



City of
Indianapolis

Greg Ballard, Mayor

THIRD YEAR SELF-EVALUATION PROTOCOL

for Mayor-Sponsored Charter Schools

**2nd Edition
Spring 2006**

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Overview of Third Year Self-Evaluation and Site Visit Process

I. Overview of School Self-Evaluation

- A. Requirements: The self-evaluation MUST a) involve a deep consideration of important issues relevant to the attainment of the school's mission and student achievement, 2) involve important constituents including parents, teachers, students, board, community, other partners, 3) specify important strengths and weaknesses and needed changes based on evidence and data, and 4) result in a concise written summary of important issues, directions and priorities.
- B. Major Topics for Consideration: Based on the four questions (below) that guide the Mayor's performance framework, the school will undertake in-depth reflection and specify strengths, weaknesses, and needed changes.
 - 1. Is the educational program a success?
 - 2. Is the organization effective and well-run?
 - 3. Is the school in meeting its operations and access obligations?
 - 4. Is the school providing the appropriate conditions for success?

II. Overview of Site Visit

- A. School Presentation (Verbal presentation and discussion on 1-6 above --- 3-4 hours)
- B. Site Team and School Dialogue with Relevant Groups (2-4 hours as needed)

III. School Development of Third Year Self-Evaluation

IV. Review and Feedback on Plan

School Reflection on Third Year Self-Evaluation

Guided by the four questions identified in the Mayor's performance framework, the school will consider evidence and undertake in-depth discussions to identify strengths and areas for attention with attendant benchmarks and timelines. The review intends to help the school appreciate and build on its strengths and specify and intentionally set priorities and make changes to address the areas for improvement.

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I. Is the educational program a success? (Prepared by school leader and teachers)

A. Specify a profile of your ideal student

Develop a concise and accurate description of the ideal student at your school. Specify the knowledge, skills, and attitudes the exemplary student would demonstrate considering the learning goals specified in a) the Mayor's performance framework and b) the unique goals of your school as specified in your charter.

Outcome: A student profile that describes what students will know and be able to do as a result of attending your school.

B. Student Performance and Progress Data: What does the data show?

Review and summarize key points from the data for the school as a whole and for NCLB student subgroups (ESL, gender, ethnicity, free/reduced lunch, special education and students performing above grade level) based on a) achievement scores from ISTEP+ and NWEA, and b) school-specific information about student learning and progress (school-specific achievement tests, other information about learning) and c) past site visit feedback. Specify the students or subgroups and the specific academic areas in which students are not achieving as expected.

Outcome: A concise, evidence-based summary of student attainment and progress in specific areas (mathematics, language arts, writing, etc.) for NCLB subgroups. Set milestones for meeting NCLB and average yearly progress (AYP requirements)

C. Philosophy of Learning and Learning Strategies

Articulate your philosophy of learning and identify the types of learning strategies that you use to ensure student learning and development. In your discussions, consider whether your philosophy and strategies allow you to support learning and progress for all students, including those who are above grade-level, those who are below grade-level, and those who are in the NCLB subgroups. Review your data and specify areas of strengths and areas that need attention. Set target goals for future audits.

Outcome: A concise description of your philosophy and learning strategies. A summary of strengths and weaknesses as identified in your data.

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D. Specify Areas of Strength and Areas for Attention

Thinking about the four areas of the accountability framework and grounded in your thinking about 1-3 (above), specify areas of strength and areas for attention for your school---specify subject areas, grades, subgroups of students, etc. For each area for attention, specify the following:

1. major goals and directions
2. additional goals and attendant activities
3. timeline for implementation that will be undertaken to improve student learning and performance (e.g., professional development, curriculum review, teacher training, revisions in design of learning, increasing homework, individual tutoring, differentiated instruction techniques, curriculum revisions, teacher training, changes in instructional strategies, review of assignments and student work, development of rubrics, etc.)

Outcome: A list of strengths and areas for attention.

II. Is the organization effective and well-run?

A. Think about each of the following questions that are critical to school effectiveness and consider whether each is maximally effective in terms of promoting the achievement of the school mission and student learning. Provide evidence for each question.

