Our students know that they are in a school where just getting by isn't good enough. We set higher standards and accept nothing but each student's best effort. This allows students to expect more from themselves and their teachers and be better prepared for the future.
CSUSA Operates 3 Turnaround Academies in Indianapolis

• Emma Donnan Middle School
• T. C. Howe Community High School
• Emmerich Manual High School
CSUSA - Turnaround Schools
Uses of Funds
For the Year Ended 6/30/2014

- Compensation (224 people employed within the school buildings) $11,320,012
- Instruction $886,572
- Operating (R&M, utilities, etc.) $3,394,255
- Equipment (desks, computers, etc.) $1,541,945
- Library $716,150
- Special Education $2,111,870
- Additional (textbooks, supplies, etc.) $1,944,749

Total Uses of Funds = $21,929,950
CSUSA - Turnaround Schools
Sources of Funds
For the Year Ended 6/30/2014

- Federal & State $7,772,960
- Transportation $75,437
- Revenue $904,428
- Other $906,882

Total Sources of Funds = $21,862,603
Per Pupil Funds $11,959,818
Educational Programs

- JROTC
  - Army program

- Cambridge
  - University level classes

- Alternative Education
  - HYPE
  - PASS
  - T9

- Credit Recovery
  - Make up credits in order to graduate

- Character Education
  - BLING
  - Strive 65
  - Mr. Mojo
CSUSA – Turnaround Schools

# of Employees

<table>
<thead>
<tr>
<th>School</th>
<th># of Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emmerich Manual</td>
<td>75</td>
</tr>
<tr>
<td>Emma Donnan</td>
<td>61</td>
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<tr>
<td>TC Howe</td>
<td>88</td>
</tr>
<tr>
<td>CSUSA - Indiana</td>
<td>224</td>
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CSUSA – Turnaround Schools

# of Students

<table>
<thead>
<tr>
<th>School</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emmerich Manual</td>
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<tr>
<td>Emma Donnan</td>
<td>315</td>
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<tr>
<td>TC Howe</td>
<td>583</td>
</tr>
<tr>
<td>CSUSA - Indiana</td>
<td>1,363</td>
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</table>
The Transition Year did not go as planned; during the Assessment/Baseline year of 2011-2012, a lack of clarity and IPS resistance created many challenges:

- Transportation
- Facilities
- Records & Enrollment
- Safety
- Human Capital
Problems the first few weeks:

- Students didn’t get picked up or were taken to other schools
- Buses were late – angry parents, interrupted school day schedule
- Start and end times had to be matched to IPS convenience
- Boundaries were redrawn
- Bus driver strike, the final straw

How we problem solved:

- By early September, we decided to select our own outside provider
- By October, Atlantic and Southern began providing transportation

Impact and Implications:

- We only receive reimbursement for students we transport who live within the boundary, even if they were already attending the school (Over/Under Program)
Transportation Budget Impact

At Emma Donnan and Manual combined, only about 50 students are transported from outside boundary.

50 students @ $907 = $45,350

At Howe, approximately 200 students from outside the boundary are transported (many of whom were already attending Howe).

200 students @ $907 = $181,400
Transportation Now

• We grandfathered in all students for whom we were providing out of boundary transportation last year.
• This year we have decided to provide our out of boundary High School students with IndyGo bus passes (about $30/month).
• We will no longer provide out of boundary transportation for new middle school students.
• We continue to provide the multiple busing option after school.
Facilities

- Building access issues during transition
- Equipment/inventory
- Lack of Clarity (who is responsible for what) and resultant time delays

After the transition year, this has been an area where IPS has worked well with our team
Access to student records and enrollment remain serious challenges, as they have been from the outset.

