1. Objectives
2. Framework Enhancement Objectives
3. Design Values
4. School Quality Review (SQR)
5. Summary
objectives

- Update IPS Board of School Commissioners on the SQR process
- Introduce additional details regarding potential enhancements to Innovation Restart framework
- Share proposed timelines for potential school interventions
Articulate a clearer definition of “low-performing schools” that encompasses more than state grade designation.

Explicitly name the varied IPS school improvement strategies and the contexts in which those strategies may be leveraged.

Outline an updated and more detailed timeline for decision-making processes, including necessary inputs and outputs.

Ensure framework is able to function in tandem with forthcoming School Planning and Performance Framework (SPPF) and in alignment with ESSA legislation.
1. Decisions are transparent.

2. Decisions are consistent, yet not rigid.

3. Decisions promote continuous improvement and growth.

4. Decisions are made using multiple measures.
IPS support strategies

**broader context**

- **IPS** supports
  - **Universal Supports**: every school receives
  - **Specialized Supports**: additional; based on a school’s request or needs identified by school support teams
  - **IPS-designated Priority Supports**: more intensive, school-specific
  - **Transformation Zone Supports**: state-approved support strategy; more resources provided from the state

**LEGEND**
- Blue: Process
- Green: Greatest Flexibility
- Yellow: Greater Flexibility
- Orange: Increased Flexibility

- **Assessment Results** (all schools)
- **SQR** (select schools)

- **Innovation**
- **Conversion**

- **Potential Innovation Restart**
  - Proactive/Reactive
In addition to considering criteria that the state will use to determine intervention, IPS defines “low-performing” as:

- Lens 1: Schools in the bottom **quartile** of proficiency scores
- Lens 2: Of these schools, the bottom **half** of growth scores
Identified low-performing schools will participate in a SQR process:

- Comprehensive school visit that will include stakeholder interviews with school leadership, teachers and staff, students and families
- Conducted in August and September by a cross-functional, internal district team
IPS support strategies

Assessment Results (all schools)

Universal Supports: every school receives

Specialized Supports: additional; based on a school’s request or needs identified by school support teams

IPS-designated Priority Supports: more intensive, school-specific

Transformation Zone Supports: state-approved support strategy; more resources provided from the state

LEGEND

- Blue: Process
- Green: Greatest Flexibility
- Greater Flexibility
- Orange: Increased Flexibility

Potential Innovation Restart
Proactive/Reactive
Schools that will receive an SQR in SY 2017–18 are:

- Emma Donnan Elementary School
- George S. Buck School 94
- James Whitcomb Riley School 43
- Louis B. Russell Jr. School 48
- Washington Irving School 14
- William McKinley School 39
- Harshman Middle School
school quality review (SQR)

1. Name schools that are eligible for a SQR based on lenses of proficiency and growth
2. Conduct meetings with school leadership team and staff to share information regarding SQR processes

May–September 2017

3. Inform school communities via letters, open houses and/or school events

August–September 2017

4. Complete SQR at each school

October 2017

5. Share findings with IPS’ Board of School Commissioners and make appropriate recommendations
It is important to consider multiple measures when assessing school performance, as we must define our own success.

IPS proactively engages in determining and implementing interventions for low-performing schools.

A SQR will systematically identify struggling schools and inform IPS led interventions.