



Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Monthly Performance Report for Schools, Lead Partners and TSO

Federal funds are designed to support school improvement plans that take a new, innovative and systemic approach to improving student achievement and school quality. As a school or school partner working towards swift and sustainable improvement you are required to submit a monthly update to the IDOE Outreach Office for School Improvement and the State Board of Education.

The report is designed to meet the federal requirement for schools in priority and focus status as well as provide information that is based on school and student data.

The report template allows for personalization that matches the school improvement plan you have submitted but also forces the alignment of goals to research based Turnaround Principles from the USDoe (Core Question 1). The Turnaround Principles are classified into three domains: Readiness to Learn, Readiness to Teach and Readiness to Act. Information on these three domains and association nine turnaround principles can be found on the IDOE website at www.doe.in.gov. Core Questions 2 & 3 also align to Turnaround Principles, and Core Question 4 is for TSO operators only.

Your regional outreach coordinator will be available to assist you on behalf of the IDOE as you complete this monthly report.

Please use the reference numbers (1-9) associated with the Turnaround Principles below in each response for Core Questions 1-4.

Readiness to Learn

- 1. Strong Instructional Program: Implementation of instruction system that is research based, rigorous and aligned with State academic content standards*
- 2. School Environment: Creation of a school climate that is safe and disciplined.*
- 3. Supportive School Culture: System that supports students' social, emotional and health needs that improves school safety and supports*
- 4. Family & Community Involvement: School provides a mechanism for engaging family and community*

Readiness to Teach

5. *Effective Teaching and Instruction: Creation of a system that supports teacher growth through multiple opportunities of professional development.*
6. *Data Informed Instruction: System that holds teachers and staff accountable for student achievement and allows for differentiated support for all students.*
7. *Data Driven Decision Making: System of collaboration exists that allows for consistent, on-going opportunities for staff to use data to inform instruction.*

Readiness to Act

8. *Strong Leadership: Ability to make mission-driven decisions about people, time, money and program.*
9. *Time: Redesign of the School Day, Week or year to allow for additional time for student learning and teacher collaboration*

Directions for Report Completion and Submission Expectations:

Please submit to Outreach Office for School Improvement by the third Friday of the Month September- June. Email delivery is preferred to Rmcknight@doe.in.gov and lbaugh@doe.in.gov. If called upon to present at the State Board of Education meeting the data in this template should be accompanied by a power point representation of information. At a minimum you will be called upon to present at least once a year.

Core Question 1: Is the educational program a success?

This question allows for you to articulate each goal in the School Improvement Plan. The expectation is for data to accompany your communication “performance indicators.” The data when possible should be broken down into disaggregated student groups. This data will serve as evidence of the success towards each goal.

Core Question 2: Is the school providing appropriate conditions for success?

Data submitted with this core question may also be data used if aligned to a school goal around appropriate school conditions. Please indicate *see SIP goal #___” within column 1 if this is exists.

Core Questions 3: Is the organization effective and well run?

Data submitted with this core question may also be data used if aligned to a school goal around appropriate school conditions. Please indicate *see SIP goal #___” within column 1 if this is exists.

Core Question 4: Is the organization in sound fiscal health?

To be answered by TSO partners only

Theodore Roosevelt College and Career Academy

Core Question 1: Is the educational program a success? *School Specific Indicators—these will be different for all schools and updated annually.

