’er confess.  
Onward, Manual, ever onward,  
Make a glorious name;  
Strive upward,  
Strive and gain an envied fame!”

Respectfully,

Spencer Lloyd  
Choral Director  
Emmerich Manual High School



# Indiana Department of Education

151 West Ohio Street  
Indianapolis, Indiana 46204

## MEMORANDUM

TO: State Board of Education  
FROM: James Larson, Director of School Turnaround  
DATE: May 18, 2012  
RE: Recommendation for funding

Pursuant to IDEA 2007, 34 CRF§300.705<sup>1</sup>, the Department recommends the following amounts of State Fiscal Year 2012 Part B funds be redirected from Gary Community School Corporation (GCSC) as of July 2, 2012 to be used for operation of the turnaround academy:

Theodore Roosevelt Career and Technical Academy          \$269,229.36

The recommended amounts represent the school's December 2011 Special Education count multiplied by the GCSC per pupil allocation for the State Fiscal Year 2012 Part B grant of \$1,729.71. The product of the school's December 2011 Special Education count and GCSC' per pupil allocation for the State Fiscal Year 2012 Part B grant was then multiplied by 0.55 to reflect that there are 15 out of the 27 total months of the grant remaining.

School	12/2011 SPED count	Per pupil allocation for State Fiscal Year 2012 Part B	Percentage of months left in the grant cycle as of 7/2/2012 (15 divided by 27)	Total State Fiscal Year 2012 Part B funds to be redirected to TSOs from IPS
Roosevelt	283	\$1,729.71	0.55	<b>\$269,229.36</b>

The per pupil allocation for GCSC was figured by dividing the total State Fiscal Year 2012 Part B allocation of \$3,130,770.00 by the December 2011 Special Education count of 1,810 students.

<sup>1</sup> 34 CRF§300.705 requires that Part B funds be reallocated when a new LEA is created. "If a new LEA is created, the State must divide the [federal allocation] for the LEA that would have been responsible for serving children with disabilities now being served by the new LEA, among the new LEA and the affected LEAs based on the relative numbers of children with disabilities . . . currently provided special education by each of the LEAs."

## INDIANA STATE BOARD OF EDUCATION

Proceeding No. Funding 04 – 062012

### NOTICE OF RECOMMENDATION AND ADMINISTRATIVE PROCEEDING

To:	Dr. Myrtle Campbell, Superintendent Gary Community School Corporation 620 East 10 <sup>th</sup> Place Gary, IN 46402	James Larson, Director of School Turnaround <sup>1</sup> Indiana Department of Education 151 West Ohio Street Indianapolis, IN 46204
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Notice is hereby provided that the Indiana State Board of Education ("State Board"), pursuant to IC 20-31-9.5-3(c), shall conduct an administrative proceeding to determine the amount of federal funds that are necessary to fund the options for improvement implemented by the State Board and that the Indiana Department of Education ("Department") shall withhold from federal funds otherwise to be distributed to Gary Community School Corporation in accordance with IC 20-31-9.5-3(d).

The administrative proceeding will occur and the determination made during the regularly scheduled meeting of the State Board.

Date: June 6, 2012  
Time: 9:00 a.m.<sup>2</sup>  
Location: James Whitcomb Riley Room  
Indiana Department of Education  
151 West Ohio Street  
Indianapolis

The Department will present its recommendation (attached as Exhibit "A"), and a representative from Gary Community Schools will have the opportunity to be heard and present information regarding the Department's recommendation. **Any documents to be presented for the Board's consideration must be provided to and received by the State Board Administrator no later than 4:00 p.m. EST on May 30, 2012.** All information will be provided under oath, and the proceeding will be recorded. Board members may ask questions. The Board will make its determination subsequent to the presentation of information. The Board's determination shall be reduced to writing and be distributed to the parties.

Questions about the schedule or administrative procedures may be directed to:

Becky Bowman, Administrator  
State Board of Education  
Room 225 State House  
Indianapolis, IN 46204  
[bbowman@doe.in.gov](mailto:bbowman@doe.in.gov)  
317.232.6622

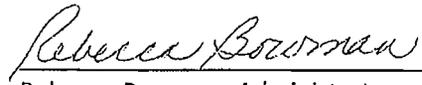
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<sup>1</sup> Pursuant to I.C. 4-21.5-3-20(c)(2), Mr. Larson is designated as the individual who will be presenting the recommendation on behalf of the Department. Mr. Larson's telephone number is 317.232.0550.

<sup>2</sup> The Board meeting begins at 9:00. The administrative proceedings will be the first item after the meeting is called to order.

Per I.C. 4-21.5-3-20(c)(8), a party who fails to attend or participate in the proceeding may be held in default or have the proceeding dismissed under I.C. 4-21.5-3-24.

Date: 5-18-12

  
\_\_\_\_\_  
Rebecca Bowman, Administrator  
Indiana State Board of Education

**CERTIFICATE OF SERVICE**

I certify that a copy of the foregoing was sent to Dr. Myrtle Campbell via email and first class mail, and was hand delivered to Mr. Larson on May 18, 2012.

  
\_\_\_\_\_  
Rebecca Bowman, Administrator  
Indiana State Board of Education

cc: Robert Lewis, Esq. (via email only)

Potential Inequity of Funding of Tuition Support  
Based on September 2012 Actual Enrollment of Students at Roosevelt  
July - December 2012 Funding Analysis

		*Decrease in Pupil Count		Inequity of Funding Total
<b>Based on Actual 2012 ADM Count</b>	<b>\$/Student</b>			
Difference in actual September 2012 ADM Count	\$ 7,686.25	50 *		\$ 192,156.25
Difference in actual September 2012 ADM Count	\$ 7,686.25	100 *		\$ 384,312.50
Difference in actual September 2012 ADM Count	\$ 7,686.25	150 *		\$ 576,468.75
Difference in actual September 2012 ADM Count	\$ 7,686.25	200 *		\$ 768,625.00
Difference in actual September 2012 ADM Count	\$ 7,686.25	250 *		\$ 960,781.25
Difference in actual September 2012 ADM Count	\$ 7,686.25	300 *		\$ 1,152,937.50
Difference in actual September 2012 ADM Count	\$ 7,686.25	350 *		\$ 1,345,093.75
Difference in actual September 2012 ADM Count	\$ 7,686.25	400 *		\$ 1,537,250.00
Difference in actual September 2012 ADM Count	\$ 7,686.25	450 *		\$ 1,729,406.25
Difference in actual September 2012 ADM Count	\$ 7,686.25	500 *		\$ 1,921,562.50
Difference in actual September 2012 ADM Count	\$ 7,686.25	550 *		\$ 2,113,718.75
Difference in actual September 2012 ADM Count	\$ 7,686.25	600 *		\$ 2,305,875.00
Difference in actual September 2012 ADM Count	\$ 7,686.25	650 *		\$ 2,498,031.25
Difference in actual September 2012 ADM Count	\$ 7,686.25	700 *		\$ 2,690,187.50
Difference in actual September 2012 ADM Count	\$ 7,686.25	750 *		\$ 2,882,343.75
Difference in actual September 2012 ADM Count	\$ 7,686.25	800 *		\$ 3,074,500.00
Difference in actual September 2012 ADM Count	\$ 7,686.25	850 *		\$ 3,266,656.25
Difference in actual September 2012 ADM Count	\$ 7,686.25	900 *		\$ 3,458,812.50
Difference in actual September 2012 ADM Count	\$ 7,686.25	950 *		\$ 3,650,968.75
Difference in actual September 2012 ADM Count	\$ 7,686.25	1000 *		\$ 3,843,125.00

\*Current Fund Based on ADM of 1,032 students = \$3,966,105

*SELECT COMMISSION ON EDUCATION  
21 MAY 2012  
EXHIBIT D*

Testimony of Mary Cossey, Director of Constituent Services, Office of the Mayor of the City of Gary

**I bring greetings on behalf of the city of Gary where Karen Freeman-Wilson is the Mayor. Allow me to submit a statement on behalf of Mayor Karen Freeman-Wilson.**

To Chairmen Kruse and Behning and members of this educational body:

First allow me to express my sincere regrets for my inability to join you today. The creation of educational opportunities is one of the most important factors for our administration. While my authority as Mayor is limited by law, I understand the moral imperative and practical necessity requiring me to use my influence to improve educational opportunity and attainment in the city of Gary. Prior to taking office we convened an educational task force to address the critical issues around education. Part of the results from this discussion involved the development of educational roundtable; support of before and after school centers in the community and partnership with the spectrum of educational institutions from daycare to four year institutions.

It is the partnership initiative that has fueled my involvement in the transition of Roosevelt Career and Technical Academy. I have always been clear that it was my preference that the community be allowed to work with the Gary Community School Corporation to address the challenges at Roosevelt. I have been equally clear that once the State Board of Education made their decision, our administration is determined to work with Edison Learning to insure the success of the children at Roosevelt. For that reason, I have attended meetings to encourage community input; I have offered my insight to parents and school professionals and I have agreed to serve as chair of the Friends of TED. I have agreed to serve in this capacity because I believe it is incumbent on all of us to remember that the focus of this discussion that often evolves into a debate is the education of our children which is not designed only for their individual achievement, but can be used to fuel the progress of a community. I want each of these children to have the best opportunity to achieve--in fact, I want as much for them as I do for my own 18 year old.

At the same time, we have to be careful that the achievement of students at Roosevelt Career and Technical Academy or any other traditional public or public charter school not come at the expense of other children. In order to compare apples to apples, there must be a level playing field and funding must be determined in the same way for all educational institutions. All of our institutions share similar challenges of security, parental involvement and achievement of objective measures such as test scores. Some of these issues are addressed through the allocation of resources. Others can only be addressed through our collective work and responsibility. I am committed to working with all educational institutions to rally our efforts around the achievement of all students, including those at Roosevelt Career and Technical Academy. This will be done by city sponsored Rites of Passage programs, summer enrichment opportunities, robust after school programs and incentives for parental involvement.

These efforts are a priority for our administration because we know that our children are worth fighting for and in so doing we ensure the future of our community. Thank you.

