



**SCHOOL ORGANIZATIONAL**  
— S O L U T I O N S —  
A DIVISION OF SYNERGISTIC TRANSFORMATIONS, INC.

# Evaluation of the Indianapolis Mayor Sponsored Charter Schools

**Emma Donnan Elementary & Middle School**  
**2<sup>nd</sup> Year Site Visit**  
**November 29, 2021**

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

<b>Indicator Ratings Summary</b>	
<b>Does Not Meet Standard</b>	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
<b>Approaching Standard</b>	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
<b>Meets Standard</b>	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
<b>Exceeds Standard</b>	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.

<b>Core Question 4: Is the school providing the appropriate conditions for success?</b>	<b>Finding</b>
1. Does the school have a high-quality curriculum and supporting materials for each grade?	Exceeds Standard
2. Are the teaching processes (pedagogies) consistent with the school's mission?	Exceeds Standard
3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options? *Only applies to schools serving grades 9-12	Not Applicable
4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Exceeds Standard
5. Has the school developed adequate human resource systems and deployed its staff effectively?	Exceeds Standard
6. Is the school's mission clearly understood by all stakeholders?	Exceeds Standard

7. Is the school climate responsive to the needs of students, staff, and families?	Exceeds Standard
8. Is ongoing communication with students and families clear and helpful?	Exceeds Standard
9. Do the school's special education files demonstrate that it is in legal compliance and is implementing best practice?	Exceeds Standard
10. Is the school implementing best practice related to access and services to students with limited English proficiency?	Exceeds Standard

### School Background:

Emma Donnan Elementary and Middle School (EMS) is a tuition free public charter school serving students in Grades K-8. Adelante, a non-profit School Management Organization, manages Emma Donnan in partnership with Indianapolis Public Schools and the Indianapolis Mayor's Office of Education Innovation. The school's mission is:

***“We unite in solidarity with our families and community to create a joyous neighborhood school, preparing all scholars to graduate from college and lead lives of leadership service to Indianapolis.”***

In January of 2020 the Indiana State School Board voted to end state control of Emma Donnan Elementary and Middle School. Consequently, the vote also ended the management partnership with Charter Schools USA, the previous Charter Management Organization of Emma Donnan, effective in June of the 2020 school year. Unfortunately for Emma Donnan students and families, the Covid 19 pandemic ensued, and the Governor of Indiana issued a stay-at-home order on March 23, 2020. At that time, the former operator was forced to leave the school abruptly. Consequently, families, students, and teachers were deeply impacted during the closing months of the 2019-2020 school year. The school experienced enrollment fluctuation, unclear learning expectations and teacher resignation.

Although the Adelante School Management Organization was hired to become the new manager of Emma Donnan (EDEM) in July of 2020, there was no overlap or planning with the former CMO. Along with the Covid 19 restrictions and resulting uncertainties, Adelante had a tumultuous beginning as the new School Management Organization. The two Adelante school leaders immediately set up Zoom meetings with parents, families and teachers to establish relationships with the Emma Donnan School Community.

Despite the many challenges of this change in leadership and the pandemic, which led to beginning the 2020-21 school year virtually (lasting the duration of the first quarter), an enrollment shortfall and a reduction in staff, the Adelante leaders quickly began to put systems in place to meet their mission.

The Adelante model, according to school leaders, focuses on two foundational strengths: highly qualified teachers and a rigorous, culturally relevant curriculum. An Insight Survey of current teachers provides data supporting the fact that school leaders have established four important school improvement goals:

- 1) ELA Proficiency
- 2) Math Proficiency
- 3) Daily Attendance Rate of 95%
- 4) Building Family/School Connections

The site team observed the presence of systems to support and sustain all of the above goals. Perhaps most importantly, given the uncertain conditions (both then and now) for families and students, the school began and continues to incorporate within its facility, many wrap-around services, including the hiring of two school social workers to provide social-emotional assistance and support to students. School leaders have also hired a Director of Engagement to foster strong relationships with families and school community (as well as the broader community), a Director of ELL and a Director of Special Education to meet the needs of a diverse population of students, along with two school deans and two school principals (one for elementary and one for middle school) to provide highly targeted and individualized services for students and families.