1. Is the school in sound fiscal health?
2. Are the school's student enrollment, attendance, and retention rates strong?
3. Is the school's board active and competent in its oversight? (e.g. Effective, involved board)
4. Is there a high level of parent satisfaction with the school?
5. Is the school administration strong in its academic and organizational leadership? (e.g. Principal is a strong leader who engenders buy-in for the school mission and provides appropriate instructional leadership)
6. Is the school meeting its school-specific organizational and management performance goals?
7. Others areas or factors as identified by the school, such as: adequate staff to support the academic mission (staff aligned with mission of school); effective teachers; and adequate resources to support the academic mission.

Outcome: A deep understanding of how each of the above areas is currently configured and changes that are needed to have a greater impact on achievement of the school mission and student learning.

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III. Is the school in meeting its operations and access obligations?

- A. Review and as needed revise policies and procedures related to important compliance processes---enrollment, transportation, special education, accounting (including budget process), board policies, human resources, parent and student handbooks and others.

Outcome: A review and up-date on all areas of compliance.

- B. Review compliance issues as provided by the Mayor's Office (Mayor's Office provides a summary from compliance reviews and identifies specific issues that need attention).

Outcome: A summary of compliance issues that need attention.

- C. As needed, specify activities and a timeline for responding to all compliance concerns.

Outcome: An up-to-date compliance binder and a list of compliance issues and a plan for responding to each compliance issue identified by the school or by the Mayor's Office.

IV. Is the school providing the appropriate conditions for success?

- A. Consider the effectiveness (in terms of supporting student learning and achievement) of each of the following processes---identify strengths and specify changes that are needed:

1. Is the school's mission clearly understood by all stakeholders? (e.g. clear communication of mission to all constituents and buy-in to the mission)
2. Does the school have a high-quality curriculum and supporting materials for each grade?
3. Does the school effectively use learning standards and assessments to inform and improve instruction? (e.g. curriculum development -- develop a portfolio of learning assignments and student work and criteria and rubrics for core skills including writing, speaking, reading, thinking)
4. Is the school climate conducive to student and staff success?
(e.g. professional development, teacher performance evaluation and feedback (for both improvement and evaluation purposes), and assessment of student learning and how it is used to guide the design of teaching and learning)

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5. Are the teaching processes (pedagogies) consistent with the school's mission?
6. Is ongoing communication with students and parents clear and helpful? (e.g. communication with parents about student learning and involvement of parents in the governance of the school)
7. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?
8. Has the school developed adequate human resource systems and deployed its staff effectively?

Outcome: A thorough understanding of strengths and weaknesses connected to each of the above school processes.

- B. Consider whether each of these processes is maximally effective based on feedback from parent and teacher surveys, discussions with and feedback from teachers and other staff, site visit feedback, and feedback from other constituents (community, parents, school coaches, etc.). Specify strengths and areas for attention. For each areas of attention, identify improvement goals, benchmarks, and a timeline for improvements.

Outcomes: A list of strengths and areas for attention.

The Site Visit: Presentation and Dialogue

I. Overview of Site Visit

- A. School Presentation (1-2 hours)
- B. Dialogue with Teachers Regarding Student Profile, Student Achievement, and Curriculum and Student Work (audit results) (as noted in the School Reflection on Third Year Self-Evaluation section)
- C. Dialogue with Administrators Regarding Conditions for Success and Compliance
- D. Dialogue with Board
- E. Dialogue with Parents

Each school will prepare a presentation guided by School Reflection on Third Year Self-Evaluation section of this document. The presentation will focus on strengths and areas for attention and potential goals and activities for improvement based on the school's self-reflection. This presentation should involve and be heard by administrators, school leaders, teachers, students, board members, Mayor's Office. The presentation does not intend to be "a dog and

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pony show.” Rather it gives the school an opportunity to engage in in-depth dialogue and receive feedback regarding its strengths and areas for attention.

