

**Evaluation of the  
Office of Education Innovation  
Charter Schools**

**Ignite Achievement Academy  
at Elder W. Diggs School  
Fourth Year Charter Review**

**Site Visit Performed**

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**Research & Evaluation Resources, LLC**

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## Rubric Summary

### Core Question 4: Is the school providing the appropriate conditions for success?

<b>Does Not Meet Standard</b>	School exhibits significant concerns in <b>two or more elements</b> of the indicator
<b>Approaching Standard</b>	School exhibits significant concerns in <b>one element</b> of the indicator
<b>Meets Standard</b>	School <b>does not</b> exhibit significant concerns in <b>any elements</b> of the indicator

Core Question 4: Is the school providing the appropriate conditions for success?	Finding
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	Meets Standard
4.2. Are the teaching processes (pedagogies) consistent with the school’s mission?	Meets Standard
4.3. For secondary students, does the school provide sufficient guidance on and preparation for post-secondary options? <i>Only applies to schools serving grades 9-12</i>	Not Applicable
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Meets Standard
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Meets Standard
4.6. Is the school’s mission clearly understood by all stakeholders?	Meets Standard
4.7. Is the school climate responsive to the needs of students, staff, and families?	Meets Standard
4.8. Is ongoing communication with students and parents clear and helpful?	Meets Standard
4.9. Do the school’s special education files demonstrate that it is in legal compliance and is moving towards best practice?	Meets Standard
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	Meets Standard

# School Description

## School Background

*The mission of IAA is to provide the community with an accelerated learning institution that propels scholars academically by utilizing a holistic curriculum built upon community engagement, project-based learning and the leading literacy, socio-emotional, and neuroscientific research; thus providing scholars rich opportunities for enrichment, achievement, and increasing degrees of impact in every field of endeavor.*

Ignite Achievement Academy at Elder W. Diggs Schools is a K-6 elementary school founded by Shy-Quon Ely II and Brooke Beavers and is located on the Indianapolis westside. The target population of the school is minority, low-income at-risk students. The goal of Ignite Achievement Academy is to “propel scholars academically through an accelerated curriculum that focus on neuroscientific instruction and learning, staff and community collaboration and a holistic emphasis that incorporates physical nutrition and mental wellness.”

Ignite Achievement Academy opened in the fall of 2017 with an enrollment of approximately 501 scholars across grades K-6. As an IPS Innovation School, Ignite Academy enrollment for the 2018-19 school year stood at approximately 534 scholars, with a population of 83% African-American, 11% Hispanic, 3% White and 7% multi-racial, meeting the goal outlined in the Ignite Achievement Academy charter application of being a “majority-minority” school. As an Innovation school, the majority of scholars at Ignite Academy were students at Elder W. Diggs Elementary School who continued their enrollment in the new school. Ignite Achievement Academy has maintained the diversity from its opening semester and currently serves a majority of African-American and Hispanic scholars. Ignite Achievement Academy has succeeded in creating a welcoming community for scholars of all races and ethnicities and has found that the number of scholars who are English Learners has increased yearly and may continue in an upward trend in the future.

In addition to providing scholars with a quality education, Ignite Achievement Academy enriches scholars’ experience through the infusion of African and African-American culture throughout the school. The hallways are painted in the colors of the Pan-African flag and the walls are decorated with posters of influential African-American artists, scientists and athletes. Classical and jazz music plays in the hallways throughout the school day and scholars engage with dance and the visual arts as part of the curriculum. The classrooms are equipped with culturally relevant materials for teachers to use and scholars at Ignite learn about African-American history through The Historic Journey curriculum, which provides the teaching staff with materials to infuse the Ignite curriculum with content that includes African heritage, slavery in the Unites States and the civil rights movement.

## Academic Program

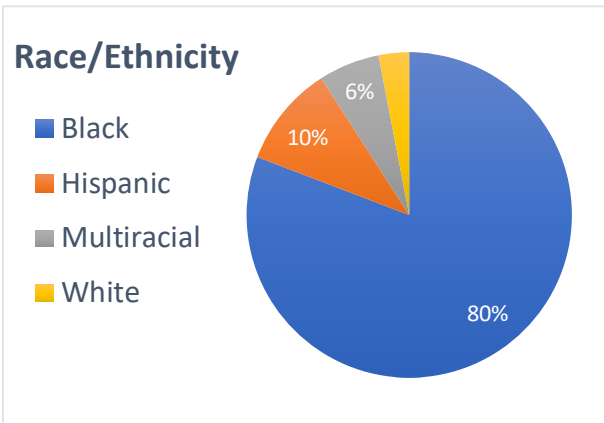
Ignite Achievement Academy provides scholars with a standards-based education aligned with the Indiana Academic Standards. Ignite uses the ReadyGen curriculum for Language Arts and Eureka Math for Mathematics. Ignite also provide the Historic Journey curriculum which is currently being used in the social studies and history curriculums and will be integrated more fully into the entire curriculum through the work of the Committee for Learning Culture, whose task it is to provide resources for culturally relevant pedagogy. Ignite Achievement Academy employs a *mastery-based model of instruction*, using student assessment data to determine when a student has demonstrated a deep level of understanding of the content of an educational standard before progressing to the next standard. Because of the implementation of the mastery-based model, Ignite Achievement Academy relies heavily on data-driven instructional practices and high-quality student assessments.

Ignite Achievement Academy has worked to codify and disseminate standard operating procedures throughout the life of the school. They have developed an Employee Handbook, a Scholar/Family Handbook and a Standard Operating Procedures Manual. The SOP Manual is particularly well done, with guidance for the teaching staff that

includes a section on classroom signage/systems, the use of anchor charts, guidelines for Multi-tiered Systems of Support and a complete description of the Ignite school culture and behavioral expectations. The SOP Manual is one example of the focus on standardizing and operationalizing the policies and procedures being put in place at Ignite that has led to observable improvements in classroom management, school culture and quality of instruction since the establishment of the school in 2017.

Ignite Achievement Academy is in its fourth year of operation, and as with most new schools, the school staff and leadership faced many challenges as they took on the difficult work of transforming a failing school into a successful one. The staff and leadership of Ignite Achievement Academy have risen to the challenge and have made remarkable progress toward building a strong learning community that provides a high quality, rigorous education. Mr. Shy-Quon Ely II, CEO & Head of School, Ms. Jessica English, Principal and Nadia Miller, Chief of Staff are an effective team that has led the school through the difficult months of COVID-19. With their leadership and the dedication of the staff, Ignite Achievement Academy is well positioned to move forward into the next phase of growth and success.