School leaders have focused on “The Irreplaceables”, an impact study by the The New Teacher Project (TNTP), to attract and retain highly qualified teachers. The initiatives that the school now provide, include creating a career ladder for teachers, assisting those who want to become teacher leaders and future administrators, implementing frequent classroom observations with positive feedback on getting better faster, promoting teacher collaboration, and providing competitive compensation for services.

### **Academic Program:**

The curriculum selection at Emma Donnan conforms to high standards, is research-based and rigorous. The school utilizes Wit and Wisdom as the ELA curriculum which is taught in 90-minute daily blocks and is supplemented at the elementary level with the Foundations curriculum to provide phonetic decoding strategies to students. Zearn is the Math Curriculum, also taught in a daily 90-minute block.

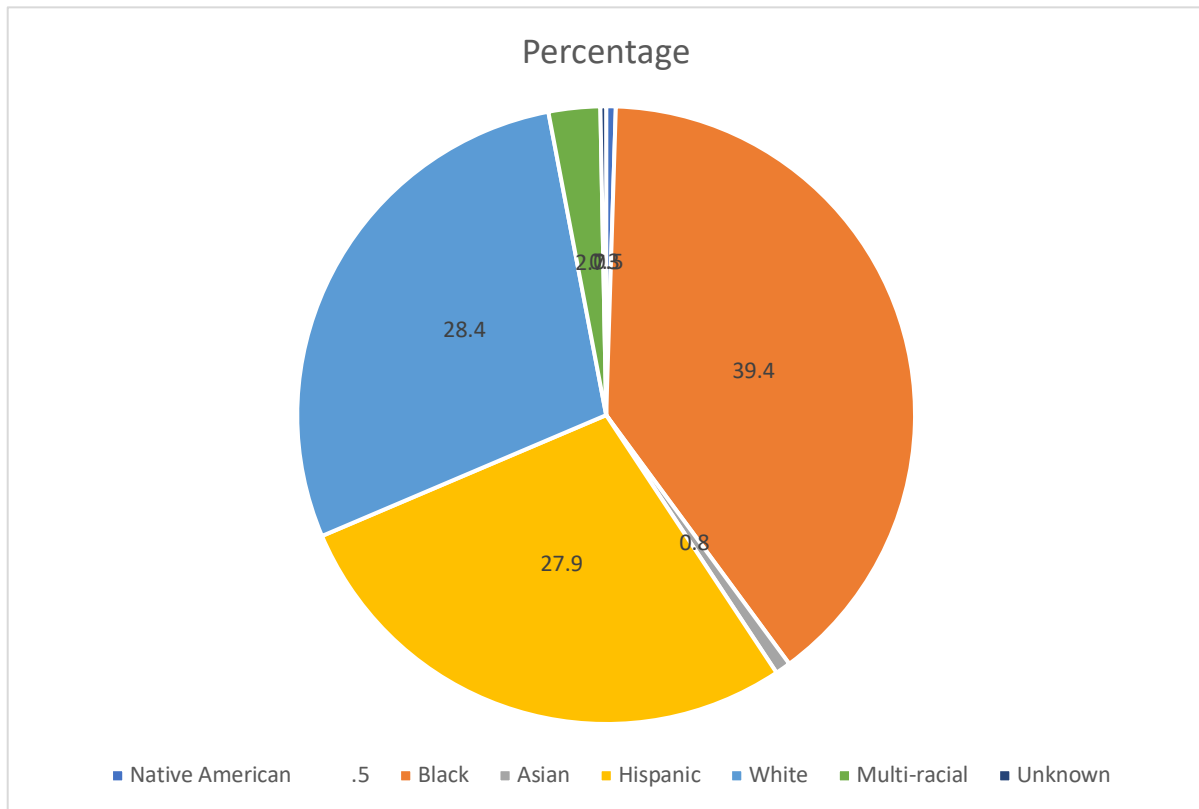
The school uses a wide array of assessments to determine student learning progress. The results from NWEA testing (given three times per year) are used to measure growth by fully analyzing

the data after each assessment. Teachers review NWEA scores regularly for progress monitoring and to target skills acceleration through the digital platform IXL to individualize instruction on unmet skills and standards. ClearSight assessment results are utilized in Grades 3-8 for grouping and tutoring in ELA and Math. Teachers and school leaders strive to utilize performance data weekly (and daily if possible) to bring all students up to and beyond grade level mastery of academic standards.