- Initially, lack of clarity on state reporting mechanisms and responsibilities created challenges (passwords, etc.)
- Graduation Cohort groups-accountable for students we didn’t have at all
- Assigned “default” – students were assigned to us who never attended our schools, no enrollment packet and IPS info was incorrect, yet on our accountability
Records & Enrollment

Specific contributions to these challenges included:

• Redrawn boundaries
• Lack of feeders
• Transfers to Magnets
• Alternative placements
• Inappropriate “counseling”
Each Spring, CSUSA schools begin requesting a list of students who are enrolled in other IPS schools (theoretically feeders) whose boundary would have them enrolling in one of our Academies the following school year.

This year, when it was finally received, the spreadsheet provided to Howe included only 106 total names (for a school serving grades 7-12), of those:

- 37 students currently on that list are enrolled and attending
- 65 students on the list are accepted but have not shown, do not have working phone numbers, or do not have correct addresses.
- 2 kids were graduates already
- 2 kids went to other schools
Enrollment: Emma Donnan Middle School

- Emma Donnan MS
  - **2012-13:** ADM of 367 during the Fall of CSUSA’s first year of management
    - 1% increase from Fall to Spring
  - **2013-14:** ADM of 331 (11% decrease) during the Fall of CSUSA’s second year of management
    - 5% decrease from Fall to Spring
  - **2014-15:** 8% increase in enrollment from the Spring of 2013 to the Fall of 2014
Enrollment: Emma Donnan Middle School

![Graph showing enrollment changes over time for Emma Donnan MS.](image)
Enrollment: Emmerich Manual High School

• Emmerich Manual HS
  – **2012-13:** ADM of 457 during the Fall of CSUSA’s first year of management
    • 2% decrease from Fall to Spring
  – **2013-14:** ADM of 567 (24% increase) during the Fall of CSUSA’s second year of management
    • 9% decrease from Fall to Spring
  – **2014-15:** 19% increase in enrollment from the Spring of 2013 to the Fall of 2014
Enrollment: Emmerich Manual High School

- Fall 2012-13: 457
- Spring 2013-14: 448
- Fall 2013-14: 562
- Spring 2014-15: 512
- Fall 2014-15: 613
Enrollment: TC Howe Community High School

- TC Howe HS
  - **2012-13**: ADM of 623 during the Fall of CSUSA’s first year of management
    - 3% increase from Fall to Spring
  - **2013-14**: ADM of 653 (5% increase) during the Fall of CSUSA’s second year of management
    - 5% decrease from Fall to Spring
  - **2014-15**: 13% increase in enrollment from the Spring of 2013 to the Fall of 2014
Enrollment: TC Howe Community High School
Enrollment Patterns

- Emma Donnan MS
- Emmerich Manual HS
- TC Howe HS
Safety

- SRO – MOU complications
- Cameras
- Safety Plan
- Building Open access - alarms
Human Capital

Talent Acquisition is a continual challenge.

- Because of the access and timing issues experienced during the transition year, by the time we had access to communicate with existing staff, the misinformation created a barrier to recruiting from within.

- These schools represent challenging populations and do not attract traditional teachers. TFA has been a wonderful partner, but they aren’t enough.
• From 2012 to the 2013-2014 school year, collectively, EDMS and Howe achieved a net gain of over **20% points** on the state *ISTEP+* test.

• At EMHS, proficiency on *English 10 improved 14%* (from 47% proficient to 61% proficient)

• *Algebra I ECAs increased by more than 10%* at all three schools and by **over 20%** at Howe and EMHS.

• EMHS nearly **doubled the percentage** of students scoring proficient (from 23% to 44%)

• Collectively, in 2013, students at T.C. Howe and Emma Donnan MS experienced a **30% point gain** in the number of students demonstrating high growth on the state reading assessment.
Accreditation Restored

When CSUSA assumed operation, all three schools were on probation in AdvancEd accreditation status. As of today:

• T.C. Howe has been taken off probation
• Manual has been taken off probation
• Emma Donnan has a visit next week to validate that the problem findings have all been rectified. We anticipate Emma Donnan will also be taken off probation
Community Partnerships