## Student Demographics

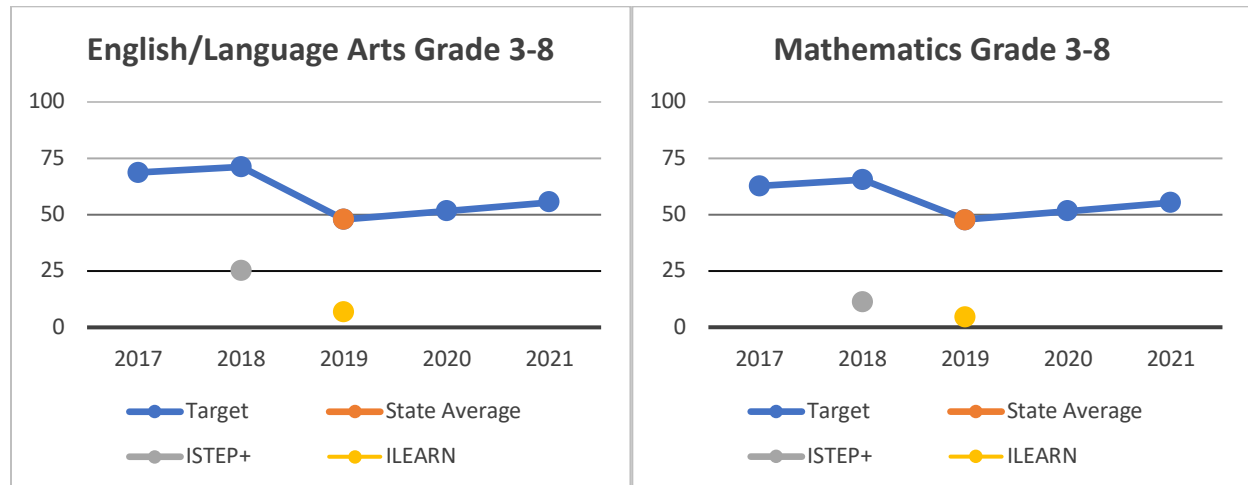


**96% Free/Reduced Lunch**

**9% English Learners**

**10% Students with Disabilities**

## Historical Academic Performance



## Core Question 4 Indicators

<b>4.1. Does the school have a high-quality curriculum and supporting materials for each grade?</b>	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the curriculum does not align with the state standards; b) the school does not conduct systematic reviews of its curriculum to identify gaps based on student performance; c) the school does not regularly review scope and sequence to ensure presentation of content in time for testing; d) the sequence of topics across grade levels and content areas does not focus on core (prioritized) learning objectives; e) the staff lacks understanding and/or consensus as to how the curriculum documents and related program materials are used to effectively deliver instruction; f) there is a lack of programs and materials available to deliver the curriculum effectively.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the curriculum does not align with the state standards; b) the school does not conduct systematic reviews of its curriculum to identify gaps based on student performance; c) the school does not regularly review scope and sequence to ensure presentation of content in time for testing; d) the sequence of topics across grade levels and content areas does not focus on core (prioritized) learning objectives; e) the staff lacks understanding and/or consensus as to how the curriculum documents and related program materials are used to effectively deliver instruction; f) there is a lack of programs and materials available to deliver the curriculum effectively.
Meets standard	<b>The school: a) curriculum aligns with the state standards; b) conducts systematic reviews of its curriculum to identify gaps based on student performance; c) the school regularly reviews scope and sequence to ensure presentation of content in time for testing; d) has a sequence of topics across grade levels and content areas that is prioritized and focuses on the core learning objectives; e) the staff understands and uniformly uses curriculum documents and related program materials to effectively deliver instruction; f) programs and materials are available to deliver the curriculum effectively.</b>
<b>Summary of Findings</b>	
<ul style="list-style-type: none"> <li>• Data gathered through classroom observations, focus group interviews and interviews with the school leadership revealed that the curriculum being enacted at Ignite Achievement Academy is standards-based and fully aligned with the Indiana Academic Standards. Ignite is implementing Eureka Math for mathematics and ReadyGen for Language Arts. Both Eureka Math and ReadyGen are aligned to the Common Core State Standards and have been successfully cross-walked to the Indiana Academic Standards by the Ignite staff. A review of the curriculum maps, pacing guides and lesson plans provided showed that this process has been completed and all curricular materials completely aligned to the Indiana Academic Standards. During focus group Interviews, the teaching staff noted that both ReadyGen and Eureka Math transitioned well to online instruction and provided them with curricular materials and online assessments that allowed them to continue instruction during the school shutdown imposed due to COVID-19 (<b>indicator a</b>).</li> <li>• Ignite has developed several data-driven processes that impact the curriculum. For example, Ignite teaching staff uses the <i>Teacher Data Driven Assessment Analysis Protocol</i> to analyze their classroom data on a regular basis. This template focusses on scholars achieving mastery of each standard and requires that each instructor determine the highest performing question in the assessment, noting which standard was assessed in that question, the percentage of scholars who answered that question</li> </ul>	

correctly, and the “possible causes of high performance.” An analogous analysis is performed on the lowest performing question. Additional analyses include the highest performing scholars and the lowest performing scholars with a focus on the possible causes for scholar performance. Additionally, the template includes a “deep analysis, name the gap and re-assess” exercise in which the instructor chooses a question to assess why they chose this particular question, what is the standard being addressed in this question, what conceptual understanding and what procedural understanding the question requires, and finally some proposed re-assessments to use to examine the standard or topic of the question **(indicator b)**.

- In the fall of 2020, Scope and Sequence documents and Pacing Guides were developed to accompany the lesson plans that were developed in the previous academic years. These pacing guides include specific dates by which each module is to be completed, the Process Standards to be addressed, skills to be acquired by the scholars and the number of days for each topic of instruction. The scope and sequence documents are designed to provide a grade and topic level overview of the curriculum to accompany the pacing guides and offer modifications to the pacing sequences while also providing insight into the overall goals of each module, how each module fits into the larger curriculum and grounding each module in the content to be covered over the course of the academic year. The Scope and Sequence and the Pacing Guides provides a valuable overview to the lesson plans that had already been developed.

The Curriculum and Instruction Team performs a weekly review of the lesson plans using a carefully designed template/script that include activities that are designed to identify the “highest leverage standard” as well as defining clear objectives for lessons that will be implemented in the following week. In addition to focusing on the core objectives, the templates include a review of any ILEARN released items or examples that are relevant to the upcoming lessons, thus ensuring that course content is specifically designed to present material in time for testing **(indicator c)**.