### Student Demographics:

Emma Donnan Elementary and Middle School has a current enrollment of 373 students:

.5% Native American, 39.4% Black, 8% Asian, 27.9% Hispanic, 28.4% White, 2.7% Multiracial, .3% Unknown



## **Historical Academic Performance:**

Emma Donnan Elementary and Middle School opened virtually under the leadership of the Adelante School Management Organization in the fall of 2020 with a majority of the students not having been in school since March of 2020. The students did not come to school in-person until the end of the first quarter of 2020. The state ILEARN assessment was administered to grades 3-8 in the spring of 2021. Results showed:

Of the 280 Emma Donnan students in Grades 3-8 who took the ILEARN ELA assessment, 16.43% passed

OF the 278 Emma Donnan students in Grades 3-8 who took the ILEARN Math Assessment, 6.12% passed.

The school recognizes that this is, as the Governor of Indiana stated, “a way of gauging the impact the pandemic has had on students’ learning and understanding where we are today in order to focus on closing student learning gaps.” The school also recognizes the importance of closing the learning gap that was compounded by the discontinuity in school leadership during this same period.

## **The Evaluation Process:**

This report represents an evaluation about performance in each of the standards and indicators that are the responsibility of School Organizational Solutions to evaluate for this particular school. These Standards, 4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, and 4.10 are outlined in the Mayor’s Performance Framework.

The School Organizational Site Team engaged in a number of evidence-gathering activities; The focus of this site visit was to gauge perceptions of key stakeholders at the school in relation to the areas of the performance framework that are part of this evaluation. The team conducted focus group interviews with administrators, students, teachers, parents, board members, special education teachers, parents, students, and ELL stakeholders, as well as conducting a thorough review of data, artifacts, and documents. As part of the evaluation process, site team members spent a day observing all in-person classrooms and teachers, as well as all virtual classrooms prior to the site visit. In addition, a site team member with extensive special education experience spent a day reviewing special education files and ELL files prior to the site visit.

**4.1. Does the school have a high-quality curriculum and supporting materials for each grade?**

<b>Does not meet standard</b>	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
<b>Approaching standard</b>	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
<b>Meets standard</b>	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
<b>Exceeds standard</b>	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.

**Data/Artifacts Reviewed**

Curriculum Documents  
 Internalization Documents  
 Classroom Observations  
 Stakeholder Interview Documents  
 Dibels Training Documents with Teacher Response  
 Student Progress Monitoring Document  
 Individualized BOY and MOY data analysis documents

**Corresponding Indiana Code or Law Violation (if applicable)**

NA

**Rubric Rating**

a) The curriculum used across all academic areas is rigorous, evidenced-based and aligned with state standards.

**Sustaining**

<p>b) Systematic reviews of curricula are conducted by administrators and school staff to identify gaps based on student performance across and within subgroups.</p>	<p><b>Implementing</b></p>
<p>c) The school regularly reviews instructional curriculum maps to ensure presentation of content is aligned with learning objectives.</p>	<p><b>Sustaining</b></p>
<p>d) The school has a well-defined horizontal and vertical alignment within and across grade levels and content areas that is prioritized and focuses on core learning objectives.</p>	<p><b>Implementing</b></p>
<p>e) Instructional staff have access to provided materials to deliver the curriculum effectively.</p>	<p><b>Sustaining</b></p>
<p>f) Instructional staff understand and uniformly use curriculum documents and related program materials to effectively deliver instruction.</p>	<p><b>Sustaining</b></p>