SELECT COMMISSION ON EDUCATION

21 MAY 2012

EXHIBIT E

①

Hello. My name is Debbie Debolt. I am an alumni of Emma Donnan where I attended k-8 and Emmerich Manual High School, where I graduated in the class of 1985. I am also the mother of 7 daughters, 3 of which have already graduated from Manual with high honors near the top of their class, thru Star Academy. One will graduate this year with high honors, 5th in her class also thru Star Academy. Therefore, going into next year, I will have a junior and a freshman at Manual and a seventh grader at Emma Donnan. I am a member of Stand for Children and I am also a Star Academy Advisory Board member.

Through the years I have seen many changes take place at Manual. Around approximately 2006/2007, things gradually started changing for the worse. Various

programs have been taken away from our students, teachers <sup>were</sup> continuously moved around, types of scheduling changed, daily start/end times changed, and the year around / inter-session tossed about. It seemed that the more that the students of Manual and Donnan struggled, the more IPS took away from them. It was as if IPS was trying to create an unstable and confused environment for these two schools. It was a known fact that these schools were struggling but instead of sending help, they were taken from, neglected, and ignored.

(Including our Football team)  
Tech  
All the while  
~~Rock to Stone~~ used  
our Football Field.  
Numerous times  
Manual had to  
cancel  
Programs  
because Tech  
was using  
our foot  
ball  
Field.

Manual and Donnan were clearly thrown under the bus.

SELECT COMMISSION ON EDUCATION  
21 MAY 2012  
EXHIBIT F

2

These are a few reasons that I am relieved to have CSUSA to restore and revive Manual and Donnan. I have been very much involved in the efforts CSUSA has put forth over the past several months to inform students and parents about their choices for next year. It seems that everything that we have tried to do to present the students with facts about CSUSA has been denied. Teachers and staff have been told that anyone associated with CSUSA is NOT to speak with the students on IPS property. We were also denied the right to pass out flyers about upcoming informational meetings for CSUSA, even on the elementary school level. We were told that we are now IPS's competition and that the money is now in two separate pots. I feel that if the IPS was truly concerned with the students well being and their education, they would want them to be fully informed <sup>educated</sup> ~~informed~~ about their choices so they could make an ~~informed~~ decision based on facts. Instead, IPS has tried to keep CSUSA quiet except for the very untrue rumors that IPS seems to have spread about how CSUSA is not offering any sports, JROTC, or anything extracurricular. This is far from true. We are actually having everything we now have and more! <sup>Including getting our football team back!</sup> I am involved in the new agriculture program with CSUSA. Dr. Nauss, myself, my 2 daughters currently at Manual, and several former Star Academy <sup>who are now members of our new ~~100%~~ agricultural program</sup> board members ~~attended~~ a meeting at the FFA

(3)

headquarters to present the plans for our new agriculture program with CSUSA. We were granted permission to start a new FFA chapter at Manual. This was necessary because we were told by IPS that Star Academy and all its equipment was the property of IPS, ~~that~~ <sup>which would</sup> leaving ~~ing~~ our students with nothing. Since that statement was made, there have been things moved out slowly. The kids' laptops were collected and kept for approximately 6 weeks and then finally returned to them. The elliptical equipment is gone from the weight room. Therefore the athletes can't work out and condition and the students who are taking weightlifting classes can't get full benefit in class without all of their equipment. It's time to get some stability back in these schools and give these students the education they deserve. These were at one time, great schools with great potential, and I know they will be again. With all this being said, I am so excited about next school year and so thankful for new beginnings. Thank you

Statement by Gordon K. Durnil

Mr. Chairman ... Members of the committee ....

I am a 1954 graduate of Emmerich Manual High School, a former chairman of the Manual Alumni Association and I was named the Manual Alumnus of the Year in 2000. Over the past 15 years or so, via e-mail, web sites, Facebook, annual Christmas luncheons, etc., a group of us calling ourselves the "Manual Kids of the 1950's" have been raising funds to assist students and programs at Manual High School. Once we heard, from Matt Tully Indy Star columns, that Manual had not had a yearbook for 4 or 5 years we raised the funds and provided mentoring to bring yearbooks back to Manual and our 3<sup>rd</sup> edition is now completed. The yearbook project caused me to bring in younger alums. I am now in regular contact with 4,000 or so of the 22,000 living alumni – from the 1930's to the 2000's.

Few of us were happy about our school being taken over by the state, but we were looking for any effort that would return the past greatness .. or at least provide an education to Indy south-siders that would give them greater life opportunities. The status quo was a path to more failure, so we joined in with the new administrators, met with them, attempted to help them in any way we could, only to find major obstructions being thrown up along the way.

It began with the IPS superintendent viewing and discussing the "taking" of art works that have adorned the walls of both locations of Manual High School beginning a century ago with the gifts of paintings to Manual by such artists as T.C. Steele, Otto Stark, William Forsyth and other famous Hoosier artists of the early 20<sup>th</sup> century. We formed a group of alumni attorneys and put the IPS board and superintendent on notice that we, representing alumni, would resist any such takings. I received an e-mail from the principal saying that the superintendent said we would need to provide him with documented evidence that the paintings were gifts to Manual and not to IPS. That demand obviously conflicted with IC 20-31-9.5-2 which prohibits removal of "contents, equipment and supplies" by the school corporation. It also was in violation of the companion rule (511 IAC 6.2-9-8) regarding the removal of property by the school corporation from the school building after assignment of a takeover team. But, a group of alumni from the 1950's & 1960's were able find such documentation.

IPS did not respond to our October 14, 2011 letter until December 8, 2011, which was after our ad hoc committee of alumni lawyers, had requested the State Board of Education put the matter on their meeting agenda. I will submit all of that correspondence for your record. An official of the Indiana Organ Society me called after hearing that the largest theatre organ in Indiana, which they had donated to Manual decades ago, might be removed.

Next to come under threat was band equipment when the superintendent demanded an inventory, then a discussion between the superintendent and principal about the possibility of moving privately funded scholarships funds to IPS, and just a few weeks

SELECT COMMISSION ON EDUCATION  
21 MAY 2012  
EXHIBIT G

ago – at both Howe and Manual – IPS trucks pulled up and hauled away athletic equipment. Some of the attractive classes for students, such as JROTC, FFA and a welding class, were pulled from Manual by IPS..

Probably the most discouraging tactic was to use teachers and other adults to spread negative rumors about takeover teams. There was a constant barrage of rumors flowing to students and parents that the new team was inept, that college preparatory classes would not be available, that all sports would be removed, that uniforms would be required. The superintendent had discontinued football a couple years earlier, making the rumors more believable. The tactics were described in various comments by the superintendent as “competition” for students in an open enrollment situation. The tactics could also be described as adverse actions by the school corporation that are specifically prohibited by rule - 511 IAC 6.2-9-8

My conclusion is the transition year, though not a statutory requirement, gave great opportunity for mischief by the school corporation. I would also suggest that it might be helpful to insert a starting time into IC 20-31-9.5 – 2 that clearly states when the school corporation can no longer remove property from the takeover building I might suggest the date when the contract is signed with the special management team. And perhaps the statute should prohibit the removal of classes, programs and activities, as well as property, shortly before takeover.

Thank you ... Gordon Durnil

**EMHS**  
**Alumni Association**  
**2405 Madison Avenue**  
**Indianapolis, Indiana 46225**

October 14, 2011

Indianapolis Board of School Commissioners  
120 E. Walnut Street  
Indianapolis, Indiana 46204

ATTN: Dr Eugene G. White, Superintendent

Dear Dr. White:

A matter of serious concern among the more than 20,000 living alumni of Emmerich Manual High School (Manual) has to do with what entity shall have the rightful possession of works of art (along with other historic items) located within the Emmerich Manual High School buildings. Over the years, since 1895, various graduating classes and friends of Manual have made "gifts" to the school. These gifts include a grandfather clock given to the school more than a century ago. Other gifts include private scholarships that are intended for Manual students. Of special concern to the alumni are oil paintings that have inspired Manual students over the years, in some cases for more than a century. A listing of these specific items of concern is enclosed with this letter.

It is the position of Manual alumni, and this ad hoc committee of attorneys who are Manual graduates, that the above-mentioned items are the property of Manual and not the property of the Indianapolis Board of School Commissioners and that such items should remain within the premises of Emmerich Manual High School. State law upholds that position in IC 20-31-9.5-2, which provides that if the state assigns a special management team to operate the school, "the special management team shall continue to use the school building, the accompanying real property, **and the building's contents**, equipment, and supplies ...." (*emphasis added*). Also, as you know, the administrative rule outlines potential consequences should the school corporation remove or dispose of property located in the school (511 IAC 6.2-9-8).

All parties are facing new situations as the transition to the Special Management team occurs at Manual. Our concern is that traditional items of value not be lost to past, present, and future students of the high school because of such new situations not of their making. Living alumni from classes before World War II to the present have fond memories of exposure to great artistic talent and works of art that have been displayed in the Manual hallways. Some of the paintings may have large monetary value, but such value pales when compared to the intrinsic educational and inspirational value to the students.

Ex 21

The purpose of this letter is to put the Indianapolis Board of School Commissioners on notice that any attempt to remove the enclosed listed items from the buildings at Emmerich Manual High School during the transition year will be opposed with serious intensity. Hopefully, our concerns are not warranted and the issue will never arise.