- The Ignite Achievement Academy curriculum is organized into Scope and Sequence documents, Pacing Guides, and Lesson Plans. The Scope and Sequence documents and Pacing Guides are designed using common templates within each subject area, allowing for easier review across and within grades. The Scope and Sequence documents outline each Unit to be covered in the academic year by grade, listing the Indiana Academic Standards, the Process Standards, a brief description of the module and the assessments to be used. The Scope and Sequence documents also include helpful suggestions regarding pacing and module organization should changes in the schedule necessitate changes in instruction, which was probably very useful amid the uncertainty caused by COVID-19.

The Pacing Guides are organized by modules and include an overview of the module, the skills addressed in the module, how many weeks for each topic in the module and the skill to be mastered by the scholar. Lesson plans are mostly designed using a common template that includes the standards being assessed clearly written out for easy reference during instruction. The lesson plans include Essential Questions, Do-Nows, “Hooks,” and Guided Instruction. Each of these daily lesson plans include detailed descriptions of instructional activities and include suggestions for informal assessments, closure and assessments in the form of exit tickets. This template provides an excellent framework for designing weekly and daily lesson plans, and the majority of the classroom teachers used the template to design high quality lesson plans **(indicator d)**.

- The teaching staff clearly understands and uniformly uses the curriculum documents and related program materials to effectively deliver instruction. The classroom observations revealed good to excellent instruction in the majority of the classrooms observed. The teaching staff have made an effective transition to online and hybrid instruction, effectively integrating platforms such as NearPod and ClassKick into their classroom practices, and state that they plan to integrate these new practices into their classroom in the upcoming school year **(indicator e)**.
- The classroom observations also revealed that the classrooms are equipped with the materials needed to implement the curriculum. In addition to the English/Language Arts and Mathematics curricula being used at Ignite Achievement Academy, the teaching staff also have The Historic Journey curriculum to use as a resource. The Historic Journey is a set of lessons and teaching guides that focus on the African and the African American experience in America and in the world at large. The content of the Historic Journey has been integrated into the Social Studies curriculum would have been

integrated more fully into the overall curriculum had plans not been interrupted by COVID-19. Ignite leadership states that they are still intent on integrating The Historic Journey, as well as other Afrocentric texts, into the writing modules of the ELA curriculum. Finally, Ignite teaching staff have access to MobyMax, and online learning system designed to assess and then address learning gaps (indicator f).

**Data/Artifacts Reviewed**

- Teacher Focus Groups
- Leadership Interviews
- Classroom & Instructional Observations
- Document Review

**Summary of Elements**

a) Does the curriculum align with state standards?	<u>YES</u> / NO
b) Does the school conduct systematic reviews of its curriculum to identify gaps based on student performance?	<u>YES</u> / NO
c) Does the school regularly review its scope and sequence to ensure presentation of content in time for testing?	<u>YES</u> / NO
d) Does the school have a sequence of topics across grade levels and content areas that is prioritized and focuses on core learning objectives?	<u>YES</u> / NO
e) Does the staff understand and uniformly use curriculum documents and related program materials to effectively deliver instruction?	<u>YES</u> / NO
f) Does the staff have the materials to deliver the curriculum effectively?	<u>YES</u> / NO

**Strengths**

**Opportunities for Improvement**

- Ignite Achievement Academy has provided the teaching staff with high quality curriculums and the resources needed to implement the curriculum.
- Ignite Achievement Academy has made impressive progress in standardizing and operationalizing the procedures used in the classrooms, with the templates for Scope and Sequence and Pacing Guides being particularly well designed.
- The teaching staff at Ignite have adapted to requirements of hybrid and online instruction with the use of NearPod and other virtual teaching platforms and plan to

- None at this time.



continue integrating these new technologies into their classroom practices in the future.

### Recommended Next Steps

- A review of curricular adaptations made in response to COVID-19 with the goal of determining which can be retained and implemented when in-person instruction is resumed would be beneficial.

4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) staff do not receive feedback on instructional practices.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) staff do not receive feedback on instructional practices.
Meets standard	<b>The school exhibits the following characteristics: a) the curriculum is implemented in the majority of classrooms according to its design; b) as delivered, instruction is focused on core learning objectives; c) the pace of instruction/lessons and content delivery possesses the appropriate rigor and challenge; d) instructional activities possess variety and/or use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) supplies sufficient feedback to staff on instructional practices.</b>
Summary of Findings	
<ul style="list-style-type: none"> <li>• The curriculum was implemented in all of the classrooms that were observed during the site visit (9 out of 9) as it was written on the lesson plans. Further, a document analysis of the lesson plans revealed the classroom instruction followed the schedule for content of the Pacing Guides. A review of the documents revealed that the majority of the Pacing Guides and the Scope and Sequence documents were of high quality, with cohesive unit planning and very detailed plans for the semester. The lesson plans also clearly noted the Indiana Academic Standards (<b>indicator a</b>).</li> <li>• Core learning objectives were posted in 9 out of 9 classroom observations, usually in scholar friendly language that described the goal for the day's lesson and the skill that was to be acquired. As delivered, classroom instruction did focus on core learning objectives (<b>indicator b</b>).</li> <li>• Classroom observations revealed that the pace of instruction provided the appropriate rigor and challenge in 9 out of 9 classrooms observed. Scholar engagement was uniformly high across the observations. The majority of teachers were able to include the scholars who were participating from home in the classroom activities, with some teachers showing an aptitude for hybrid instruction that should be used as an example of classroom best practices for the entire teaching staff (<b>indicator c</b>).</li> <li>• A variety of classroom instructional techniques were noted during the classroom observations, most notably with small group work, worksheets, class projects and direct instruction being observed. It is also important to note that Ignite Achievement Academy made an intentional effort to provide two adults (a teacher and an instructional assistant) for every classroom in order to reduce the scholar to teacher ratio and also ease the pressure on the classroom teacher of instructing scholars both in the building and at home. The presence of both a teacher and an instructional assistant did have an impact on scholar engagement and the type of activities that were possible in a hybrid classroom (<b>indicator d</b>).</li> </ul>	