**Strengths**

The site team reviewed documents and interviewed focus groups of teachers, school leaders and stakeholders to determine that the curriculum selection at Emma Donnan conforms to high standards, is research-based and rigorous. In the areas where curriculum is aligned with Common Core Standards, the staff and academic leaders take care to review and include or revise the curriculum to meet Indiana Academic Standards. Alignment documents were provided to the site team for review. Emma Donnan curriculum:

- Wilson’s Foundations for reading foundational skills:
- Wit and Wisdom for ELA Reading Comprehension K-8
- Zearn Math - Primary Math Curriculum K-7
- Illustrative Math - Primary Math Curriculum Gr. 8
- Amplify Science - K-8 (provides flexible curriculum with strong digital component)

- Teacher Created Social Studies Curriculum based on IN Academic Standards (also used by Carmel Clay Schools)
- Music Education - Internally developed curriculum based on Orff-Schulwerk methods

During focus group interviews, teachers reported that they collaboratively created the pacing guides in each core subject for each grade level for the school year. They planned the pacing in coordination with assessment schedules, adjusted for the school calendar. The curriculum review is embedded in the Summer Training Institute. All staff members have access to curriculum documents through the unified login system. Emma Donnan also provides teachers a list of resources for each curriculum that aid with internalization and the planning of instruction. Early elementary teachers maintain a system of progress monitoring of students, with assessments provided at one, two, or three-week intervals, depending upon student academic need.

The site team observed curriculum maps, lesson plans and classroom instruction as evidence of a sequence of topics across grade levels and content areas that focus on core learning objectives. Observations of fifteen classrooms and eighteen teachers at Emma Donnan, revealed that 100% of classes had posted learning objectives and maintained an intentional focus on those objectives throughout the lesson.

Staff and students at Emma Donnan all reported that they had the materials, books, paper, worksheets, etc., needed to effectively deliver and receive the curriculum. Parents also have a portal through Titan App and site team members viewed evidence that the school shared with parents the curriculum that was being taught to students.

### Opportunities for Improvement

Teachers reported some inconsistency in the schedule for professional development, which is understandable given staffing shortages and Covid e-learning days. However, the focus of most PDs is on culture and discipline and teachers would like to have a voice in the selection of PD topics, or simply spend more PD time on curriculum and teaching strategies (particularly in science and social studies) rather than classroom management.

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<b>Recommended Next Steps</b>
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<p>The site team recommends that school leaders provide surveys to teaching staff to identify staff preferences for integration into the PD schedule. Additionally, the school administration might consider a tiered strategy for professional development, employing a more nuanced version of PD for seasoned teachers.</p>
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<b>Potential Partnerships/Organizations Moving Forward</b>
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<p><b>NA</b></p>
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**4.2. Are the teaching processes (pedagogies) consistent with the school's mission?**

<b>Does not meet standard</b>	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
<b>Approaching standard</b>	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
<b>Meets standard</b>	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
<b>Exceeds standard</b>	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.

**Data/Artifacts Reviewed**

Classroom Observations conducted by site visit team  
 Lesson Plan Internalization Protocol  
 Lesson Plans  
 Curriculum Internalization Documents  
 Focus Group Interviews  
 Data Analysis Documents  
 Teacher Observation Feedback  
 Curriculum Maps  
 Professional Development Agendas & PPTs

**Corresponding Indiana Code or Law Violation (if applicable)**

**NA**

<b>Rubric Rating</b>	
a) The curriculum is implemented in all classrooms with fidelity.	<b>Sustaining</b>
b) A clearly documented lesson internalization process is used to explicitly target core learning objectives across all academic areas.	<b>Sustaining</b>
c) A clearly documented lesson internalization process is used to explicitly identify a wide range of instructional strategies that target core learning objectives across all academic areas.	<b>Implementing</b>
d) Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles.	<b>Sustaining</b>
e) Instructional strategies used are designed to promote authentic learning to impact levels of student engagement.	<b>Sustaining</b>
f) Instructional practices are intentionally designed to validate and affirm the culture of students.	<b>Sustaining</b>
g) Instructional practices are intentionally designed to validate and affirm the cultures of students.	<b>Sustaining</b>