Sincerely,



Gary M. Beplay  
Attorney at Law  
Manual Class of 1958



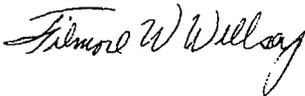
Gordon K. Durnil  
Attorney at Law  
Manual Class of 1954



William Levy  
Attorney At Law  
Manual Class of 1947



Charles R. Mercer  
Attorney at Law  
Manual Class of 1960



F.W. Willsey  
Attorney at Law  
Manual Class of 1954

Encl: Listing of Manual's Historic Items of Concern

cc: Dr. Mary E. Busch, IPS Board President  
Michael D. Brown, IPS Board  
Diane Arnold, IPS Board  
Samantha Adair-White, IPS Board  
Elizabeth M. Gore, IPS Board  
Andrea J. Roof, IPS Board  
Marianna R. Zaphiriou  
Tony Bennett, Indiana DOE Superintendent  
John Larson, Indiana DOE

(Contacts: Gordon K. Durnil, P.O. Box 90106, Indianapolis, IN 46290 – 317-846-0401 – [gdurnil@aol.com](mailto:gdurnil@aol.com) or Alice Glover, 317-784-9136 – [afglover@ameritech.net](mailto:afglover@ameritech.net))

## Emmerich Manual High School Paintings of Concern

1. Portrait of Charles E. Emmerich by T.C. Steele
2. Portrait of Kate Wentz by E. Taffingler
3. Landscape by Will Vawter
4. Past Elegance by Floyd Hopper
5. The Seven Sisters by S. Ketcham
6. Landscape by O. Adams
7. Landscape with Horse & Wagon by Otto Stark
8. Studying Joseph Holiday
9. EMHS, 1994 by Kanwal Singh
10. Landscape by J. Bundy
11. Landscape, 1920 by Simon Baus
12. Portrait of a Young Girl by S. Ketcham
13. Landscape, 1907, by William Forsyth
14. Rooftops by George Mess
15. Spring Song by Adelle Wendel
16. Landscape, 1927 (Sailboats) by William Forsyth
17. Danville Bridge by Kay Clay
18. EMHS Montage by K.P. Singh
19. Garfield Park by Kay Clay
20. Landscape Near Rockville by Kay Clay
21. Landscape w/ Barn by T.C. Steele
22. Tired Out (1894) by Otto Stark
23. Landscape w/ House & Rocks by R. B. Gruelle
24. Portrait of Otto Stark by W. Adams
25. Landscape by Otto Stark
26. Indiana Athletic Victories, 1901 by unknown
27. Landscape by Simon Baus
28. Landscape (1906) by T.C. Steele
29. Portrait of Daniel T. Weir by Clifton Wheeler
30. Oolitic by Martha Slaymaker
31. Indiana Theater by Harry Davis
32. Landscape by Barth of Bath
33. Homage to P-Town by Robert Berkshire
34. Pensive Clown by Coral Black
35. Portrait of a Boy by Coral Black
36. Figure in Landscape by Gerald Boyce
37. From Time to Time by Peggy Brown
38. Still Life w/Lemons by Rosemary Brown
39. Still Life With Carrots by F. B. Brumbley
40. Landscape by Effie Carter
41. Dreads by Terry Clark
42. Green Bench by Kay Clay
43. Portrait of a Black Girl by Kay Clay
44. Portrait of a Blonde Girl by Kay Clay
45. A Dozen Dippers by Robert Crawford
46. Self Portrait by Robert Crawford
47. Colorado Landscape by Gladys Denney
48. Colorado Stream by Gladys Denney

49. Fall Landscape by W. A. Eyden
50. Eclipse of the Sun by Marie Feighner
51. Portrait of E. Kemper McComb by Marie Goth
52. Cool Line #2 by Sarah Hurt
53. Flowers in Blue Vase by E.P. Izor
54. Zennias in Blue Vase by E.P. Izor
55. Fuji Mums in Shadow by Don Johnson
56. Op-Pointillism by Don Johnson
57. Computer by Claudia Paluzzi
58. Homage to da Vinci by Rudy Pozzatti
59. Sculpture of a Bird by Wayne Spinks
60. Natural Image by Paul Sweany
61. Bouquet of Flowers by Bonnie Swickard
62. All the World's a Stage by E. Taffingler
63. The Apotheosis of Science by E. Taffingler
64. Triptych by E. Taffingler
65. Landscape w/mountains by Bryon Tarlton
66. African Masks by unknown
67. Birds, Crocs, Antelopes by unknown
68. Emmerich Manual Emblem by unknown
69. Sir Thomas Bullen by unknown

Other Class gifts of concern include two walnut china cabinets, a grandfather clock donated by Class of 1905, and other gifts, including the large organ in the auditorium.

October 2011 e-mail from Manual Principal to Gordon Durnil

Hi,

I had a meeting with Dr. White yesterday and he had received your letter concerning the artwork and other items. He will be sending a letter in response.

He wanted me to convey that he needs documents that shows that these were gifts to Manual and not IPS. In the case of class gifts like the clock, I think just documentation that it was a class gift will suffice. For the paintings, you may have to find old newspapers, etc. that speak to the actual donation. I know some of this material exists but I am sure this task will also require extensive research.

Please let me know if I can be of further assistance,

Elizabeth A. Owens  
Principal  
Emmerich Manual High School  
Indianapolis Public Schools  
2405 Madison Avenue  
Indianapolis, IN 46225  
317-226-2214  
owense@ips.k12.in.us

Ex # 2

# EMHS

Alumni Association  
2405 Madison Avenue  
Indianapolis, Indiana 46225

December 5, 2011

Dr. Tony Bennett, Chair  
Indiana State Board of Education &  
Indiana Superintendent of Public Instruction  
Room 229, State House  
Indianapolis, IN 46204-2798

RE: Adverse actions against special management team at Emmerich Manual High School  
and request for an investigation

Dear Dr. Bennett:

Emmerich Manual High School Alumni are up in arms over the conduct of Indianapolis Public Schools Superintendent Eugene White and his actions regarding intrinsic historic property at Manual High School as well as other more contemporary educational properties. We are also concerned about Dr. White's blatant attempts to encourage – even direct – Manual students to transfer to Arsenal Technical High School (or other schools). All would seem to be adverse to the success of the special management team and in direct contravention of Indiana law (IC-20-31-9.5-2) and administrative rule (511 IAC 6.2-9-8). Should the State Board of Education determine IPS has committed such acts it may order the withholding of state funds to the school corporation under the aforementioned rule. Dr. White has clearly taken “actions adverse to special management team” negatively affecting its ability to operate the school. If Dr. White's tactics are successful, there will be no students left to attend Emmerich Manual High School (and Thomas Carr Howe Community School) in the fall of 2012. We hear from parents about teachers instructing children, on behalf of IPS, to transfer to Arsenal Technical High School. IPS principals have been notified by fax that a letter will soon be sent to parents asking them what high school their children want to attend in the fall of 2012, with none of the turnaround schools listed as options.

**Legislative Note:** The transition year is not contemplated in the statute and the uncertainty created by having one gives White, in his opinion, free reign to take anything he wishes among “the building's contents, equipment, and supplies.” An amendment to IC 20-31-9.5-2 should be enacted to prohibit such activity beginning with the signing of a contract between the special management team and the state. It would seem the intent of the law is in peril should the superintendent of a school corporation be allowed to pillage a school after the management team has been named and a contract signed with the state, but before the team fully takes over.

Ex #3

**Other actions by White:** Beginning in 1895 and for a few decades thereafter, it was common for Manual classes to present class gifts to the school. The early gifts, up through the 1920's, were costly gifts, such as library furniture, a grandfather clock given by Class of 1905 that is still in operation near the main entrance, etc. The early gifts that have the most historic relevance to graduates and students of Manual are the paintings that still grace the hallways of Manual for the daily benefit of students, from artists such as T.C. Steele, Otto Stark, William Forsyth, Richard B. Gruelle, etc. Otto Stark was an early art teacher at Manual prior to becoming a famous member of the "Hoosier Group" of artists in the early 20<sup>th</sup> century. He encouraged the other artists to give some of their artwork to Manual. T.C. Steele painted the portrait of Manual's first principal, Charles Emmerich and donated various landscapes to Manual. Earlier this fall, Superintendent White was seen admiring the paintings and speculating how much each might be worth in dollars. Out of concern from various alumni, we created an ad hoc committee of attorneys who are Manual graduates and notified Superintendent White and all IPS school board members that we would legally resist any attempt he might make to remove those paintings from the walls of Manual High School. He received the letter on October 17, 2011 (certified return receipt) and has not deemed it necessary to respond although he did tell the Manual principal that we would have to prove the paintings were gifts to Manual and not to IPS (which we clearly can do).

In addition, White has asked for an inventory of all band and musical instruments and supplies claiming them to be property of IPS and not of Manual, something the statute clearly prohibits. He is removing JROTC from Manual to Broad Ripple High School. He has removed the welding class and all the related equipment and supplies. Another 1972 gift to Manual is a huge Wurlitzer pipe organ in the auditorium, reconstructed by Manual students and teachers and maintained by Central Indiana Chapter of the American Theatre Organ Society at no cost to the school. Manual also has a modern new piano laboratory funded by community leader Al Hubbard as a specific gift to Manual. There are also funds on hand from Manual alums to provide scholarships to deserving Manual graduates. We are concerned that Superintendent White has all of these valuable educational properties in his sights.

The Charter School USA personnel are fine educators but they are not street fighters, nor are they accustomed to engaging in such battles with an adversary who seems more intent on accumulating funding than educating students. Manual alumni and south side community leaders are prepared to do battle with Supt. White in an effort to maintain a quality education for south side Indianapolis children at Emmerich Manual High School. We are considering initiating injunctive actions against the Indianapolis Board of School Commissioners and their superintendent. We are considering large protests, news conferences, and more. But, a more civilized action might be for the State Board of Education (or the DOE) to order a cessation of such "adverse" activities being conducted by Superintendent White until an investigation of his actions can be undertaken and completed.

Sincerely,



Gary M. Beplay  
Attorney at Law  
Manual Class of 1958



Gordon K. Durnil  
Attorney at Law  
Manual Class of 1954



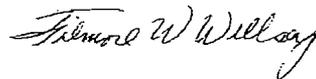
William Levy  
Attorney At Law  
Manual Class of 1947



Charles R. Mercer  
Attorney at Law  
Manual Class of 1960



Steve Schultz  
Attorney at Law  
Manual Class of 1984



F.W. Willsey  
Attorney At Law  
Manual Class of 1954

On behalf of the Manual Alumni Association:

Darin Fishburn, President  
Class of 1988

Alice (Hughes) Glover, Vice-President  
Class of 1961

Sherry (Braun) Slemons, Vice-President  
Class of 1961

Candy (Taylor) Darland, Secretary  
Class of 1969

Willis Overton, Treasurer  
Class of 1960

Janet (Stout) Cotton, Past President  
Class of 1958



Indianapolis Public Schools

*The John Morton-Finney Center for Educational Services*  
120 East Walnut Street  
Indianapolis, IN 46204  
TEL 317-226-4411 • FAX 317-226-4936

Eugene G. White, Ed.D.  
*Superintendent*

December 8, 2011

Manual Alumni Association

Attn: Gary M. Beplay                      Gordon K. Durnil  
William Levy                                Charles R. Mercer  
F. W. Willsey                                Steve Schultz

2405 Madison Avenue  
Indianapolis, IN 46225

Gentlemen:

Thank you for your letter of October 14, 2011 pertaining to works of art and historic items currently located in Emmerich Manual High School. Your concern is that we would remove these works of art and historic items from the school because the school will no longer be operated by the Indianapolis Public Schools (IPS) at the end of the current school year. I fully understand your concern and I want to assure you that all works of art belonging to Emmerich Manual High School will not be removed from the school by IPS. I also assure you that all historic items belonging to Emmerich Manual High School will not be removed from the school by IPS.