Written Third Year Self-Evaluation

Based on their reflection findings and the feedback received, each school will develop a concise Third Year Self-Evaluation. The written summary must not be an “academic exercise,” rather it should be a concise summary that shows that the school has undertaken a deep study of the important areas noted in the performance framework. The written summary must reflect the feedback received during the site visit and must be endorsed by teachers and the school’s board. The summary should also be shared with parents. The written summary will be reviewed by the site team and the Mayor’s Office prior to being sent to the Indianapolis Charter Schools Board.

Presentation to the Mayor’s Charter School Board

After the written summary of the third year self-evaluation is completed, each school will be required to make a presentation to the Indianapolis Charter Schools Board on the self-evaluation. The summary of the self-evaluation will be distributed to the members of the Indianapolis Charter Schools Board prior to the meeting. The meeting will be televised and will be an opportunity for the school to share their strengths and areas for attention in a public forum.

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Summary Timeline of Activities

Following is a summary timeline of the activities that must be completed for the third year self-evaluation and the deadlines for completing those activities. The summary is organized based on the section above entitled, “School Reflection on Third Year Self-Evaluation.” The activities listed in the complete “School Reflection on Third Year Self-Evaluation” section have been divided into the two phases – the reflection stage which will be completed PRIOR to the spring site visit and the implementation stage which will be completed AFTER the spring site visit. It is important to compare the summary timeline with the full list of activities listed above to ensure that all activities for each stage are completed.

REFLECTION STAGE – PRIOR TO SPRING SITE VISIT

I. Is the educational program a success? (Prepared by school leader and teachers)

A. Specify a profile of your ideal student

Develop a concise and accurate description of the ideal student at your school. Specify the knowledge, skills, and attitudes the exemplary student would demonstrate considering the learning goals specified in a) the Mayor’s performance framework and b) the unique goals of your school as specified in your charter.

Outcome: A student profile that describes what students will know and be able to do as a result of attending your school.

B. Student Performance and Progress Data: What does the data show?

Review and summarize key points from the data for the school as a whole and for NCLB student subgroups (ESL, gender, ethnicity, free/reduced lunch, special education and students performing above grade level) based on a) achievement scores from ISTEP+ and NWEA, and b) school-specific information about student learning and progress (school-specific achievement tests, other information about learning) and c) past site visit feedback. Specify the students or subgroups and the specific academic areas in which students are not achieving as expected.

Outcome: A concise, evidence-based summary of student attainment and progress in specific areas (mathematics, language arts, writing, etc.) for NCLB subgroups.

C. Philosophy of Learning and Learning Strategies

Articulate your philosophy of learning and identify the types of learning strategies that you use to ensure student learning and development. In your discussions, consider whether your philosophy and strategies allow you to support learning and progress for all students, including those who are above grade-level, those who are below grade-level, and those who are in the NCLB subgroups. Review your data and specify areas of strengths and areas that need attention.

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Outcome: A concise description of your philosophy and learning strategies. A summary of strengths and weaknesses as identified in your data.

D. Specify Areas of Strength and Areas for Attention

Completed in Implementation Stage.

II. Is the organization effective and well-run?

A. Think about each of the following questions that are critical to school effectiveness and consider whether each is maximally effective in terms of promoting the achievement of the school mission and student learning. Provide evidence for each question.

1. Is the school in sound fiscal health?
2. Are the school's student enrollment, attendance, and retention rates strong?
3. Is the school's board active and competent in its oversight? (e.g. Effective, involved board)
4. Is there a high level of parent satisfaction with the school?
5. Is the school administration strong in its academic and organizational leadership? (e.g. Principal is a strong leader who engenders buy-in for the school mission and provides appropriate instructional leadership)
6. Is the school meeting its school-specific organizational and management performance goals?
7. Others areas or factors as identified by the school, such as: adequate staff to support the academic mission (staff aligned with mission of school); effective teachers; and adequate resources to support the academic mission.

Outcome: A deep understanding of how each of the above areas is currently configured and changes that are needed to have a greater impact on achievement of the school mission and student learning.