## Strengths

The site team determined through observations, focus-group interviews with teachers and academic leaders and a review of documents, that the curriculum selected at Emma Donnan school is implemented with fidelity in all classrooms. Observations conveyed that in 100% of classrooms, teachers at Emma Donnan maintained a focus on the planned objective and the majority of learners remained engaged throughout the lesson. Observations also demonstrated that 67% of lessons included rigorous or challenging content and 73% displayed critical vocabulary. Lesson pacing was appropriate in over 90% of classrooms and scaffolded content and/or concepts was evident in 60% of classrooms. Parents and students reported that they feel confident in the curriculum, one stating, “The curriculum is pushing my child and I know that the teacher and leaders are caring about interventions.”

Emma Donnan has a clearly documented curriculum/lesson internalization process which is used weekly to create daily lesson plans. The protocol focuses on a “monitoring key” of core learning objectives for each lesson. In the middle school, lesson plans are created and posted daily to allow the Principal to review, complete walk-throughs and provide feedback, as needed. Additional lesson internalization protocols for math/Zearn, called “Mission Study Roadmaps” include both goals and objectives to describe the arc of learning, as well as strategies to “build equity in voice”, address misconceptions, scaffold, model, and more.

Professional development agendas document training in lesson plan internalization. Teacher focus groups reported that differentiation is accomplished through lesson planning and the teacher’s daily or weekly progress monitoring (ongoing formative assessments). Effective checks for understanding were observed by the site team in 87% of classrooms. However, a particularly compelling example of differentiation based on student interests is found in the Emma Donnan music program. The teacher, with support from school leaders, allows music students to choose what they want to play (even beginners) and adapts the music to fit the compilation of instruments that they select, even if it is eleven percussionists and three string players. Other examples of cultural responsiveness included professional development documents emphasizing strong practice, while also exposing controversies that have arisen over some of the more popular, urban school, “best practices”.

The site team observed high levels of student engagement throughout Emma Donnan elementary and middle school. Site team observations also showed teachers that were encouraging and enthusiastic toward their students and their learning. They communicated high expectations in the majority of classrooms and used a variety of strategies to promote student engagement. Most commonly, the site team observed guided questions and discourse, small-group discussions, meta-cognitive support and independent seatwork with constant teacher circulation and support.

The site team review of documents, observations and interviews provided evidence of instructional practices that are designed to validate and affirm students’ culture. Students and parents showed particular appreciation for teachers’ constant effort and support of students’ academic work. Parents reported that teachers are always willing to help and communicate

with families on a near daily basis.

**Opportunities for Improvement**

The site team recommends a more documented approach for tracking student mastery through formative assessments.

**Recommended Next Steps**

The site team recommends that school leadership assist teachers with further documentation of student summative and formative classroom data.

**Potential Partnerships/Organizations Moving Forward**

NA

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

<b>Does not meet standard</b>	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
<b>Approaching standard</b>	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
<b>Meets standard</b>	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
<b>Exceeds standard</b>	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.

**Data/Artifacts Reviewed**

**Corresponding Indiana Code or Law Violation (if applicable)**

**Rubric Rating**

a) Assessments utilized are well aligned to learning standards.

**Sustaining**

<p>b) Assessments utilized are varied in order to support a wide range of student learning styles and abilities.</p>	<p><b>Sustaining</b></p>
<p>c) Assessments utilized provide student level data focused on growth and proficiency.</p>	<p><b>Sustaining</b></p>
<p>d) Assessments are administered with sufficient frequency and results are provided in a timely manner.</p>	<p><b>Implementing</b></p>
<p>e) A system is in place to ensure that assessment data is analyzed across and within subgroups and used to guide decision-making related to instruction and curriculum.</p>	<p><b>Implementing</b></p>

**Strengths**

The site team reviewed documentation and interviewed stakeholders to determine that Emma Donnan effectively uses learning standards and assessments to inform and improve instruction.