School Goals as Stated in School Improvement Plan	Key Performance Indicators *May have multiple indicators. Please provide data to support each indicator, and when applicable, provide disaggregated data as well.	Baseline	Target	Next steps	Turnaround Principle Alignment
Goal 1 TRCCA will have at least 92% student attendance for 2013-14 school year.	<ul style="list-style-type: none"> • Student attendance 	<ul style="list-style-type: none"> • 78.15% (based on FY 13) 	<ul style="list-style-type: none"> • 92% 	<ul style="list-style-type: none"> • Monthly problem solving on student attendance and truancy. 	<ul style="list-style-type: none"> • Use of data for continuous improvement • Family and community engagement
Goal 2 TRCCA will have at least 90% staff attendance for 2013-14 school year.	<ul style="list-style-type: none"> • Staff attendance 	<ul style="list-style-type: none"> • 98% (based on FY 13) 	<ul style="list-style-type: none"> • 90 	<ul style="list-style-type: none"> • Monthly progress monitoring of staff attendance. 	<ul style="list-style-type: none"> • Effective teachers • Strong leadership
Goal 3 TRCCA will reduce Office Discipline Referral (ODR) rates by 10% from previous year.	<ul style="list-style-type: none"> • Student discipline 	<ul style="list-style-type: none"> • 2,000 ODRs per year • 200 per month • 10 ODRs/day/month 	<ul style="list-style-type: none"> • 1,800 ODRs year • 180 per month • 9 ODRs/day/month 	<ul style="list-style-type: none"> • Monthly problem solving on ODR rates. • Data disaggregated by grade, location, time of day, event, and staff. 	<ul style="list-style-type: none"> • Safe and healthy students • Use of data for continuous improvement

<p>Goal 4 TRCCA will reduce rates of out-of school suspension by 10% from previous year.</p>	<ul style="list-style-type: none"> • Student discipline 	<ul style="list-style-type: none"> • 1827 events led to OSS (based on FY 13) 	<ul style="list-style-type: none"> • <10% (1644) 	<ul style="list-style-type: none"> • Monthly problem solving on ODR resolutions. 	<ul style="list-style-type: none"> • Safe and healthy students • Use of data for continuous improvement
<p>Goal 5 TRCCA will reduce % of students who are under-credited by 10% from previous year.</p>	<ul style="list-style-type: none"> • Graduation rate 	<ul style="list-style-type: none"> • 10th – 67% • 11th – 52% • 12th – 56% • Will update in October as transcripts arrive. 	<ul style="list-style-type: none"> • 10th – 57% • 11th - 42% • 12th – 46% 	<ul style="list-style-type: none"> • Quarterly monitoring of on track status of students in grades 7-10. 	<ul style="list-style-type: none"> • Use of data for continuous improvement • Redesigned schedules for additional time
<p>Goal 6 TRCCA will have a graduation rate of at least 73%.</p>	<ul style="list-style-type: none"> • Graduation rate 	<ul style="list-style-type: none"> • 47% 	<ul style="list-style-type: none"> • 73% 	<ul style="list-style-type: none"> • On-line credit recovery • Quarterly monitoring of on-track status for students in grades 9 and 10. 	<ul style="list-style-type: none"> • Redesigned schedules for additional time • Rigorous and aligned instructional program
<p>Goal 7 TRCCA will have at least 65% of graduating seniors enroll in a vocational school or 2/4 yr. college or university.</p>	<ul style="list-style-type: none"> • Postsecondary transition 	<ul style="list-style-type: none"> • 60% (36 out of 60 graduating seniors) 	<ul style="list-style-type: none"> • 65% 	<ul style="list-style-type: none"> • College site visits. • School counselor meets regularly with students on track for graduation to explore postsecondary options. 	<ul style="list-style-type: none"> • Rigorous and aligned instructional program • Family and community engagement