<ul style="list-style-type: none"> <li>Finally, a rigorous system of formal and informal classroom observations, curriculum reviews, and meetings support the staff and provide feedback from leadership. Ignite utilizes the RISE teacher evaluation system. The teachers reported that the evaluation system has been clearly explained to the teaching staff during professional development (<b>indicator e</b>).</li> </ul>	
<b>Data/Artifacts Reviewed</b>	
<ul style="list-style-type: none"> <li>Teacher Focus Group</li> <li>Classroom Observations</li> <li>Site Visit Observations</li> <li>Curriculum Review</li> </ul>	
<b>Summary by Element</b>	
a) Is the curriculum implemented in the majority of classrooms as designed?	<u>YES</u> / NO
b) Is the instruction focused on core learning objectives?	<u>YES</u> / NO
c) Is the pace of instruction/lessons and content delivery appropriately rigorous and challenging?	<u>YES</u> / NO
d) Do the instructional activities possess variety and/or use of differentiated strategies to engage a wide range of student interests, abilities, and learning needs?	<u>YES</u> / NO
e) Is staff given sufficient feedback on instructional practices?	<u>YES</u> / NO
<b>Strengths</b>	<b>Opportunities for Improvement</b>
<ul style="list-style-type: none"> <li>The Ignite teachers provided strong classroom instruction despite the challenges of a hybrid classroom that included scholars both in the classroom and learning from home.</li> <li>The presence of two adults (a teacher and an instructional assistant) in every classroom allowed for more effective instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Not all classroom teachers were adept at including scholars learning from home in classroom activities. Since it is likely that online learning will continue in some form in the future, it would be beneficial to provide additional professional development in this area.</li> </ul>
<b>Recommended Next Steps</b>	
<ul style="list-style-type: none"> <li>Provide additional supports for online teaching and learning, particularly in the area of professional development for hybrid classroom instruction.</li> </ul>	

**4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?**

Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) standardized and/or classroom assessments are not accurate or useful measures of established learning standards/objectives; b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; d) there is limited frequency or use of assessments to inform instructional decisions effectively; e) assessment results are not used to guide instruction or make adjustments to curriculum.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) standardized and/or classroom assessments are not accurate or useful measures of established learning standards/objectives; b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; d) there is limited frequency or use of assessments to inform instructional decisions effectively; e) assessment results are not used to guide instruction or make adjustments to curriculum.
Meets standard	The school: a) standardized and/or classroom assessments are accurate and useful measures of established learning standards/objectives; b) assessment results are received by classroom teachers in a timely and useful manner to influence instructional decisions; c) assessments have sufficient variety to guide instruction for a wide range of student learning abilities; d) there is sufficient frequency or use of assessments to inform instructional decisions effectively; e) assessment results are used to guide instruction or make adjustments to curriculum.

**Summary of Findings**

- Ignite Achievement Academy administers a full set of classroom assessments and measures and uses them to implement the mastery-based instructional model. Specifically, Ignite administers the Northwest Evaluation Association Measures of Academic Progress, Cambium ClearSight (formerly AIRWAYS), ILEARN, and IREAD-3, MClass, as well as formal and informal classroom assessments (do-nows, quick checks, etc.) and interim assessments designed by the instructional staff (**indicator a**).
- Teachers noted in the focus group that the data is disseminated quickly and in a useful manner to impact instructional decisions. Ignite Achievement Academy uses an electronic “data wall” to ensure that the teaching staff has access to assessment information in a format that is easy to access and up to date. In addition to an electronic data wall, each classroom displays individual scholar data in a classroom data wall. The Curriculum and Instruction team has also developed a data protocol process that is being used to help guide biweekly data meetings led by the Director of Curriculum and Instruction or one of the Instructional Coaches. During these data meetings data from formative assessments is discussed as well as weekly progress monitoring is performed. Using a 6 step Teacher Data Driven Assessment Analysis Protocol, the teaching staff reviews the data to determine which academic standards covered in the previous two weeks had the highest and lowest levels of scholar mastery, and also discover if there were any common conceptual misunderstandings or gaps in the scholars’ knowledge. The teachers are also required to develop strategies to re-teach and re-assess the standards that their scholars did not master (**indicator b**).

- The variety of standardized and informal assessments designed by the instructional staff provide the teachers with a sufficient variety of assessments to guide instruction for a wide range of scholar learning abilities, with the assessments ranging from standardized assessments of learning to informal checks for understanding during classroom instruction. When the current array of assessments did not include DIBELS, which the Ignite Achievement Academy teaching staff felt was needed to provide sufficient variety to guide instruction, the school leadership provided the MClass set of assessments **(Indicator c)**.
- Scholars are assessed using NWEA MAP and Cambium ClearSight three times a year (beginning, middle and end of year assessments), and scholars are given in-class assessments at the end of each module, ensuring that there is sufficient frequency or use of assessments to inform instructional decisions effectively **(indicator d)**.
- Results from a deep dive into assessments for K-2 scholars revealed that lower testing levels in reading were due to a lack of basic reading skills such as decoding and fluency. Ignite leadership responded by purchasing the MClass testing package, which included DIBELS testing, in order to perform more fine-tuned assessment of scholar’s reading skills. Based on the data from DIBELS, the teaching staff received professional development, as well as developed reteaching plans to remediate any reading losses previously unaddressed. An additional example of scholar data impacting instruction can be seen in the use of data from standardized assessments, as well as data from classroom assessments and social and emotional indicators, in the MTSS process to assign scholars to tiered services. A final example can be found in the data “deep dives” that occur when state assessment data is made available. During these “deep dives,” state assessment data is analyzed along with NWEA MAP data to look for larger trends in student learning **(indicator e)**.

#### Data/Artifacts Reviewed

- Teacher Focus Groups
- Leadership Interviews
- Curriculum Review
- Document Review

#### Summary by Element

a) Are the school’s standardized and/or classroom assessments accurate and useful measures of evaluating learning standards/objectives?	<b><u>YES</u></b> / NO
b) Are assessment results received by classroom teachers in a timely and useful manner to influence instructional decisions?	<b><u>YES</u></b> / NO
c) Do assessments have sufficient variety to guide instruction for a wide range of student learning abilities?	<b><u>YES</u></b> / NO
d) Is there sufficient frequency or use of assessments to inform instructional decisions effectively?	<b><u>YES</u></b> / NO
e) Are assessment results used to guide instruction or make adjustments to curriculum?	<b><u>YES</u></b> / NO

Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> <li>• Ignite Achievement Academy uses a wide-variety of standardized and classroom-based assessments and disseminates the data quickly and in a useful manner to the teaching staff.</li> <li>• Ignite uses student data to inform the MTSS process to better provides scholars with high quality tiered supports.</li> </ul>	<ul style="list-style-type: none"> <li>• None at this time.</li> </ul>
Recommended Next Steps	
<ul style="list-style-type: none"> <li>• Continue the use of SEL data in the MTSS process and, if possible, find new ways to leverage non-academic data to more accurately determine the needs of Ignite scholars.</li> </ul>	