The assessment and data utilization schedule at Emma Donna is as follows:

- NWEA is given three times a year - NWEA (BOY, MOY, EOY) data is analyzed by teachers and school leaders. Teachers complete a data dashboard of assessment results used for diagnosing unfinished learning and skill deficits. Teachers then assign IXL (targeted, digital, instruction) based on RIT scores. IXL is a Tier Two digital tool for primary content areas that syncs with NWEA and allows focused and individualized tutoring for students. NWEA scores are reviewed by the coaches, however, teachers have access to NWEA data for all progress monitoring. Middle school students have daily Individual Learning Time (ILT) in 25-30-minute blocks per grade level. During ILT, students will use IXL as teachers pull small groups for tutoring/group time each day. IXL is useful for reteaching standards in grades 3 - 5, as well as providing a method for skills acceleration during e-learning days.
- ClearSight Interims Middle school students at Emma Donnan currently take ClearSight Interims twice a year. However, despite concerns that students may be over-tested, school leaders are considering giving ClearSight to middle school students three times per year to provide additional standards-based data. ClearSight is

aligned to Indiana Academic Standards and provides information for curriculum review and student learning. Teachers reported that assessment results from the ClearSight benchmark tests (aligned with Indiana standards) are analyzed after each assessment and the data is used to determine grouping and tutoring needs for students in ELA and Math. Grouping is flexible and is adjusted when new data is analyzed during the next ClearSight assessment.

- DIBELS Students in grades K-3 take the DIBELS assessment three times a year. After each assessment, teachers meet to review big trends and determine important focus initiatives for academics.
- Progress Monitoring Elementary teachers assess student progress regularly. Progress Monitoring is typically a four-minute assessment given every two, three or four weeks, based upon student need and previous achievement. Progress Monitoring is key to determining efficacy of the curriculum, providing individualized instruction to meet student needs, and to evaluate the effectiveness of a given intervention.
- Classroom Assessments include unit assessments, teacher created assessments, exit tickets and problem sets. These assessments are also monitored & discussed at grade level meetings to determine curricular adjustments or reteaching needs.

### Opportunities for Improvement

None noted.

### Recommended Next Steps

None Noted.

Potential Partnerships/Organizations Moving Forward		
NA		

4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	
Does not meet standard	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
Approaching standard	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
Meets standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
Exceeds standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
Data/Artifacts Reviewed	
Data from Classroom Observations and Focus Group Interviews with school leaders and teachers. Hiring Process Policies, Professional Development Agendas, Teacher Training Institute Agenda, School Improvement Goals, IDOE Teacher licensing Link, SIOP Curriculum Documents, Teacher Self-Review, Teacher Evaluation Rubric and Scores.	
Corresponding Indiana Code or Law Violation (if applicable)	
NA	

## Rubric Rating

<p>a) A standard recruitment/ hiring policy and procedure process is in place and is designed to ensure human resources are leveraged to reflect the needs of the school population.</p>	<p><b>Sustaining</b></p>
<p>b) Hiring processes are well organized and used to support the success of new staff members.</p>	<p><b>Sustaining</b></p>
<p>c) Staffing levels adequately allow staff to maximize instructional time and capacity.</p>	<p><b>Sustaining</b></p>
<p>d) Faculty and staff are appropriately certified/sufficiently trained in areas to which they are assigned and possess the instructional proficiencies needed for the school population served.</p>	<p><b>Sustaining</b></p>
<p>e) Professional learning opportunities are offered regularly in order to support the staff in delivering culturally relevant and differentiated instruction to meet the needs of all learners.</p>	<p><b>Sustaining</b></p>
<p>f) Professional learning opportunities are determined through analyses of student outcome data and clearly linked to strategic objectives and school improvement goals.</p>	<p><b>Sustaining</b></p>
<p>g) The teacher evaluation process is explicit and regularly implemented with a clear process and criteria.</p>	<p><b>Sustaining</b></p>

## Strengths

Through classroom observations, focus group interviews and an extensive review of data, the School Organizational Solutions team found that Emma Donnan has developed adequate human resource systems and deployed its staff effectively.