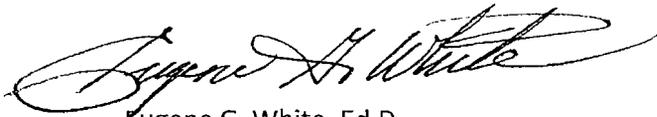
However, we are currently attempting to certify which works of art belong to Emmerich Manual High School. As you might know, when Wood High School was closed and other schools were temporarily closed works of art were taken from those schools and placed in other IPS schools and locations. These works of art belong to the IPS district and should be relocated. Contrary to popular belief, schools taken over by Charter Schools USA will not be IPS schools next year. However, we will make sure all takeover schools keep their equipment, works of art, musical instruments, computer labs, music labs, and athletic equipment and uniforms.

We will move our educational programs because Charter Schools USA must implement its curriculum and programs. We will also actively recruit students currently at Emmerich Manual High School into IPS high schools because students and parents get to choose the school they will attend. This "open enrollment" has been actively occurring in Marion County over the last three years.

IPS will conduct all its activities openly and will follow Indiana Law (IC-20-31-9.5-2) and the administrative rule (511 IAC 6.2-9-8). As Superintendent, I am working very hard to ensure that IPS provides programs, activities and schools that are just as good as or better than any in the State of Indiana. We wish Charter School USA the best in its efforts to improve Emmerich Manual High School.

If you have additional questions and/or concerns, please contact me at (317)226-4411. I hope this adequately addresses your concerns.

Sincerely,

A handwritten signature in black ink, appearing to read "Eugene G. White". The signature is fluid and cursive, with a large initial "E" and "W".

Eugene G. White, Ed.D.  
Superintendent

Cc: Board of School Commissioners of the City of Indianapolis  
Dr. Tony Bennett  
Elizabeth Owens  
Indianapolis Public Schools Superintendent's Cabinet  
Elizabeth Cierzniak

**EMHS**  
**Alumni Association**  
**2405 Madison Avenue**  
**Indianapolis, Indiana 46225**

December 16, 2011

Eugene G. White, Ed.D  
Superintendent, Indianapolis Public Schools  
120 East Walnut Street  
Indianapolis, IN 46204

Dear Dr. White:

Thank you for your December 8, 2011 response to our October 14, 2011 letter that set out concerns of Emmerich Manual High School alumni regarding various historic artwork and other matters of interest. We are pleased with your statement that you "will make sure all takeover schools keep their equipment, works of art, musical instruments, computer labs, music labs, and athletic equipment and uniforms."

We are not interested in retaining artwork that does not belong to Manual, but the vast majority of paintings of interest were at Manual long before the existence of Harry E. Wood High School. In fact, three of we attorneys attended Manual in the building that was later occupied by Wood and we were able to observe the paintings in the building that opened as Manual in 1895 and closed in 1953. It should also be noted that more than thirty paintings that appeared on the Emmerich Manual High School Art Department's October 3, 2001 inventory, which was prior to the recent Manual renovation, do not appear on post renovation inventories and are "said" to be in IPS storage. However, we continue to contend that state law (IC 20-31-9.5-2) prohibits the school corporation from removing property from a building where a special management team has been assigned.

Due to a delay in your response to our October 14, 2011 letter, we submitted the concerns of Manual alumni to the Indiana State Board of Education. Those concerns included the above and other concerns relating to the takeover process. We also provided supporting documents relative to how the historic paintings and other items were acquired by Manual. We will now wait to see how that process proceeds as the State Board of Education and the Department of Education interact with you and the IPS Board.

Sincerely,

*Ex #5*



Gary M. Beplay  
Attorney at Law  
Manual Class of 1958



Gordon K. Durnil  
Attorney at Law  
Manual Class of 1954



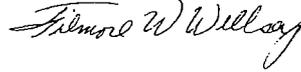
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Manual Class of 1960



Steve Schultz  
Attorney at Law  
Manual Class of 1984



F.W. Willsey  
Attorney At Law  
Manual Class of 1954

On behalf of the Manual Alumni Association

## Schools to Watch Contact Information

### Schools to Watch - 2010

Decatur Middle School, Indianapolis  
Mark Anderson - [manderson@msddecatur.k12.in.us](mailto:manderson@msddecatur.k12.in.us)

Taft Middle School, Crown Point  
Michael Hazen - [mchazen@cps.k12.in.us](mailto:mchazen@cps.k12.in.us)

Triton Central Middle School, Fairland  
Mark Watkins - [mwatkins@nwshelby.k12.in.us](mailto:mwatkins@nwshelby.k12.in.us)

### Schools to Watch - 2011

Eastwood Middle School, Indianapolis  
Matt Kaiser - [mkaiser@msdwt.k12.in.us](mailto:mkaiser@msdwt.k12.in.us)

Northview Middle School, Indianapolis  
Tina Merriweather - [tmerriweather@msdwt.k12.in.us](mailto:tmerriweather@msdwt.k12.in.us)

Tri-West Middle School, Lizton  
[nickolir@hendricks.k12.in.us](mailto:nickolir@hendricks.k12.in.us)

Westlane Middle School, Indianapolis  
Linda Lawrence - [llawrence@msdwt.k12.in.us](mailto:llawrence@msdwt.k12.in.us)

### Schools to Watch - 2012

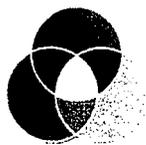
Christel House Academy, Indianapolis  
Carey Dahncke - [cdahncke@chacademy.org](mailto:cdahncke@chacademy.org)

Franklin Community Middle School, Franklin  
Pam Millikan - [millikanp@fcsc.k12.in.us](mailto:millikanp@fcsc.k12.in.us)

Hebron Middle School, Hebron  
Lori Pavell - [pavell@hebronschools.k12.in.us](mailto:pavell@hebronschools.k12.in.us)

Riverside Intermediate School, Plymouth  
Donna Burroughs - [dburroughs@plymouth.k12.in.us](mailto:dburroughs@plymouth.k12.in.us)

*SELECT COMMISSION ON EDUCATION  
21 MAY 2012  
EXHIBIT H*



## National Forum Directory of Members

**Linda Allen** <sup>s</sup>

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South Carolina Middle School Association

**Nancy Ames**

Consultant  
CORE Consulting Services

**Gayle Andrews** \*

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University of Georgia

**Vincent Anfara, Jr.**

Executive Director  
Middle Level Education Research SIG  
American Educational Research Association

**Patricia Benson**

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Learning Forward  
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ACT, Inc.

**Judith Conk**

Int'l Studies Schools Network-The Asia Society

**Nic Cooper**

Ann Arbor, MI 48103

**Cecelia Daniels**

Director, Success for All Foundation

**Shelley Davis** \*

Director, California GEAR UP  
University of California, Office of the President,

**Susie DeHart**

Program Associate, Education  
Lilly Endowment Inc.

**Nancy Doda**

Teacher to Teacher

**Sandy Duteuple** \* <sup>s</sup>

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Senior Research Scientist  
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**Lori Gardner** <sup>s</sup>

Co-Director, Utah Schools to Watch

**Peggy Gaskill**

Consultant, Peggy Gaskill & Associates

**Karen Hamilton** <sup>s</sup>

Kentucky Schools to Watch

**John Harrison** \* <sup>s</sup>

Executive Director  
North Carolina Middle School Association

**Calvin Hastings**

Senior Director, Middle School Quality  
NYC Dept. of Education

**Gail Hilliard-Nelson** <sup>s</sup>

Director, NJ Consortium for Middle Grades  
Kean University

**Linda Hopping** \* <sup>s</sup>

State Director, Georgia Schools to Watch

**Irv Howard** \* <sup>s</sup>

Consultant, California League of Middle Schools

**Tina Jamison** <sup>s</sup>

South Carolina Dept of Education

**Cathy Jensen** <sup>s</sup>

Utah State Office of Education

**Fred Jones**

Legislative Associate  
Alliance for Excellent Education

**Martinrex Kedziora**

President, CLMS  
Asst Superintendent, Moreno Valley USD

**Patti Kinney**

National Assoc. of Secondary School Principals

**Sherry Lambertson**

Director, Institute for Excellence in Education

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**Joan Lipsitz**

Schools to Watch

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Center for the Social Organizations of Schools

**Molly McCloskey**

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ASCD

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Distinguished Senior Fellow  
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**Nancy Mizelle**

NaPomle  
Chair/Professor, John Lounsbury College of Ed.