**4.5. Has the school developed adequate human resource systems and deployed its staff effectively?**

Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) hiring processes are not organized to support the success of new staff members; b) inefficient or insufficient deployment of faculty and staff limits instructional time and capacity; c) faculty and staff are not certified/trained in areas to which they are assigned; d) professional development (PD) does not relate to demonstrated needs for instructional improvement; e) PD is not determined through analyses of student attainment and improvement; f) the teacher evaluation plan is not explicit and regularly implemented with a clear process and criteria.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) hiring processes are not organized to support the success of new staff members; b) inefficient or insufficient deployment of faculty and staff limits instructional time and capacity; c) faculty and staff are not certified/trained in areas to which they are assigned; d) professional development (PD) does not relate to demonstrated needs for instructional improvement; e) PD is not determined through analyses of student attainment and improvement; f) the teacher evaluation plan is not explicit and regularly implemented with a clear process and criteria.
Meets standard	<b>The school exhibits the following characteristics: a) hiring processes are organized and used to support the success of new staff members; b) the school deploys sufficient number of faculty and staff to maximize instructional time and capacity; c) faculty and staff are certified/trained in areas to which they are assigned; d) professional development (PD) is related to demonstrated needs for instructional improvement; e) PD opportunities are determined through analyses of student attainment and improvement; f) the teacher evaluation plan is explicit and regularly implemented with a clear process and criteria.</b>

**Summary of Findings**

- New staff members are supported during their first year at Ignite Achievement Academy through additional professional development opportunities, as well as more frequent classroom observations. New teaching staff are also given additional support by the Instructional Coaches, who meet with new staff on a weekly basis **(indicator a)**.
- The teaching staff at Ignite are teaching course loads that are manageable, and the various staff members have distinct roles **(indicator b)**.
- All of the teachers at Ignite are certified or credentialed in their teaching area or have the appropriate licensure to teach **(indicator c)**.  
Professional development that was directly related to demonstrated need for instructional improvement included training in DIBELS and Guided Reading. As noted previously, these professional development sessions were in response to lower assessment scores in reading in the K-2 classrooms **(indicator d)**.
- Professional development opportunities are based on student assessment data, with the professional development opportunities both driven by data and also focusing on the use of data in the classroom. Ignite Achievement Academy provides professional development for the leadership team during a week-long Summer Leadership Institute. The topics covered during this training included discipline and restorative practices, curriculum and instruction, an overview of special education and sessions on

efficiency and collaboration. The teaching staff attended a three week-long Summer Staff Institute. Professional development offered during the staff institute included sessions on the responsive classroom, rigorous and relevant instruction, classroom management and engagement in a remote classroom, restorative breakout rooms, culturally responsive teaching, as well as training in the curriculums being implemented at Ignite. Professional development during the school year included additional training in the responsive classroom, Heart Math training, and how to teach a mini-lesson. The teaching staff reported that all of the professional development they were offered was of very high quality and was relevant to their classroom practices. The teaching staff also reported that they have received professional development training specific to COVID-19 and online teaching. They noted that they were trained in ZOOM protocols, as well as given specific scripted training in how to meet with parents virtually. They had PD for any of the new software platforms being adopted due to Covid-19 **(indicator e)**.

- Teacher evaluation currently being implemented at Ignite Achievement Academy is a modified RISE evaluation framework. The teaching staff reported that the school leadership is in the classroom at least once a week, and that these observations result in useful feedback. The school performs formal evaluations of the teaching staff in October, January and again near the end of the academic year. For new or struggling teachers the observation schedule is 2 observations and 2 coaching sessions per week. Data from the classroom observations is conveyed through TeachBoost and is immediate. This data is then discussed during a post-observation meeting. The teaching staff conveyed that they fully understood the teacher evaluation framework **(indicator f)**.

Data/Artifacts Reviewed	Corresponding Indiana Code or Law Violation (if applicable)
<ul style="list-style-type: none"> <li>• Teacher Focus Groups</li> <li>• Leadership Interviews</li> <li>• Site Visit Observations</li> <li>• Document Review</li> </ul>	No Indiana Code or Law Violations were found.

**Summary by Element**

a) Are hiring processes organized and used to support the success of new staff members?	<u>YES</u> / NO
b) Does the school deploy sufficient number of faculty and staff to maximize instructional time and capacity?	<u>YES</u> / NO
c) Are faculty and staff certified/trained in areas to which they are assigned?	<u>YES</u> / NO
d) Is professional development (PD) related to demonstrated needs for instructional improvement?	<u>YES</u> / NO
e) Are PD opportunities determined through analyses of student attainment and improvement?	<u>YES</u> / NO
f) Is the teacher evaluation plan explicit and regularly implemented with a clear process and criteria?	<u>YES</u> / NO



Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> <li>• The teaching staff at Ignite Achievement Academy are all trained and certified in their areas of expertise.</li> <li>• Ignite Achievement Academy is providing high quality professional development for the leadership and for the teaching staff through summer institutes and through continuous opportunities throughout the school year.</li> <li>• Ignite Achievement Academy has provided teaching staff with high quality professional development related to online instruction and the COVID-19 pandemic.</li> </ul>	<ul style="list-style-type: none"> <li>• None at this time.</li> </ul>
Recommended Next Steps	
<ul style="list-style-type: none"> <li>• None at this time.</li> </ul>	

4.6. Is the school's mission clearly understood by all stakeholders?	
Does not meet standard	The school presents significant concerns in <u>both</u> of the following areas: a) significant disagreements exist among stakeholders about the school's mission; b) there is a lack of widespread knowledge and commitment to the intentions of the school's mission.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) significant disagreements exist among stakeholders about the school's mission; b) there is a lack of widespread knowledge and commitment to the intentions of the school's mission.
<b>Meets standard</b>	<b>The school: a) has a mission that is shared by all stakeholders; b) has stakeholders possessing widespread knowledge and commitment to the intentions of the school's mission.</b>
Summary of Findings	
<ul style="list-style-type: none"> <li>Interviews with families, teachers and school staff revealed that the mission of Ignite Achievement Academy is shared by all stakeholders. The teaching staff and leadership speak eloquently of their goal to provide scholars with a high-quality education. The families of Ignite scholars are also fully engaged in the mission of the school and spoke supportively of teachers and leadership.</li> <li>The staff and leadership of Ignite possess widespread knowledge and commitment to the intentions of the school's mission. When asked about the mission of the school, members of the teaching staff noted that "If it had not been for the teachers who had invested in me I wouldn't be where I am.. and I want to pay it forward." Another noted that "what we do is not easy but the bonds we build here are real and the feeling in the building is that this is home. I can look down the hallway and see the scholars I taught and see their growth.. see the ones that didn't think they would pass IREAD, and they did. It's a family feeling here." As a family member described Ignite "the school is transforming lives and transforming the community."</li> </ul>	
Data/Artifacts Reviewed	
<ul style="list-style-type: none"> <li>Teacher Focus Groups</li> <li>Family Focus Group</li> <li>Leadership Interviews</li> <li>Site Visit Observations</li> <li>Document Review</li> </ul>	
Summary by Element	
a) Does the school have a mission that is shared by all stakeholders?	<b><u>YES</u> / NO</b>
b) Do the stakeholders possess widespread knowledge and commitment to the intentions of the school's mission?	<b><u>YES</u> / NO</b>
Strengths	Opportunities for Improvement