Site Team members observed evidence that the school has a comprehensive recruitment/hiring policy and process in place that is leveraged to ensure human resources reflect the needs of the school population. The hiring process is multi-tiered and includes a phone interview, three references, background checks, and a formal interview with school leaders that includes the candidate teaching a sample lesson. During focus group interviews, teachers confirmed that the school followed the hiring protocol listed in documents. All said they had to teach a sample lesson, even during a Zoom call.

Emma Donnan provides rigorous on-boarding for all teachers, including teachers new to the school and the profession, during a summer Teacher Training Institute. Site team members observed a schedule and agenda for the Emma Donnan two-week Teacher Training Institute held from July 14 - July 30, 2021. As part of the evidence provided by the school, site team members observed the school focuses the agenda of the TTI on School Improvement Goals, which are:

- 1) ELA Proficiency
- 2) Math Proficiency
- 3) Daily Attendance Rate of 81:5%
- 4) Insight Survey Data focused on responses regarding family/school connections, and students' progress

Agenda items of the recent TTI included: In depth knowledge of Standards; Sequence; Curriculum, and Lesson Plan Internalization; School Culture: systems, routines and procedures; Working with each other, families, and community, as well as Relationship-building and Establishing trust with families and students.

During focus group interviews new teachers reported that they feel supported by the entire school community and love the sense of belonging that the school fosters.. New teachers also reported that they see the school leaders frequently and that the leaders are always approachable. They reported that school leaders were constantly in their classrooms, always giving positive feedback, yet coaching them in ways to inspire improvement. One said, "There isn't a day that you are not learning something new here".

Teachers said the support of the administrative team was one of the great strengths at Emma Donnan. They mentioned support from the social workers, the school deans, the Director of Engagement, the Coordinator of ELL, the Lab Site Director, and the school principals as specifically being beneficial to the students' success at Emma Donnan.

At a time when staffing a school can be challenging, the site team was impressed to find, after a thorough review of the licensing status of the school's teachers, that 100% of the Emma Donnan teachers possessed either valid Transition to Teaching licenses or had up-to-date licenses and

were teaching in the areas in which they had been trained and certified.

Teachers reported that they receive professional development weekly that focuses on culturally relevant teaching and differentiated instruction. They specifically mentioned the training they are receiving on SIOP (Sheltered Instruction Observation Protocol) which supports the diverse learning needs of English Language Learners with a curriculum built around culturally responsive learning. Teachers also reported that they receive regular professional development on the Foundations Program. The Emma Donnan Lab Site Director is training teachers on the Literacy Skills Program by Barbara Wilson.

The school leader reported that the Whetstone Teacher Evaluation protocol is used at Emma Donnan. There are two formal 40-minute evaluations of teachers: one at mid-year and one at the end of the year. He added that there are continual informal 15-minute observations of teachers followed by coaching, on a weekly basis. Teachers at Emma Donnan expect that there will be at least one informal observation a week with quick feedback and an action step. The expectation is for the teacher to internalize the feedback and come up with a plan for doing so. Site team members observed a Teacher Self-Review document and a Teacher Evaluation Rubric with scores for Emma Donnan teachers, in three domains: Instruction, Curriculum, and Classroom Management. Teachers described the observations and coaching cycles as being “very helpful”. They said administrators often ask, “How can we help you?” They appreciated that they receive feedback on the same day and that it is positively framed.

The school leader has initiated an innovative plan to attract highly qualified teachers to the staff at Emma Donnan. If a staff member recommends a highly qualified teacher to the school leadership and that applicant is hired and stays at least a year, the Emma Donnan staff member is awarded a \$1,000.00 bonus.