III. Is the school in meeting its operations and access obligations?

A. Review and as needed revise policies and procedures related to important compliance processes--enrollment, transportation, special education, accounting (including budget process), board policies, human resources, parent and student handbooks and others.

Outcome: A review and up-date on all areas of compliance.

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- B. Review compliance issues as provided by the Mayor's Office (Mayor's Office provides a summary from compliance reviews and identifies specific issues that need attention).

Outcome: A summary of compliance issues that need attention.

- C. As needed, specify activities and a timeline for responding to all compliance concerns.

Completed in Implementation Stage.

IV. Is the school providing the appropriate conditions for success?

- A. Consider the effectiveness (in terms of supporting student learning and achievement) of each of the following processes---identify strengths and specify changes that are needed:

1. Is the school's mission clearly understood by all stakeholders? (e.g. clear communication of mission to all constituents and buy-in to the mission)
2. Does the school have a high-quality curriculum and supporting materials for each grade?
3. Does the school effectively use learning standards and assessments to inform and improve instruction? (e.g. curriculum development -- develop a portfolio of learning assignments and student work and criteria and rubrics for core skills including writing, speaking, reading, thinking)
4. Is the school climate conducive to student and staff success?
(e.g. professional development, teacher performance evaluation and feedback (for both improvement and evaluation purposes), and assessment of student learning and how it is used to guide the design of teaching and learning)
5. Are the teaching processes (pedagogies) consistent with the school's mission?
6. Is ongoing communication with students and parents clear and helpful?
(e.g. communication with parents about student learning and involvement of parents in the governance of the school)
7. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?
8. Has the school developed adequate human resource systems and deployed its staff effectively?

Outcome: A thorough understanding of strengths and weaknesses connected to each of the above school processes.

- B. Consider whether each of these processes is maximally effective based on feedback from parent and teacher surveys, discussions with and feedback from teachers and

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other staff, site visit feedback, and feedback from other constituents (community, parents, school coaches, etc.). Specify strengths and areas for attention.

Outcomes: A list of strengths and areas for attention.

IMPLEMENTATION STAGE – AFTER THE SPRING SITE VISIT

I. Is the educational program a success? (Prepared by school leader and teachers)

A. Specify a profile of your ideal student

Completed in Reflection Stage.

B. Student Performance and Progress Data: What does the data show?

Outcome: Set milestones for meeting NCLB and average yearly progress (AYP requirements)

C. Philosophy of Learning and Learning Strategies

Set target goals for future audits.

Outcome: A concise description of your philosophy and learning strategies. A summary of strengths and weaknesses as identified in your data.

D. Specify Areas of Strength and Areas for Attention

Thinking about the four areas of the accountability framework and grounded in your thinking about 1-3 (above), specify areas of strength and areas for attention for your school---specify subject areas, grades, subgroups of students, etc. For each area for attention, specify the following:

1. major goals and directions
2. additional goals and attendant activities
3. timeline for implementation that will be undertaken to improve student learning and performance (e.g., professional development, curriculum review, teacher training, revisions in design of learning, increasing homework, individual tutoring, differentiated instruction techniques, curriculum revisions, teacher training, changes in instructional strategies, review of assignments and student work, development of rubrics, etc.)

Outcome: A list of strengths and areas for attention.

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II. Is the organization effective and well-run?

Completed in Reflection Stage.

III. Is the school in meeting its operations and access obligations?

A. Completed in Reflection Stage.

B. Completed in Reflection Stage.

C. As needed, specify activities and a timeline for responding to all compliance concerns.

Outcome: An up-to-date compliance binder and a list of compliance issues and a plan for responding to each compliance issue identified by the school or by the Mayor's Office.

IV. Is the school providing the appropriate conditions for success?

A. Completed in Reflection Stage.

B. For each area of attention, identify improvement goals, benchmarks, and a timeline for improvements.

Outcomes: A list of strengths and areas for attention.

The written self-evaluation will be completed AFTER the site visit during the implementation phase. The site team will review the written self-evaluation prior to submitting the written self-evaluation to the Mayor's Office. The final step in the third year self-evaluation will be the presentation to the Indianapolis Charter Schools Board.

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