<ul style="list-style-type: none"> <li>• Ignite Achievement Academy has a well-defined mission that is understood by staff, families and scholars.</li> </ul>	<ul style="list-style-type: none"> <li>• None at this time.</li> </ul>
<b>Recommended Next Steps</b>	
<ul style="list-style-type: none"> <li>• None at this time.</li> </ul>	

**4.7. Is the school climate responsive to the needs of students, staff, and families?**

Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) Culturally responsive instructional interventions and teaching strategies are not implemented consistently school-wide. b) A multi-tiered framework for providing all students with evidence-based behavioral instruction and intervention is not in place and/or is not implemented with fidelity. c) Interactions between adults and students are not consistently supportive and/or restorative in nature. d) Students, staff, and/or families lack a sense of connectedness and/or engagement with the school.
Approaching standard	The school presents significant concerns related to one of the following areas: a) Culturally responsive instructional interventions and teaching strategies are not implemented consistently school-wide. b) A multi-tiered framework for providing all students with evidence-based behavioral instruction and intervention is not in place and/or is not implemented with fidelity. c) Interactions between adults and students are not consistently supportive and/or restorative in nature. d.) Students, staff, and/or families lack a sense of connectedness and/or engagement with the school.
Meets standard	<b>The school exhibits the following characteristics: a) Culturally responsive instructional interventions and teaching strategies are used throughout the school. b) A multi-tiered framework for teaching behavioral expectations and providing evidence-based interventions is implemented with fidelity. c) Interactions between adults and students are built upon strong, positive relationships. d) Students, staff, and families have a strong sense of connectedness and engagement with the school.</b>

**Summary of Findings**

- Ignite Achievement Academy has been implementing restorative practices as part of the school culture. The school leadership displayed a great deal of knowledge regarding restorative practices, and interviews with the relevant school leaders revealed that several members of the leadership team are well trained in the philosophy and practices of restorative practices. At Ignite Achievement Academy restorative practices are in place to build and sustain community through the use of restorative circles, affirmative statements, peer leaders and restorative family meetings. Consequently, the disciplinary policy has a clearly stated set of behavioral rules that enforce positive behavior and possesses high expectations for scholar behavior **(indicator a)**.
- Ignite Achievement Academy has established restorative practices as the foundation for an effective and adaptive multi-tiered framework for behavioral expectations. Ignite leadership has invested personnel and training into ensuring that restorative practices are being implemented at the highest level of fidelity at the school, with the Culture and Restorative Team being made up of the Director of Culture, Mr. Rodney Rivers, Director of Restorative Practices, Mr. Thomas Williams, and two other staff members all trained in restorative practices and working to ensure that the community at Ignite is built on strong positive relationships. The teaching staff has been trained in restorative practices as well and are invested in its success. Teachers spoke enthusiastically of implementing the responsive classroom model, and in particular, of continuing those practices in the online classroom, with scholars responding positively to the routine of the morning meeting, sharing period and morning message. Ignite has adapted the restorative practice model to fit the needs of its community and teaching model. In those instances when classroom-based restorative interventions are not effective, and a scholar continues to be disruptive the Culture and Restorative Practices Team will respond to a request from a

teacher to remove a scholar from the classroom. The scholar is taken to the “Influence Room” where they are given socio-emotional supports and guidance in order to address the cause of their behavior. In most cases, the scholar is back in the classroom the next day. The goal of the Influence Room is twofold: One, to protect the integrity of the classroom so that the teacher can continue to effectively teach and the scholars can continue to learn, and two, to give the scholar the supports they need to learn the “culture of Ignite” and be part of the learning community. Part of the second goal is to work to return the scholar to the classroom as soon as possible, while still ensuring that they are ready to be back in the learning environment. In addition to the reactive nature of the Influence Room, Ignite Achievement Academy also works to proactively to ensure that all scholars understand the culture of success through the “Culture Camp.” In the Culture Camp scholars who need additional socio-emotional supports spend their elective periods for three weeks in an “onboarding process for scholars” where they are introduced to restorative practices and the culture of Ignite. The ultimate goal of the Culture and Restorative Practices Team is to make restorative practices part of good mental health practices at Ignite, and include restorative lessons that can be taught as part of the daily curriculum at Ignite Achievement Academy, in the same way that reading or spelling are taught **(indicator b)**.

- There is a strong focus on socio-emotional learning at Ignite Achievement Academy, which has led to strong positive relationships between scholars and staff, and between the staff and school leadership. Ignite is implementing an array of current best practices in socio-emotional learning and mental health, including but not limited to the use of the Panorama platform to measure and support socio-emotional learning, trauma informed teaching strategies and training in cultural competency. Ignite Achievement Academy also implements daily meditations for scholars and staff, and have taught both scholars and staff mindfulness and self-regulation techniques **(indicator c)**.
- Ignite Achievement Academy is also successful in creating a strong sense of connectedness and engagement with the school among scholars, staff and families. The families are well informed regarding the restorative practices and the school culture being built at Ignite and see themselves as partners in their scholar’s education. The school leadership also views parents and family as partners in the success of a scholar and work to keep families informed regarding their scholar’s behavior and also to make the family part of the scholar’s success in the Ignite community **(indicator d)**.

### Data/Artifacts Reviewed

- Teacher Focus Groups
- Scholar Interviews
- Family Focus Group
- Leadership Interviews
- Site Visit Observations
- Document Review

### Summary by Element

a) Are culturally responsive instructional interventions and teaching strategies used throughout the school?	<u>YES</u> / NO
b) Is a multi-tiered framework for teaching behavioral expectations and providing evidence-based interventions implemented with fidelity?	<u>YES</u> / NO
c) Are interactions between adults and students built upon strong, positive relationships?	<u>YES</u> / NO

d) Do students, staff, and families have a strong sense of connectedness and engagement with the school?	<u>YES</u> / NO
<b>Strengths</b>	<b>Opportunities for Improvement</b>
<ul style="list-style-type: none"> <li>• Relationships between scholars and staff are professional, respectful and effective.</li> </ul>	<ul style="list-style-type: none"> <li>• None at this time.</li> </ul>
<b>Recommended Next Steps</b>	
<ul style="list-style-type: none"> <li>• None at this time.</li> </ul>	