<p>Goal 8 TRCCA will increase the percent of students passing ISTEP by 5% from previous year.</p>	<ul style="list-style-type: none"> • Student achievement 	<p>Gary 2012</p> <ul style="list-style-type: none"> • Grade 7 ELA – 14.3% • Grade 7 Math – 22.4% • Grade 8 ELA – 23.8% • Grade 8 Math – 14.5% <p>TRCCA 2013</p> <ul style="list-style-type: none"> • Grade 7 ELA – 28.6% (+14.3%) • Grade 7 Math – 19.7% (-2.7%) • Grade 7 SS – 20% • Grade 8 ELA – 29.6% (+5.8%) • Grade 8 Math – 23.6% (+9.1%) 	<ul style="list-style-type: none"> • Increase all ISTEP scores by 5% 	<ul style="list-style-type: none"> • Monthly benchmark assessments and problem solving on end of year standards. 	<ul style="list-style-type: none"> • Strong leadership • Effective teachers • Rigorous and aligned instructional program
<p>Goal 9 TRCCA will increase the percent of students passing ECA by 5% from previous year.</p>	<ul style="list-style-type: none"> • Student achievement 	<p>Gary School Corp 2012</p> <ul style="list-style-type: none"> • Grade 9 Algebra I – 14.4% • Grade 10 Eng 10 – 28.9% <p>TRCCA 2013 (First time test takers)</p> <ul style="list-style-type: none"> • Grade 9 Algebra I – 13.5% • Grade 10 Eng 10 – 23.8% 	<ul style="list-style-type: none"> • Increase both ECA scores by 5% 	<ul style="list-style-type: none"> • Monthly benchmark assessments and problem solving on end of year standards. 	<ul style="list-style-type: none"> • Strong leadership • Effective teachers • Rigorous and aligned instructional program
<p>Goal 10 TRCCA will increase percent of students passing AP tests by 10% from previous year.</p>	<ul style="list-style-type: none"> • Student achievement 	<ul style="list-style-type: none"> • 0% 	<ul style="list-style-type: none"> • 10% 	<ul style="list-style-type: none"> • School offers 2 AP classes. • On-going PD for AP teachers. 	<ul style="list-style-type: none"> • Strong leadership • Effective teachers • Rigorous and aligned

					instructional program
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Core Question 2: Is your school providing appropriate conditions for success?

Indicator	October 18, 2013	December 12, 2013	January 9, 2014	Data/Comments	Challenges	Successes	Next steps
Student Enrollment 618 9/13/13	600 -18	582 -36	591 -27	As of 1/9/14 <ul style="list-style-type: none"> 591 students are actively enrolled 	<ul style="list-style-type: none"> Student mobility is a major issue in Gary. Students transfer but rarely notify school of transfer. 	<ul style="list-style-type: none"> School-wide recruiting effort School Attendance Officer 	<ul style="list-style-type: none"> Monthly monitoring and problem solving of enrollment. Parents notified at 3, 6, 10+ days of unexcused absences
Student Attendance 92% Goal	82% Withdrawals: 48 students Transferred during the month Dropouts: 0 Other (explain): 57 students met criteria for truancy(10+ unexcused absences); 28 students met criteria for a second truancy notice (15 unexcused absences)	83.1% Withdrawals: 49 students Transferred during the month Enrolled: 35 students enrolled during the month Dropouts: 0 Other (explain): 54 students met criteria for a second truancy notice (15 unexcused absences); 4 students met criteria for third truancy notice (20+ unexcused	81.9% Withdrawals: 14 students Transferred during the month Enrolled: 14 students enrolled during the month Dropouts: 0 Other (explain):		<ul style="list-style-type: none"> Coordinating school and community resources. Parent follow through with regular student attendance. Parent contact information frequently changes. Students come and go during the day (i.e., ditching classes). 	<ul style="list-style-type: none"> Tiered attendance intervention process. Learning coaches review attendance with students 2x per week. Grade-level problem solving meetings occur monthly. 	<ul style="list-style-type: none"> Continue monthly problem solving meetings. On-going follow up with Gary Police Dept. on truancy referrals. Continue to closely adhere to truancy referral procedures set forth by Gary PD.

		absences).					
Student Suspensions	149 Drugs: 1 Attendance: 0	125 Drugs: 2 Attendance: 0	96 Drugs: 0 Attendance: 0	<ul style="list-style-type: none"> • Behavior: 96 incidents led to an OSS • Drugs: 0 • Attendance: 0 	<ul style="list-style-type: none"> • Verbal aggression accounts for 16% of ODRs. • Failure to show up to detention accounted for 14% of our ODRs. 	<ul style="list-style-type: none"> • TRCCA averaged 9.4 ODRs per day per month. Goal is 9.0 ODRs per day per month. TRCCA was at 23.6 ODRs per day per month in December 2012 (decrease of 14.2 ODRs per day per month). 	<ul style="list-style-type: none"> • Continue monthly data analysis and problem solving of ODR data for each grade. • Added lunch detention as an alternative to after-school detention in all academies.
Student Expulsions	0	0	0	<ul style="list-style-type: none"> • Behavior: 0 • Drugs: 0 • Attendance: 0 • Other (explain): 	NA	<ul style="list-style-type: none"> • TRCCA has an alternative education program for students in lieu of expulsion. • TRCCA has 11 students in 	<ul style="list-style-type: none"> • Continue to assign students to alternative education for expellable offenses as appropriate.