**Vicki Mogil**

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Vice President & Director, Center for School &  
Community Services

**Barbara Moore** \*

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Southern Regional Education Board

**Peter Murphy** \*

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SC-ASCD Executive Director  
Middle Level Teacher Education Initiative

**Tricia Renner** \*

Director, State and Legislative Outreach,  
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The College Board

**Ellen Ringer** \*

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California Department of Education

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**John Viano** <sup>s</sup>

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**Bruce Vosburgh**

PA Schools to Watch

**William Waidelich**

Executive Director  
Association for Middle Level Education

**Shirley Wright** <sup>s</sup>

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**STAFF:**

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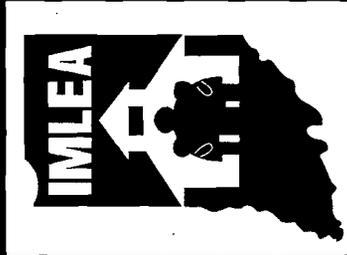
**Andrea Singh (Forum Accountant)**

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Phone: (217) 239-1959  
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**Ellen Fern (DC Advocacy Rep)**

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Phone: (202) 289-3900  
Email: [efern@wpllc.net](mailto:efern@wpllc.net)

**Indiana  
Middle Level  
Education  
Association**

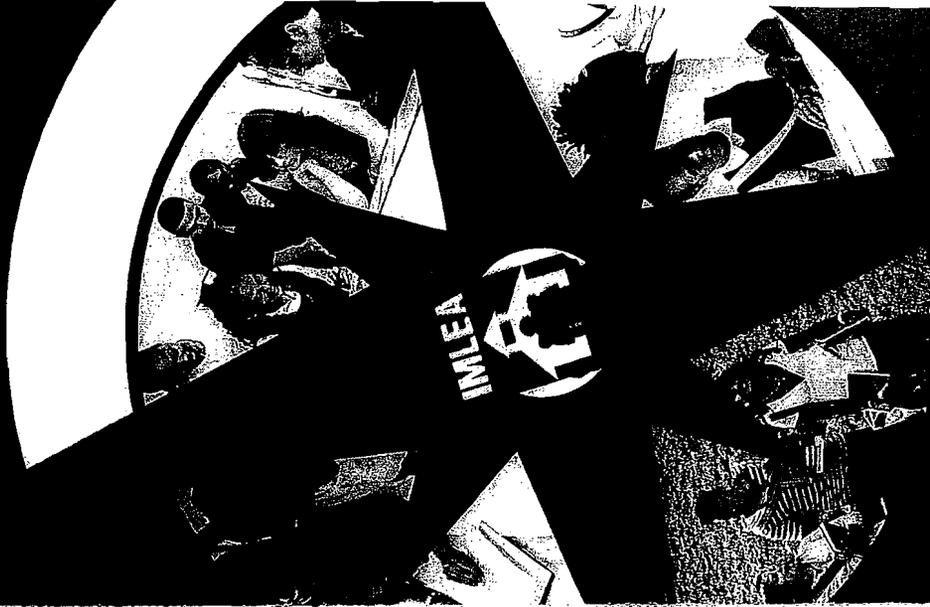


dedicated to  
promoting,  
improving, and  
supporting middle  
level education

11025 E. 25th St.  
Indianapolis, IN 46229  
PH: 317-894-2937  
Fax: 317-894-9807

EMAIL:  
[imlea@iasp.org](mailto:imlea@iasp.org)

**Heading in the  
Right Direction**



**Indiana Schools  
to Watch**



## MIDDLE SCHOOL REFORM THEORY OF ACTION

### A Vision for Middle Grades Education

IDOE recognizes the urgent need for driving focused improvement of middle grades education in Indiana and the Vision of the National Forum to Accelerate Middle Grades reform provides the foundation for that work.

#### **National Forum to Accelerate Middle Grades Reform Vision:**

*High-performing schools with middle grades are **academically excellent**. They challenge all students to use their minds well, providing them with the curriculum, instruction, assessment, support and time they need to meet rigorous academic standards. They recognize that early adolescence is characterized by dramatic cognitive growth, which enables students to think in more abstract and complex ways. The curriculum and extra-curricular programs in such schools are challenging and engaging, tapping young adolescents' boundless energy, interests, and curiosity. Students learn to understand important concepts, develop essential skills, and apply what they learn to real-world problems. Adults in these schools maintain a rich academic environment by working with colleagues in their schools and communities to deepen their own knowledge and improve their practice.*

*High-performing schools with middle grades are **developmentally responsive**. Such schools create small learning communities of adults and students in which stable, close, and mutually respectful relationships support all students' intellectual, ethical, and social growth. They provide comprehensive services to foster healthy physical and emotional development. Students have opportunities for both independent inquiry and learning in cooperation with others. They have time to be reflective and numerous opportunities to make decisions about their learning. Developmentally responsive schools involve families as partners in the education of their children. They welcome families, keep them well informed, help them develop their expectations and skills to support learning, and assure their participation in decision making. These schools are deeply rooted in their communities. Students have opportunities for active citizenship. They use the community as a classroom, and community members provide resources, connections, and active support.*

*High-performing schools with middle grades are **socially equitable**. They seek to keep their students' future options open. They have high expectations for all their students and are committed to helping each child produce work of high quality. These schools make sure that all students are in academically rigorous classes staffed by experienced and expertly prepared teachers. These teachers acknowledge and honor their students' histories and cultures. They work to educate every child well and to overcome systematic variation in resources and outcomes related to race, class, gender and ability. They engage their communities in supporting all students' learning and growth."*



## The Imperative to Improve

The state of Indiana is committed to middle-level education. The imperative for improving middle-level schools is undeniable. The middle grades represent the last best chance to keep students on the pathway to high school graduation (Carnegie Council on Adolescent Development, 1989; EdSource, 2010). The Indiana Department of Education understands that to improve the graduation rate and future success of our graduates, reform must take place prior to ninth grade. In *The Forgotten Middle*, ACT researchers conclude that the academic achievement of eighth graders is a better predictor of college and career readiness than *anything* that happens academically in high school, including grade point average, advanced/honors courses, the quality of instruction, homework or the amount of effort students put into their courses (ACT, 2008). What's more, Balfanz, Herzog and McIver (2007) found that a 6th grader who exhibits even one of following early warning signals has a significantly diminished chance of graduating from high school: a failing grade in reading or math; attendance below 80 percent for the year, and a final "unsatisfactory behavior" mark in at least one class.

Despite their importance to future academic success, the middle-grades often do not fare well. Middle schools are almost twice as likely as elementary schools to be identified as in need of improvement, corrective action, or restructuring (22% versus 13%). The ACT researchers (2008) found that only 2 out of 10 students are on target to be ready for college-level work by the time they leave eighth grade. Recent NAEP data show nearly 25% of 8th graders cannot perform at the Basic level in reading, 29% cannot perform at the Basic level in math, and less than a third meet the Proficient standard on either test. All these percentages also mask large gaps in achievement among various student groups (NCES, 2010). For several years, the state of Indiana has been actively involved in high school reform. As the reform work continues at the high school level, it must be supported by a significantly strengthened foundation at the middle level.

It is critical that Indiana's middle-level schools implement a comprehensive system of school reform based on a structured, viable, tested framework which will ensure that every student leaves middle school on track for success in high school and prepared for their future. Schools must use Indiana's Response to Instruction Guidance Document (<http://www.doe.in.gov/rti/>) to design systems of support to respond rapidly to early warning signals to ensure each student has grade level skills before being moved on to the next grade. This will mean some students will need additional time and expert instruction guided by formative assessment to learn the content, processes, and skills required for success as they move through each grade. The K-12 curriculum is designed as a comprehensive learning progression with each grade level building upon the previous. When students are moved through school with gaps in their learning, they eventually hit a point at which success is a significant challenge leading to disengagement, disinterest, misbehavior, and potential drop-out. Students' progress must be regularly



monitored, and interventions put into place as soon as a student exhibits a warning sign so that gaps are filled rather than compounded. Middle school students cannot be allowed to move year by year through school and passed on to high school without the knowledge, skills, and dispositions to be successful there. Schools must ensure year by year that students learn what is expected of them particularly in English language arts and mathematics. It must also be recognized that early adolescents require a developmentally responsive education that is neither a repeat of the elementary school experience nor a watered-down version of secondary school experiences.

### **High Quality Framework**

Superintendent of Public Instruction, Dr. Tony Bennett, issued a resolution from the Indiana State Board of Education urging middle schools to use the **Schools to Watch® Criteria** as a checklist for reform for middle-level schools in Indiana, and the State Board of Education approved Schools to Watch® as a continuous-improvement process for fulfilling the requirements of Public Law 221. The **Schools to Watch Self-Study and Rating Rubric©** serves as an exemplary instrument for the development of a middle-level school improvement plan. In 2008 the National Forum to Accelerate Middle-Grades Reform designated Indiana as a Schools to Watch® state. The **Indiana Middle Level Education Association** coordinates this program which annually identifies schools to be selected as Schools to Watch through a process using the STW rating criteria.

Through an application process and site visitations, IMLEA identifies schools on the upward trajectory of middle grades high performance. In its first year, three schools were designated as being academically excellent, developmentally responsive, and socially equitable learning centers for young adolescents. In its second year, four additional schools were designated as Schools to Watch®. These schools are beacons of exceptional practice who, as mentors, share those best practices with other schools across Indiana. This process provides an emerging network of reform-minded middle level configured schools committed to making high performance the norm in our state based on the Schools to Watch® Criteria.



## **SCHOOLS TO WATCH® CRITERIA**

### **EVIDENCE OF A HIGH PERFORMING SCHOOL**

**ACADEMIC EXCELLENCE.** The school is academically excellent. It challenges all students to use their minds well.

1. All students are expected to meet high academic standards.
  - Expectations are clear for students and parents.
  - Prior to students beginning an assignment, teachers supply students with exemplars of high quality work that meet the performance standard or level.
  - Students know what high quality work should be like.
  - Students revise their work based on meaningful feedback until they meet or exceed the performance standard or level.
2. Curriculum, instruction, assessment, and appropriate academic interventions are aligned with high standards.
  - They provide a coherent vision for what students should know and be able to do.
  - Students, teachers and families understand what students are learning and why. In any class and at any time, students can explain the importance of what they are learning.
  - The curriculum is rigorous, non-repetitive, and moves forward substantially.
  - The curriculum is reviewed regularly and revised by teams of teachers based on student achievement data and school goals.
  - Work is demanding and steadily progresses.
3. The curriculum emphasizes deep understanding of important concepts and the development of essential skills.
  - Teachers make connections across the disciplines to reinforce important concepts and assist students in thinking critically and applying what they have learned to solve real-world problems.
  - All teachers incorporate academic and informational literacy into their course work (i.e., reading, writing, note taking, researching, listening, and speaking)
4. Instructional strategies include a variety of challenging and engaging activities that are clearly related to the grade-level standards, concepts, and skills being taught.
  - To reach students, all teachers draw from a common subset of instructional strategies and activities such as direct instruction, cooperative learning, project-based learning, simulations, hands-on learning, and integrated technology
5. Teachers use a variety of methods to assess and monitor the progress of student learning (e.g., tests, quizzes, assignments, exhibitions, projects, performance tasks, portfolios).
  - All teachers use frequent assessments to benchmark key concepts and the achievement of their students.
  - Students learn how to assess their own and others' work against the performance standards, expectations, or levels.