4.8. Is ongoing communication with students and parents clear and helpful?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) there is a lack of active and ongoing communication between the school and parents; b) school communication is neither timely nor relevant to the parental concerns; c) student academic progress and achievement reports are not clearly reported and/or misunderstood; d) the school's communication methods are not well-designed to meet the needs of a diverse set of parents (e.g., not communicating in parents' native languages, communicating only in writing when many parents cannot read, holding meetings at inconvenient times for parents).
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) there is a lack of active and ongoing communication between the school and parents; b) school communication is neither timely nor relevant to the parental concerns; c) student academic progress and achievement reports are not clearly reported and/or misunderstood; d) the school's communication methods are not well-designed to meet the needs of a diverse set of parents (e.g., not communicating in parents' native languages, communicating only in writing when many parents cannot read, holding meetings at inconvenient times for parents).
<b>Meets Standard</b>	The school: a) has active and ongoing communication between the school and parents; b) utilizes communications that are both timely and relevant to the parental concerns; c) communicates student academic progress and achievement in reports that are understood by parents; d) the school's communication methods are designed to meet the needs of a diverse set of parents (e.g., communicating in parents' native languages, not communicating only in writing when many parents cannot read, holding meetings at convenient times for parents).
Summary of Findings	
<ul style="list-style-type: none"> <li>• Focus group meetings with parents revealed that they are happy with the quality and amount of communication provided by Ignite Achievement Academy. They noted that the teaching staff communicates with them using a variety of methods, including email, phone calls and conversations during drop-off and pick-up. The teaching staff provides a weekly newsletter called the "Trailblazer News" that was cited by several members of the family focus group as being a valuable source of information regarding events and activities at Ignite. In response to the move to online instruction Ignite set up computer stations outside in front of the school building and for several weeks held Parent University to teach families how to log on to the online portals to help their scholars access their schoolwork, and to check on their scholar's progress <b>(indicator a)</b>.</li> <li>• Family communications takes the form of school newsletters, classroom newsletters from each teacher, behavior reports sent home daily or weekly, parent-teacher conferences, phone messenger systems, emails, phone calls and face to face discussions. All of these communication methods are used throughout the school year. Ignite Achievement Academy has also developed strategies to include parents and families in the life of the school, including Parent University, a food pantry, Muffins with Moms and Donuts with Dads, as well as providing resource fairs for the community. The school leadership at Ignite also does home visits based on scholar attendance and will reach out with supports and resources to the scholar's family <b>(indicator b)</b>.</li> </ul>	

<ul style="list-style-type: none"> <li>The parents who participated in the parent focus group expressed their satisfaction with the communication from the teaching staff and the school leadership regarding their scholar's academic progress (<b>indicator c</b>).</li> <li>The parents reported that the school used communication methods that were adequate to meet the needs of diverse parents, with multiple forms of communication, an open and friendly teaching staff, and leadership that was responsive to their input (<b>indicator d</b>).</li> </ul>	
<b>Data/Artifacts Reviewed</b>	
<ul style="list-style-type: none"> <li>Family Focus Group</li> <li>Review of Ignite Achievement Academy Website</li> <li>Leadership Interviews</li> <li>Site Visit Observations</li> <li>Document Review</li> </ul>	
<b>Summary by Element</b>	
a) Does the school have active and ongoing communication between the school and parents?	<u>YES</u> / NO
b) Does the school utilize communications that are both timely and relevant to parental concerns?	<u>YES</u> / NO
c) Does the school communicate student academic progress and achievement in reports that are understood by parents?	<u>YES</u> / NO
d) Are the school's communication methods designed to meet the needs of a diverse set of parents (e.g., communicating in parents' native languages, not communicating only in writing when parental literacy might be limited, holding meetings at convenient times for parents)?	<u>YES</u> / NO
<b>Strengths</b>	<b>Opportunities for Improvement</b>
<ul style="list-style-type: none"> <li>Ignite Achievement Academy staff are friendly and responsive to parents, providing them with information about their scholars through a variety of different modes of communication.</li> </ul>	<ul style="list-style-type: none"> <li>None at this time.</li> </ul>
<b>Recommended Next Steps</b>	
<ul style="list-style-type: none"> <li>None at this time.</li> </ul>	



<b>4.9. Do the school’s special education files demonstrate that it is in legal compliance and is moving towards best practice?</b>	
Does not meet standard	The school’s special education files present concerns in <u>two or more</u> of the following areas: (a) services outlined within Individualized Education Plans (IEPs) do not adequately match the exceptional needs of the student; (b) each need identified within the IEP does not have a corresponding goal and plan for assessment; (c) all goals are not rigorous or based on state or national learning standards; (d) evidence does not demonstrate that goals have evolved each year as the student developed; (e) specifically designed curriculum is not outlined
Approaching standard	The school’s special education files present concerns in <u>one</u> of the following areas: (a) services outlined within Individualized Education Plans (IEPs) do not adequately match the exceptional needs of the student; (b) each need identified within the IEP does not have a corresponding goal and plan for assessment; (c) all goals are not rigorous or based on state or national learning standards; (d) evidence does not demonstrate that goals have evolved each year as the student developed; (e) specifically designed curriculum is not outlined
Meets standard	<u>All</u> of the following are evident in the school’s special education files: (a) services outlined within Individualized Education Plans (IEPs) adequately match the exceptional needs of the student; (b) each need identified within the IEP has a corresponding goal and plan for assessment; (c) each goal is rigorous and is based on state and national learning standards; (d) explicit evidence exists to demonstrate that goals have evolved each year as the student develops; (e) specifically designed curriculum is outlined.
<b>Summary of Findings</b>	
<ul style="list-style-type: none"> <li>• Evidence to support that services outlined within IEPs adequately match the exceptional needs of the student was indicated. Formal screening and assessment tools, standardized test scores, discipline and attendance history, as well as teacher observations and family input were well-documented to inform academic and psycho-social strengths and needs in the IEPs examined. Additionally, clear alignment of present levels of performance to corresponding goals and documented service provision, including accommodations and support services was noted. Additionally, service provision tracking, general and special education teacher interviews, as well as caregiver reports corroborated alignment across present levels, course enrollment, and provision of services <b>(indicator a)</b>.</li> <li>• Evidence to support that each need identified within the IEP had a corresponding goal and plan for assessment was well documented within the sample of IEPs reviewed. Each need identified through the present level of performance had a corresponding academic goal and/or social-emotional learning goal, as well as a documented plans for assessment and progress monitoring <b>(indicator b)</b>.</li> <li>• Evidence to support that each goal was rigorous and was based on state and national learning standards was indicated through explicit documentation of the corresponding state standard for each goal, as well as appropriate levels of rigor based on students’ documented present level of performance, current grade and/or developmental level, and social-emotional/behavioral needs <b>(indicator c)</b>.</li> <li>• Sufficient evidence exists to demonstrate that goals have evolved each year as students develops. Given the particularly transitory student population, many students have not received consecutive</li> </ul>	

years of IEPs that were developed via the Ignite special education program. Nonetheless, performance, progress monitoring related to each goal assessment, and present goals were examined for the most current IEP and IEPs for at least 2 years prior when accessible/available. Appropriate and logical progression of goals were noted in IEP records for students who received services at Ignite more 2 years or more. In cases where goals were repeated or grade level standards were not commensurate with age or grade-level appropriate rationale and accompanying evidence were provided (**indicator d**).