						<p>Alternative Education.</p> <ul style="list-style-type: none">• TRCCA also assigns community service projects in lieu of expulsion.	
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Core Question 3: Is the organization effective and well run?

Indicator	October 2013	November 2013	December 2013	Data/Comments	Challenges	Successes	Next Steps
Staff Attendance	98%	98%	90%	<ul style="list-style-type: none"> 90% Goal 	<ul style="list-style-type: none"> Meeting yearly goal at this time. 	<ul style="list-style-type: none"> Staff is highly engaged. 	<ul style="list-style-type: none"> Staff members with perfect attendance are acknowledged at monthly staff meetings.
Staff Retention	New Hires: 2 Resignations: 0 Terminations: 2	New Hires: 0 Resignations: 0 Terminations: 0	New Hires: 2 Resignations: 0 Terminations: 2	Currently <ul style="list-style-type: none"> New Hires: 2 Resignations: 0 Terminations: 2 	<ul style="list-style-type: none"> HQ special education teachers 	<ul style="list-style-type: none"> Staff continue to stay employed at school and maintain good attendance despite turnaround challenges. 	<ul style="list-style-type: none"> Continue recruiting for HQ special education teachers (2 new teachers are not HQ yet).
Professional Development Opportunities				See attachment <ul style="list-style-type: none"> Target Audience: All Staff Staff Participation: 100% 	<ul style="list-style-type: none"> Prioritizing PD topics 	<ul style="list-style-type: none"> 100% of staff participated in differentiated pre-service training. Weekly PD for teachers. 	<ul style="list-style-type: none"> Leadership team will continue to prioritize topics.
Administrative Support of Instruction Time spent in Support of Instruction through Professional Development/ Observation/ Collaboration/Evaluation	<ul style="list-style-type: none"> Informal observations by school administrators: Approximately 78 	<ul style="list-style-type: none"> Informal observations by school administrators: Approximately 83 	<ul style="list-style-type: none"> Informal observations by school administrators: Approximately 75 	<ul style="list-style-type: none"> Informal observations by school administrators: Approximately 75 Teachers spend 104 minutes weekly in PD (2, 	<ul style="list-style-type: none"> Logistics with starting school and meeting all staff needs. 	<ul style="list-style-type: none"> All classrooms visited daily. Observation schedules are developed monthly. 	<ul style="list-style-type: none"> Follow classroom observation schedule

				52-minute blocks). <ul style="list-style-type: none">• Administrative Team completes daily classroom visits and rounds.• Administrators met daily after school with staff during the first week of school.			
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***Please attach data reports for each of the categories listed above, include disaggregated data when possible.**

Core Question 4: Is the organization in sound fiscal health?

	October 2013	November 2013	December 2013	Comments	Challenges	Successes	Next steps
Enrollment Variance	618 9/13 -18	-36	-27	618 Count Day	<ul style="list-style-type: none"> Working in community with transient population High mobility of students (daily transferring in and out) Regular scrub of rosters and policy review updates 	<ul style="list-style-type: none"> Multiple Open House and Enrollment sessions yielded large turnouts For each new student transferring out/students transfer in 158 new students to the school in August 2013 	<ul style="list-style-type: none"> Continue efforts to be engaged with community, showing added value of TRCCA Continued emphasis on follow-up with truancy reporting Continue to share success of 5th Year Senior Program
February Count Day Enrollment Variance				TBD			
Financial Audit Findings	No Audit to Date						