6. The faculty and master schedule provide students time to meet rigorous academic standards.
  - Students are provided more time to learn the content, concepts or skills if needed.
  - Flexible scheduling enables students to engage in academic interventions, extended projects, hands-on experiences, and inquiry-based learning.
7. Teachers know what each student has learned and still needs to learn.
  - Students are provided the support they need to meet rigorous academic standards.
  - Students have multiple opportunities to succeed and receive extra help as needed, such as co-teaching or collaborative resource model, support and intervention classes, before- and after-school tutoring, and homework centers.
8. The adults in the school are provided time and frequent opportunities to enhance student achievement by working with colleagues to deepen their knowledge and to improve their standards-based practice.
  - They collaborate in analyzing student achievement data and making decisions about rigorous curriculum, standards-based assessment practice, effective instructional methods, and evaluation of student work.
  - The professional learning community employs coaching, mentoring, and peer observation as a means of continuous instructional improvement.

**DEVELOPMENTAL RESPONSIVENESS. The school is sensitive to the unique developmental challenges of early adolescence.**

1. The staff creates a personalized environment that supports each student's intellectual, ethical, social, and physical development.
  - Adults and students are grouped into smaller communities (i.e. teams, houses, academies) for enhanced teaching and learning.
  - These small learning communities are characterized by stable, close, and mutually respectful relationships.
  - Every student has a mentor, advisor, advocate, or other adult he/she trusts and stays in relationship with throughout the middle school experience.
2. The school provides access to comprehensive services to foster healthy physical, social, emotional, and intellectual development.
  - Teachers are trained to recognize and handle student problems.
  - Students with difficulties, and their families, can get help.
  - The school houses a wide range of support—nurses, counselors, resource teachers—to help students and families who need special assistance.
  - The school staff members offer parent education activities involving families.
3. Teachers foster curiosity, creativity and the development of social skills in a structured and supportive environment. All Teachers:
  - Enhance standards-based learning by using a wide variety of instructional strategies
  - Incorporate well-developed procedures and routines for effective classroom management
  - Facilitate learning by deliberately teaching study and organizational skills



# Indiana Department of Education

**SUPPORTING STUDENT SUCCESS**

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- Integrate creative activities in the lessons, e.g., current technologies, visual and performing arts, etc.
4. The curriculum is both socially significant and relevant to the personal and career interests of young adolescents.
    - Students talk about daily issues in their own lives, their community and their world.
    - Students take action, make informed choices, work collaboratively, and learn to resolve conflicts.
  5. Teachers use an interdisciplinary approach to reinforce important concepts, skills, and address real-world problems.
    - For example, students may read a historical novel for language arts and history and then study music from the same time period in music class.
    - Students can work on the same project in several different classes.
  6. Students are provided multiple opportunities to explore a rich variety of topics and interests in order to develop their identity, learn about their strengths, discover and demonstrate their own competence, and plan for their future.
    - Teachers and counselors push students to challenge themselves and set high academic and career goals for their future.
  7. All students have opportunities for voice—posing questions, reflecting on experiences, and participating in decisions and leadership activities.
    - All students have a real say, or have legitimate representation, in what happens at school.
    - School staff members have an “open-door” policy to encourage student involvement and connection.
    - Students take an active role in school-family conferences.
  8. The school staff members develop alliances with families to enhance and support the wellbeing of the children.
    - Parents are more than just volunteers or fund-raisers; they are meaningfully involved in all aspects of the school.
    - Parents are informed, included, and involved as partners and decision-makers in their children’s education.
  9. Staff members provide all students with opportunities to develop citizenship skills, to use the community as a classroom, and to engage the community in providing resources and support.
    - Students take on projects to improve their school, community, state, nation, and world.
  10. The school provides age-appropriate, co-curricular activities to foster social skills and character, and to develop interests beyond the classroom environment.
    - Student co-curricular activities cover a wide range of interests—team sports, clubs, exploratory opportunities, service opportunities, and a rich program in the visual and performing arts.
    - Activities include both boys and girls and students of all skill levels.



**SOCIAL EQUITY. The school is socially equitable, democratic, and fair. It provides every student with high-quality teachers, resources, learning opportunities, and supports. It keeps positive options open for all students.**

1. To the fullest extent possible, all students, including English learners, students with disabilities, gifted and honors students, participate in heterogeneous classes with high academic and behavioral expectations.
  - Faculty and administrators are committed to helping each student produce proficient work.
  - Evidence of this commitment includes tutoring, mentoring, enrichment assignments, differentiated instruction, special adaptations, supplemental classes, advanced classes, and other supports.
  - Accelerated, short-term interventions for students with similar needs are fluid and do not become low-level or permanent tracks.
2. Students are provided the opportunity to use many and varied approaches to achieve and demonstrate competence and mastery of standards.
  - Teachers know each student's learning style.
  - Teachers differentiate instruction in order to give each student equal opportunity to comprehend the standards-based curriculum.
3. Teachers continually adapt curriculum, instruction, assessment, and scheduling to meet their students' diverse and changing needs.
  - The faculty is always seeking ways to improve programs, curriculum, and assessment to better meet student needs.
4. All students have equal access to valued knowledge in all school classes and activities.
  - All students use technology to do research and analyze data, read more than textbooks, and understand how to solve complex problems.
  - To the fullest extent possible, students with disabilities are in regular classrooms that are co-taught by special education professionals.
  - All students have access to participate in interest-based classes, activities, or opportunities.
5. Students have ongoing opportunities to learn about and appreciate their own and others' cultures.
  - The school values knowledge from the diverse cultures represented in the school, community, and our nation.
  - Materials in the media center represent all of the cultures of the students.
  - Families often come and share their traditions and beliefs.
  - Teachers use multi-cultural materials and methods.
  - Multiple viewpoints are encouraged.



6. The school community knows every student well.
  - Each student is appreciated and respected.
  - Staff members do not use negative labels or discuss students in negative ways.
  - Every student has an adult advocate and supporter in the school.
7. The faculty welcomes and encourages the active participation of all its families and makes sure that all its families are an integral part of the school, such as:
  - Transportation, meals, childcare, and translation support are provided so all families of diverse cultures and languages can attend school events.
8. The school's reward system is designed to value diversity, civility, service, and democratic citizenship.
  - The faculty recognizes the contributions of all its students.
  - Awards are not limited to sports and academic honors.
  - Students' success and good deeds are always noticed.
9. Staff members understand and support the family backgrounds and values of its students.
  - The school recruits a culturally and linguistically diverse staff.
  - The staff members are a good match to the school's community.
10. The school rules are clear, fair, and consistently applied.
  - Students and parents are informed of school rules and know exactly what will and does happen if students break the rules.
  - The school provides a consistent system to teach students positive behaviors and school expectations.
  - The school's suspension rate is low and in proportion to the student population.
  - Staff members routinely analyze and act upon referral and suspension data and make sure that no one group of students is unfairly singled out by classroom teachers and school staff.
  - The school's disciplinary referrals and suspension rate are low as a result of proactive interventions that keep students engaged, resilient, healthy, safe, and respectful of one another.

**ORGANIZATIONAL STRUCTURES AND PROCESSES. The school is a learning organization that establishes norms, structures, and organizational arrangements to support and sustain their trajectory toward excellence.**

1. A shared vision of what a high-performing school is and does drives every facet of school change.
  - The shared vision drives constant improvement.
  - Shared, distributed, and sustained leadership propels the school forward and preserves its institutional memory and purpose.
  - Everyone knows what the plan is and the vision is posted and evidenced by actions.



2. The principal has the responsibility and authority to hold the school-improvement enterprise together, including day-to-day know-how, coordination, strategic planning, and communication.
  - Lines of leadership for the school's improvement efforts are clear.
  - The school leadership team has the responsibility to make things happen.
  - The principal makes sure that assignments are completed and that staff and stakeholders are regularly updated on the school's progress toward its goals.
3. The school is a community of practice in which learning, experimentation, and time and opportunity for reflection are the norm.
  - School leadership fosters and supports interdependent collaboration.
  - Expectations of continuous improvement permeate the school culture.
  - Everyone's job is to learn.
4. The school and district devote resources to content-rich professional development, which is connected to reaching and sustaining the school vision and increasing student achievement.
  - Professional development is intensive, of high quality, ongoing, and relevant to middle grades education.
  - Teachers get professional support to improve instructional practice (i.e. classroom visitations, peer coaching, demonstration lessons, analyzing curriculum maps, co-planning instruction, data meetings, studies of student work, etc.)
  - Opportunities for learning increase knowledge and skills, challenge outmoded beliefs and practices, and provide support in the classroom.
5. The school is not an island unto itself; it is a part of a larger educational system, i.e., districts, networks and community partnerships.
  - There are deliberate vertical articulation and transition programs between feeder elementary schools and destination high schools.
  - The district supports (funding and time) its schools' participation in best practice networks, associations, learning communities, and professional development focused on middle grades improvement and achievement.
  - School and district work collaboratively to bring coherence to curriculum, instruction, assessment, intervention, data collection, analysis, and accountability for student achievement.
6. The school staff holds itself accountable for the students' success.
  - The school collects, analyzes, and uses data as a basis for making decisions.
  - The administrators and faculty grapple with school-generated evaluation data to identify areas for more extensive and intensive improvement.
  - The staff delineates benchmarks, and insists upon evidence and results.
  - The school staff intentionally and explicitly reconsiders its vision and practices when data call them into question.
7. District and school staff possess and cultivate the collective will to persevere, believing it is their business to produce increased achievement and enhanced development of all students.
  - The faculty and administrators see barriers as challenges, not problems.