- Specifically designed curricula and/or instruction were outlined for each goal in the sample of current IEPs reviewed. Additionally, corroboration was noted in special and general instructor interviews that referenced supplemental/targeted instruction and behavioral supports that were documented in IEPs. Additionally, it was noted that the special education program leadership and staff, as well as school administration demonstrate agility and responsiveness to students needs as evidenced by the formation of a developmental classroom for first graders, specifically designed to provide a safe and structured social-emotional learning environment designed to develop skills to transition to the general education classroom (**indicator e**).

Data/Artifacts Reviewed	Corresponding Indiana Code or Law Violation (if applicable)
<ul style="list-style-type: none"> <li>• Teacher focus group interviews</li> <li>• Scholar interviews</li> <li>• Leadership interviews</li> <li>• Document Analysis</li> <li>• Special Education File Review</li> </ul>	No Indiana Code or Law Violations were found, and all IEP files were legally compliant.
Summary by Element	
a) Do services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs of the student?	<u>YES</u> / NO
b) Does each need identified in the IEP have a corresponding goal and plan for assessment?	<u>YES</u> / NO
c) Is each goal rigorous and based on state and national learning standards?	<u>YES</u> / NO
d) Does explicit evidence exist to demonstrate that goals have evolved each year as the student develops?	<u>YES</u> / NO
e) Is specifically designed curriculum outlined?	<u>YES</u> / NO
Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> <li>• Clear evolution and improvement in the program with regard to initial focus on SPED compliance to a unified system between general ed and SPED.</li> <li>• Responsiveness and agility in service provision, particularly during COVID – facilitating access to technology, IT/TA support for families, opportunities to</li> </ul>	<ul style="list-style-type: none"> <li>• Unified/aligned behavioral systems (e.g. alignment of SPED behavior plans to classroom and school-wide) to enable general education teachers to better support students with behavioral concerns in the inclusive classroom.</li> <li>• Support special education staff in more nuanced interpretation and application of formal psycho-social educational testing results</li> </ul>

<p>access services virtually and on-site, including related services through Kids Counts.</p> <ul style="list-style-type: none"> <li>• Social -Emotional Learning Initiative (Second Steps) Implementation and Use of Technology to provide virtual access and high levels of engagement.</li> </ul>	<p>to IEP goal development, as well as familiarity with academic and behavioral assessment tools to establish baseline performance levels.</p>
<p><b>Recommended Next Steps</b></p>	
<ul style="list-style-type: none"> <li>• Support professional development opportunities and time for general education and special education to develop capacity to expand inclusive models and practices (e.g. regular attendance of SPED in general team meetings, co-planning and instruction).</li> </ul>	

4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	
Does not meet standard	The school is <u>not</u> fulfilling its legal obligations regarding ESL students and requires substantial improvement in order to achieve conditions such as the following: (a) appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; (b) relationships with students, parents, and external providers that are well-managed and comply with law and regulation.
Approaching standard	The school is <u>not yet completely</u> fulfilling all of its legal obligations regarding ESL students and requires <i>some</i> (but not considerable) improvement to fully achieve conditions such as the following: (a) appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; (b) relationships with students, parents, and external providers that are well-managed and comply with law and regulation.
Meets standard	<b>The school is fulfilling its legal obligations regarding ESL students, as indicated by conditions such as the following: (a) appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; (b) relationships with students, parents, and external providers that are well-managed and comply with law and regulation.</b>
Summary of Findings	
<ul style="list-style-type: none"> <li>Ms. Laura Foshee has a clear understanding of current legislation, research and effective practices relating to the provision of ENL services. Ms. Foshee performs WIDA testing, attends Indiana DOE trainings and supports the Ignite teaching staff through push-in and pull out supports for scholars (<b>indicator a</b>).</li> <li>Ms. Foshee ensures that relationships with scholars, parents, and external providers that are well-managed and comply with law and regulation. She attends Indiana Department of Education trainings and is well versed in state regulations regarding ENL (<b>indicator b</b>).</li> </ul>	
Data/Artifacts Reviewed	Corresponding Indiana Code or Law Violation (if applicable)
<ul style="list-style-type: none"> <li>Leadership interviews</li> <li>Document Analysis</li> </ul>	No Indiana Code or Law Violations were found.
Summary by Element	
a) Do appropriate staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the provision of ESL students?	<u>YES</u> / NO
b) Are relationships with ESL students, parents, and external providers well-managed and in compliance with law and regulation?	<u>YES</u> / NO
Strengths	Opportunities for Improvement

<ul style="list-style-type: none"> <li>• Ms. Foshee provides high quality ESL supports for scholars at Ignite Achievement Academy.</li> <li>• Ms. Foshee has developed strong and supportive relationships with the ESL scholars at Ignite Achievement Academy.</li> </ul>	<ul style="list-style-type: none"> <li>• None at this time.</li> </ul>
<b>Recommended Next Steps</b>	
<ul style="list-style-type: none"> <li>• None at this time.</li> </ul>	

## Closing and Recommendations

Ignite Achievement Academy is currently finishing its fourth year as an Innovation school, having faced the challenges of transitioning from a traditional public school to a charter model while also weathering the COVID-19 pandemic. The leadership and staff at Ignite have adapted to both challenges and have placed Ignite Achievement Academy in a good position to flourish in the upcoming academic year. As Ignite moves forward, there are several opportunities for growth:

- Members of the leadership team and teachers at Ignite have been performing home visits to the families of scholars at risk for academic failure. These home visits are often prompted by concerns over attendance, a drop in academic performance or a change in a scholar’s behavior. Currently these home visits are being done on an as needed basis. In the future, Ignite leadership should take the opportunity to formalize the home visit process and make it part of the Ignite model by operationalizing the processes implemented during the home visits and determining a set a factors that will lead to a home visit.
- Ignite Achievement Academy has made restorative practices an integral part of the character of the school. The strength of the Culture and Restorative Practices Team can be built upon to take the restorative practices to the next level.
- The mastery learning model being implemented at Ignite Achievement Academy has led to very strong data-driven instructional practices. The next step in the use of data is to better integrate social and emotional learning data into the MTSS process.