- Teach for America
- Rolls Royce
- Deloitte Financial
- Eli Lilly
- University Indianapolis
- Gleaners food Drive
- Meridian Health Services
- St. Francis
- Lilly’s Boys and Girls Club
- Little Caesar's Pizza
- White Castle
- Angie’s List
- K-Mart
- Blue Bell Ice Cream
- Jane Pauley Wellness Center and Community Hospital
- Rotary Club of Indianapolis
- Young Champions
- Butler University
- Indiana Partnerships Center

Comments from Garry Holland
Videos

• https://vimeo.com/103240110
• https://vimeo.com/103241020
Transportation Lessons

- If transportation is going to be provided, start with an independent vendor from day 1
- Insist upon clarity of boundaries and exactly where the funding will originate and timelines for reimbursement
- Schools need a dedicated transportation liaison for dealing with transportation issues before and after regular school hours.
Facilities Lessons

- Operators should be provided unfettered access to buildings during transition; transition timing could be altered to allow for less opportunity for misinformation.

- Inventory should be conducted with more diligence and include visual (picture) documentation of equipment.

- Clear delineation of roles and responsibilities should be part of the initial contract.
Records & Enrollment Lessons

• All student records MUST be accessible immediately upon awarding the contract
• Enrollment practices and barriers need detailed consideration and oversight so that it isn’t just the “building” that is in turnaround, but the actual school and its legitimate population
• Middle and High Schools require a feeder
Safety and security planning needs to be part of a larger, comprehensive, long-term solution involving community stakeholders, the sheriff, police and the operators.

Securing the learning environment should be a much larger part of the overall turnaround process from the state level. Early year metrics should place greater emphasis on leading indicators such as reduction in violence, increased attendance, and cultural responsiveness.
Human Capital Lessons

Turnaround providers could use more support from the state in building effective partnerships with colleges and universities to provide a talent pipeline. (ideas: possibly an urban education certificate, clinical experience hours for undergraduate education students, student teaching placements, etc.)
CSUSA: Improving the Process
The primary focus of any policy refinements should be unwavering dedication to **Academic Success** for the students being served. Three foundational elements are key to ensuring sustainable academic improvement:

1. **Enrollment stabilization.** Enrollment challenges have caused much of the financial and academic instability at the turnarounds. Creating feeder patterns and allowing for flexible grade configurations could solve enrollment deficits and make more efficient use of facility space.

2. **Early intervention.** We know that students are averaging well over a year’s growth each year they are in our Turnaround Academies, but many are several years behind when they come to us. Implementation of the proven CSUSA academic model beginning in the early grades, creating a complete k-12 solution, would support much greater long term academic success.

3. **Financial support.** Funding must be provided at levels that ensure academic achievement.
The law and policies for its implementation need to be refined to clearly articulate three things:

1. **The status of the buildings** (who really has control of these buildings and what can happen within them; should district get to decide via MOU or otherwise what the operator can do with the facility space? What is the role of the State?)

2. A clear set of triggers and processes for **the long term future of the school**; for example, if all terms of the contract are met, it should mean automatic renewal of some sort to continue positive trajectory, but what does that look like? If, for example, they are to become charters, who acts as their governing board? Who is the authorizer? What if an operator is unable or unwilling to continue to operate the schools?

3. **Role delineation and oversight**: What is the role of DOE? SBOE? District? Turnaround Provider?
Governance/Oversight

- Oversight and decision making authority should be centralized
- All operators should have the same structure, regardless of location
- Expectations should be aligned with the original contract
Flexibility and Freedom

- To expand or reconfigure grades served
- To creatively use underutilized facilities space
- To implement comprehensive k-12 solutions
- To use mutually agreed upon accountability metrics that take into consideration other factors for years 1 & 2
Feedback and Communication

- Feedback should be provided directly to SBOE from the operator (no intermediary)
- A transparent process for timely, 2-way communication between operators and SBOE should be developed
CSUSA: Better prepared for the future.