8. The school and district staffs work with colleges and universities to recruit, prepare, and mentor novice and experienced teachers.
  - Principals insist on having teachers who promote young adolescents' intellectual, social, emotional, physical, and ethical growth.
9. The school includes families and community members in setting and supporting the school's trajectory toward high performance.
  - The administrators and teachers inform families and community members about the school's goals for student success and the students' responsibility for meeting those goals.
  - The administrators and teachers engage all stakeholders in ongoing and reflective conversation, consensus building, and decision making about governance to promote school improvement.

As middle schools use the STW<sup>®</sup> criteria as a guide for school improvement, they can find support from the designated Schools to Watch<sup>®</sup> and the twelve regional Schools to Watch<sup>®</sup> coordinators throughout our state. Beyond using the Self-Study and Rating Rubric to inform a school's School Improvement Plan, once a school is able to demonstrate through these tools that they have demonstrated success in meeting the STW<sup>®</sup> criteria, the school can apply to be recognized as a School to Watch<sup>®</sup> creating another mechanism to recognize and celebrate successful schools.

## High Quality Support

For schools who are in need of intensive support, there is an additional support that is available to Indiana schools in a Schools to Watch<sup>®</sup> state. In 2010 the U. S. Department of Education awarded an Investing in Innovation (i3) grant to the National Forum to Accelerate Middle-Grades Reform and its Schools to Watch<sup>®</sup>: *School Transformation Network A Peer Innovation Network Development Grant*. The 4-year initiative will use its Schools to Watch<sup>®</sup> (STW) rating criteria and innovative network to improve student achievement and close the achievement gap in 18 persistently low-performing schools in California, Illinois and North Carolina. Each state will serve as a regional hub for future scale-up efforts in the other 16 states, including Indiana.

The Schools Transformation Network work allows schools *to thrive* because they become "learning organizations" that know how to collect, evaluate, and apply data to make decisions. The Transformation Network focuses on building organizational capacity, using the STW<sup>®</sup> criteria (coupled with analysis of student data) as a comprehensive framework incorporating self-assessment, goal-setting, action planning and evaluation. Most school improvement efforts use a single strategy—e.g., a turnaround coach or intensive professional development in



a specific content area. However, persistently low-performing schools face extreme challenges including large numbers of high-need students and limited resources; lack of organizational capacity to change; and few real-world role models. They need a multi-layered system of support (including school coaches, high-performing mentor schools with similar demographics, and mentor principals) that can provide a vision of what is possible, strengthen the school's leadership and empower the faculty to work together to achieve results. Indiana already has seven designated STW<sup>®</sup> schools that can provide mentoring as described above for underperforming middle-level schools.

## **High Quality Curriculum**

In addition to IDOE's commitment to middle level education reform as evidenced by the state's partnership as a Schools to Watch<sup>®</sup> State, the State Board of Education also adopted new curriculum rules in November 2010 giving schools flexibility to design schedules and programs to best meet the needs of their students while ensuring students are prepared for the challenges of the 21<sup>st</sup> century.

## **Indiana State Board of Education Curriculum Requirements Effective 2011-2012 Academic Year**

### **General Curriculum Principles 511 IAC 6.1-5-0.6**

Authority: IC 20-19-2-8

Affected: IC 20-19-2-8

Sec. 0.6.

(a) The board calls on each school corporation in Indiana to develop and implement a curriculum for kindergarten through grade 12 that provides a planned sequence of learning experiences of adequate breadth and depth so that each Hoosier child is educated to have the knowledge, skills, maturity, social competence, and motivation to be:

- (1) prepared to succeed in further education;
- (2) an effective participant in the global economy;
- (3) a positive influence in the community; and
- (4) an active citizen in American democracy.

(b) In applying these general principles, the school should provide students with opportunities to do the following:

- (1) Use language to think and communicate effectively, both orally and in writing.
- (2) Use mathematical knowledge and methods to solve problems.
- (3) Reason logically.
- (4) Use ideas and symbols with power and ease.
- (5) Understand and apply scientific knowledge and methods.
- (6) Make use of technology and understand its limitations.
- (7) Express oneself through the arts and understand the artistic expression of others.
- (8) Apply knowledge about the ecological and social environments in making decisions.



- (9) Understand the unique cultural experiences and political institutions of the United States.
- (10) Understand other languages and cultures.
- (11) Understand spatial relationships.
- (12) Apply knowledge about health, nutrition, and physical activity.
- (13) Acquire the capacity to meet unexpected challenges.
- (14) Make informed judgments.

(c) The department shall develop a comprehensive curriculum guide and supporting materials to assist schools in developing the curriculum described in this section.

(Indiana State Board of Education; [511 IAC 6.1-5-0.6](#); filed Dec 21, 2010, 10:13 a.m.: [20110119-IR-511090382FRA](#))

### **Middle Level Curriculum [511 IAC 6.1-5-3.6](#)**

Authority: [IC 20-19-2-8](#); [IC 20-31-4-17](#)

Affected: [IC 20-30-5-14](#); [IC 20-31-3](#); [IC 20-31-4-1](#).

Sec. 3.6.

(a) In grades 7 and 8, and grade 6 when it is included in the middle school, the middle level curriculum:

(1) includes:

- (A) a balance of learning experiences in the academic areas in subsection (b);
- (B) initial career information models that focus on career choices as they relate to student interest and skills as required by [IC 20-30-5-14](#); and
- (C) exploratory activities consistent with the academic standards developed under [IC 20-31-3](#) and the general principles in section 0.5 of this rule;

- (2) develops students' ability to apply subject matter skills to solve personal, school, and community problems;
- (3) is appropriate to research-identified developmental characteristics of young adolescents;
- (4) prepares students to succeed in the Core 40 high school curriculum;
- (5) integrates appropriate technology as described in Indiana's Academic Standards;
- (6) provides students with opportunities with a licensed teacher, counselor, or administrator that build knowledge and skills for academic, career, and citizenship development;
- (7) is provided in a culture that fosters collaboration of teachers and other school personnel across subject areas, through techniques such as teaming or professional learning communities;
- (8) is enriched through the integration of community service-learning activities that apply curriculum-based knowledge in experiential settings;
- (9) integrates global educational experiences that provide for the study of other societies and world issues; and
- (10) prepares students for success in high school.

(b) The middle level curriculum develops students' knowledge and skills based on the academic standards in the following:

- (1) English language arts.
- (2) Mathematics.
- (3) Social studies and citizenship.
- (4) Science.
- (5) Visual arts and music.



(6) Career and technical education in a minimum of two (2) of the following curricular areas:

- (A) Agricultural science and agribusiness.
- (B) Business.
- (C) Family and consumer sciences.
- (D) Technology education.

(7) Health and wellness.

(8) Physical education.

(c) Through elective enrichment, the middle level curriculum develops students' knowledge and skills based on the academic standards in the following:

- (1) Theater and dance.
- (2) World languages.

(Indiana State Board of Education; 511 IAC 6.1-5-3.6; filed Dec 21, 2010, 10:13 a.m.: 20110119-IR-511090382FRA)

The State Board approved Middle School Course Descriptions provide brief statements of the content of middle level courses. These descriptions are intended to assist schools in communicating, in a broad context, the content and Academic Standards of Indiana. Course descriptions can be found at <http://www.doe.in.gov/publications/courses.html>

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### The Importance of Quality Curriculum

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"In the array of factors that define high-performing schools, curriculum alignment enjoys a position of exceptional prominence" (Murphy, 2007, p. 75).

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Both research and expert opinion state that a rigorous, standards-based, grade- and content-level-aligned curriculum is one of the key components of high-performing schools. The importance of curriculum emerged in a 2006 report of 70 districts that applied for the Broad Prize, an award given to school districts that "significantly improve student achievement while reducing achievement gaps among ethnic groups and between low- and high-income students" (Zavadsky, 2006, p. 69–70). All five finalists (as well as finalists in succeeding years, McFadden, 2009) indicated that their success in part belonged to developing and implementing curricula that were detailed and properly sequenced, aligned between grades and across all schools, developed by classroom teachers and curriculum specialists from schools and district offices, and which often included higher expectations than the state standards. A *guaranteed and viable curriculum* receives a ranking of first of 15 school-level factors that impact student achievement in Marzano's (2003) review of the research. Educational scholar Herbert J. Walberg (2007) encourages those in charge of restructuring schools "to align instruction with state standards" (p. 87; emphasis added) as the first in a list of 10 principles to improve



achievement. With limited time, financial and human resources available to teachers, schools, and districts, the Indiana Department of Education is taking bold steps to greatly advance our state in designing curriculum for our schools and educators.

Teachers, content specialists, curriculum experts, and university professors worked in teams to develop a starting point for schools to use in developing their own curriculum. This work included the "unpacking" of the state standards or, put another way, the peeling away of the standard to expose the underlying explicit and implicit skills, which we call Learning Targets. Teachers must ensure that what they teach is aligned with the Learning Targets taught by other teachers at their grade levels and in their content areas, and aligned from one grade to the next with an increase in cognitive demand occurring at each grade level. Curriculum alignment ensures:

- students are prepared for the next grade level because they have gained the skills the next year's teacher expects them to have mastered.
- students remain motivated through increased demand and less repetition in the curriculum.
- inherent alignment to Indiana Statewide Testing for Educational Progress—Plus (ISTEP+) eliminating the misguided belief that educators must "teach to the test."

### **What is our Role as the District and the School?**

The Curriculum Map Resources developed at the state level serve as a starting point for the development of district, school, and individual teacher curriculum. The state maps provide a shared meaning of the standards by providing the Learning Targets necessary to teach the standards. At the local level, teachers will further unpack the standards by identifying what additional skills the students sitting in their classrooms must also learn. Teacher and district teams will also need to determine what resources and assessments they will use that will help them best teach the content on the maps. These teams may also decide to re-sequence the content on the maps to align with other programs or district initiatives. A caution in doing this is that we expect the Common Core assessment in 2014-15 will be given over the course of the year, which means teachers will need to teach the content on which students will be tested. The curriculum maps will be aligned with these assessments.

### **What Is the Most Important Part of the Curriculum Mapping Process?**

The answer is simple: the discussions held by teachers and administrators are the most important part of curriculum mapping. Although the process of writing and filling in charts or maps of what is taught can easily become the focal point, it should not be so. Teachers meeting in grade level and content area teams to discuss how the curriculum gets enacted and studying



the student results based on what they taught is the most important part of the curriculum mapping process.

### **What is the Role of Assessment?**

Formative assessments aligned to curriculum and effective instructional practices are critical components of successful schools. For those using Acuity, the diagnostic assessments have been aligned with the Topics and Learning Targets on the state curriculum maps to provide more useful data to teachers. Schools using Acuity can opt to use either the Curriculum Map-Aligned (CM-A) Acuity Pre- and Post-tests, the existing diagnostic Acuity assessments, or the predictive Acuity assessments. Your district test administrator can help in getting you the needed Acuity assessments. If your school is not using Acuity, then other forms of formative assessments and/or progress monitoring should be used. All teachers should be trained to administer the assessments and to use the data produced to inform adjustments to the curriculum. This process is consistent with Indiana's Response to Instruction initiative. The curriculum maps will be aligned to ISTEP+ and future Common Core assessments as well.

### **Great Teachers and Leaders**

As Indiana leads the nation's comprehensive education reform movement, a key focus will be recognizing and rewarding our best teachers and principals. Indiana's educators deserve evaluation systems that treat them like the talented and hard working professionals they are.

Senate Enrolled Act 1 requires school corporations to implement yearly evaluations based on multiple measures including student performance and growth data. These evaluations will be used to inform personalized, meaningful professional development plans and goals for teachers and principals. The new legislation also expands the criteria for awarding teachers' pay raises by adding students' needs, teachers' leadership roles and student performance data to a list that previously included only years of performance and degrees held.

Six local school corporations will participate in the 2011-2012 Indiana Teacher Effectiveness Pilot. Half of the participants will pilot Indiana's new model evaluation tool, RISE. The other half will incorporate the new state priorities into their current evaluation tools.

For more information on Senate Enrolled Act 1 and RISE, please visit [www.doe.in.gov/puttingstudentsfirst](http://www.doe.in.gov/puttingstudentsfirst).

### **High Quality Teachers**

Further commitment of the IDOE to improving middle level education is demonstrated in the state's licensure of middle level educators. The Indiana Professional Standards Advisory Board, in conjunction with the Indiana Department of Education (IDOE), unanimously approved new developmental and content standards for educators in December 2010. This action makes



Indiana the first state in the nation to fully align its teacher standards with Common Core State Standards. Produced in partnership with the Evaluation Systems group of Pearson, the new, rigorous standards are also aligned with the Indiana Academic Standards as well as national standards in each field.

The Indiana educator standards are custom-designed for Indiana and articulate IDOE's expectations regarding the content and pedagogical knowledge and skills that are important for Indiana educators, including building and district-level leaders. The primary focus of the 46 content area standards is the subject-matter knowledge and skills needed to teach effectively in Indiana classrooms and to provide effective leadership in Indiana schools. The primary focus of the five school setting developmental standards is on the pedagogical knowledge and skills needed to teach in various school settings. The new educator standards can be found at <http://www.doe.in.gov/educatorlicensing/>

"With the launch of our new teacher standards, Indiana is blazing the trail nationally for preparation and licensure of new teachers and school leaders," said Superintendent of Public Instruction Dr. Tony Bennett. "The new standards will ensure all Indiana educators are well prepared to teach the subject areas in which they are licensed, provide leadership for our schools, and contribute to improved achievement for all Indiana students." Over 500 Indiana educators and over 100 higher education representatives participated in the rigorous development and review process.

## Resources

Center for Excellence in Leadership and Learning (CELL)

<http://cell.uindy.edu/middleschool/indianamiddleschoolpblnetwork.php>

Indiana Middle Level Education Association <http://www.imlea.org/>

National Middle School Association <http://www.nmsa.org>

National Forum to Accelerate Middle-Grades Reform [www.mgforum.org](http://www.mgforum.org)

Schools to Watch® <http://www.schoolstowatch.org>

Southern Regional Education Board <http://www.sreb.org>

Transforming Middle Schools <http://turningpts.org>

My name is Vic Smith. I speak as a citizen of Indiana, a retired educator, a homeowner and taxpayer in the Indianapolis Public School district who has a grandson attending Arsenal Tech High School in IPS.

As a taxpayer, I am outraged that the State Board of Education approved the Indiana Department of Education's plan to give the IPS turnaround schools a windfall estimated at \$11,000 per student at Manual to \$15,000 per student at Arlington for the first six months instead of getting the IPS per pupil amount of \$7331. This outcome is in direct contradiction to two directions of the Indiana General Assembly:

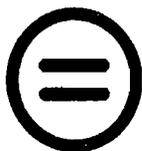
- 1) The General Assembly has endorsed for nearly a decade the concept that the money should follow the child. Yet when students from the turnaround schools decide to transfer to other IPS schools, the money will not follow the child to the IPS schools.
- 2) The General Assembly passed legislation in 2011 specifying that when the state withholds funds from the school district to pay for the turnaround school, quoting from the law, "**The amount withheld under this subdivision may not exceed the total per pupil funding for the affected students.**" [IC 20-31-9.5-3(d)] Again, total per pupil funding for IPS is \$7331.

IPS has reported that this decision by the State Board and IDOE will take \$6 million dollars from the IPS budget, which will directly affect funding needed at my grandson's school and all the other IPS schools. **This windfall of funding for the turnaround schools is unconscionable.**

In addition, **the windfall extends to federal funding.** My grandson is part of the Career Magnet at Tech High School. When \$1.2 million in federal Perkins money for IPS was allocated by IDOE for next year's vocational programs, IDOE did not split the money to reflect that Tech High School currently hosts 23 career programs, Manual High hosts 2 programs, and Howe and Arlington host none. Citing federal formulas based on demographics, the IDOE gave roughly \$500,000 of the \$1.2 million, about 40%, to the turnaround schools. While this allocation aligns with federal rules, it fails to pass the test of fairness and justice to the larger IPS programs and it will negatively impact the funding available to my grandson's vocational program.

The bitter contentiousness and competition of establishing turnaround schools in this manner was not discussed or envisioned when PL 221, the law authorizing these changes, was passed in 1999. I was present during the 1999 debates and discussions. The phrase "special management team" in the 1999 law and now the fundamental basis for turnaround schools was interpreted back then as a team of respected proven administrators employed by the Indiana Department of Education who would be sent to manage the school in the existing framework of the school district. The thought of divorcing the school from the school district and handing it over to a for-profit management company simply did not come up in the debate in 1999.

Allowing for-profit companies to manage turnaround schools has taken us in the wrong direction. There is a fundamental question to ask about for-profit companies: **What services will students not receive so that the for-profit company can bring a bigger profit to its owners and shareholders?** I urge this Select Committee to demand transparency and to let the public know what corporate profits and benefits are being made from the money diverted from the IPS budget.



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*Empowering Communities.  
Changing Lives.*

May 21, 2012

The Honorable Robert Behning, Chair, Indiana House Education Committee  
The Honorable Senator Dennis Kruse, Chair, Indiana Senate Education and Career Development Committee

RE: Super Committee on Education Hearing on Turnaround School Operators

Dear Chairmen and Committee Members:

The Indianapolis Urban League (IUL) welcomes this opportunity to address the Indiana General Assembly regarding the vital role of turnaround academies in our state's public education system. The mission of the Indianapolis Urban League is to assist African Americans, other minorities, and disadvantaged individuals to achieve social and economic equality.

Education and Youth Empowerment is the linchpin of the Indianapolis Urban League's five-point strategy to empower communities and change lives for our constituents and we view education as the premiere civil rights issue of the twenty-first century. IUL has been and continues to be a strong supporter of quality public education for our children. We are keenly aware of the disabling effect that follows those who have neglected to take advantage of liberating power of education and we recognize educational achievement as the capstone for self-sufficiency and success.

The fact that many of our state's public schools have consistently failed to deliver quality educational instruction and to achieve basic, successful results for their students greatly disturbs us. We do not believe that mediocrity and poor performance are acceptable when it comes to the education of our children. This is why we have embraced education reform that emphasizes results and accountability.

While the turnaround academies have yet to begin their work and their results are unknown to date, we support the right of the citizens of Indiana to have public school options when their traditional public schools have failed to deliver. Having said this, the state must take great care not to diminish its financial and other material support to traditional public schools while providing needed public options aimed at improving student performance.

The state must insure that each of these operators place a strong emphasis on results based accountability and that they seek the active and sustained input of students, parents, community-based organizations, and other stakeholders. Each of these entities should have a full-time employee whose sole job is to solicit and implement community input.

The operators should also have a clearly articulated parent bill of rights and responsibilities so that parents know what to expect from each operator and the vital expectations each operator has for parents and their role regarding their children's attitude, behavior, and preparation for academic success.

IUL is happy that the Indiana General Assembly has recently taken steps to insure that charters are held to the same level of accountability as their traditional public school peers.

SELECT COMMISSION ON EDUCATION  
21 MAY 2012  
EXHIBIT J



IUL's primary concern is that excellence prevails and become the norm and not the exception, especially in regard to urban schools with high poverty levels and other unique challenges such as English as Second Language populations and students with special needs. Indeed, the IUL believes that the current state law allowing schools to fail for six consecutive years before state intervention is too weak and needs to be strengthened. Likewise, IUL views the current threshold of a mere three percent improvement in test scores and exams is far too lax to justify removal from the watch list and enable such schools to start anew in failing its students without penalty, intervention, or guidance.

We do not accept the proposition that those who favor charter schools, properly and justly placed and within reasonable limits, are foes of public education.

IUL is one of nearly 100 National Urban League affiliates who serve the needs of diverse communities across our nation. We are eager to partner with any qualified entity which will be held accountable for results and positive student performance. We will hold these operators to the same stringent standards all schools should be held to with an unwavering eye toward uniform quality and excellence. To demand less only invites failure and despair for students, parents, our communities and the people of Indiana.

Pleased accept our thanks for this opportunity to testify to these committees regarding our state's children and the well-being and strength of our community.

A handwritten signature in black ink, appearing to read "Joseph A. Slash". The signature is fluid and cursive, with a large initial "J" and "S".

Joseph A. Slash,  
President & CEO