### Opportunities for Improvement

None Noted

### Recommended Next Steps

NA

Potential Partnerships/Organizations Moving Forward		
NA		

4.6. Is the school’s mission clearly understood by all stakeholders?	
Does not meet standard	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
Approaching standard	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
Meets standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
Exceeds standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
Data/Artifacts Reviewed	
School Website, Family and Scholar Handbook, School Motto Document, Job Description for Director of Family and Community Engagement, Focus Group interviews with teachers, parents, students, and school leaders, Insight Survey Data, Parent/Student Learning Survey Data	
Corresponding Indiana Code or Law Violation (if applicable)	
NA	

**Rubric Rating**

<p><b>a) Procedures are in place for assessing all stakeholder’s perceptions, knowledge, and commitment to the intentions of the school’s mission.</b></p>	<p><b>Sustaining</b></p>
<p><b>b) Procedures are in place for establishing meaningful partnerships with all families and community stakeholders to support the school’s mission.</b></p>	<p><b>Sustaining</b></p>

**Strengths**

Emma Donnan’s Mission is:

***We unite in solidarity with our families and community to create a joyous neighborhood school, preparing all scholars to graduate from college and lead lives of leadership service to Indianapolis.***

Because the opening of Emma Donnan under Adelante’s management happened during a tumultuous time, considering the abrupt closing under the former Charter Management Organization and the start of the 2020 pandemic, public trust in the school was at an extremely low point when the school opened, which was a challenge for Adelante. The school leadership has made it a school goal to build a trusting relationship with Emma Donnan families, the surrounding neighborhoods, and the community and has been intentional in putting systems in place to address building trusting relationships with families and community partners..

The site team observed data from the Insight Survey given at the end of the school year in 2021 to staff members at Emma Donnan that indicated an area of concern was Family and Community Engagement. These results formed the foundation for Family and Community Engagement becoming one of the school improvement goals for the 2021/22 school year.

One of the main initiatives to promote that goal has been to hire a Director of Engagement. Site team members viewed the job description for that position which includes responsibilities in strengthening families’ perceptions, knowledge and commitment to the school such as:

- “Establish and maintain a positive rapport with students, families, and community stakeholders in service of the school’s mission”.
- “In collaboration with the Adelante leadership team, build out the yearly plan of family

engagement events and drive the team’s plan implementation in an effort to support the school’s culture and visibility in the community”.

The site team also observed topics in the Summer Teacher Training Institute that focused on Relationship Building and Establishing trust with families and students.

Site team members observed the results of a Spring 2021 Learning Survey that was given to Emma Donnan parents and families (also translated into Spanish). The survey asked for input on parent satisfaction regarding Student Learning, both in-person and virtual. It also asked for opinions on Teacher Support to students and families,, and Comments on ways the school could improve, on any topic.

Other areas of strength for this standard are that the school mission is listed on every page of the Emma Donnan website and is prominent in the Emma Donnan Family and Scholar Handbook. It is also listed on a majority of professional development agendas

The school website states that the school Motto is: “***Pushing onwards towards the future***” which is the translation of “Adelante”, the name of the school’s School Management Organization, in Spanish. The school website also states: “Our Mission comes alive through our motto”. During focus group interviews, site team members found that most stakeholders know and understand the Motto. Teachers all mentioned some form of: “Working together as a community to push forward”, “Uniting with community”, “Students can attain their potential.” Students said, “Getting you ready for college” was the school’s mission.

The school held a Back to School Barbecue for students and families that was well attended according to school leaders and teachers, and parents praised the Trunk or Treat school event that drew over 600 people to the school in October.

During focus group interviews parents said they felt well-connected to the school, mentioning robust communication, access to a Web Portal dedicated to parents and, most impressively, direct access to all teachers and school leaders’ phone numbers with the knowledge that they may call them at any time.

School leaders have identified a detailed framework of Community Partnerships including: Neighborhood Associations, Faith-Based Partners, Community Centers, Community Development, Political and Institutional Partners, Mayor’s Neighborhood Advocates, Business Partners. Site team members heard and observed evidence of affiliations with some of the neighborhood associations and the school is partnering with the Bean Creek Neighborhood Association to provide Holiday Support for families for the 2021 Holiday Season.

**Opportunities for Improvement**

Even though the Covid 19 pandemic continues to prevent many in-person gatherings, Emma Donnan might consider reaching out through virtual events such as parent university gatherings to give parents vital information regarding their students' education, virtual parent/family/teacher group meetings, such as PFO, PTO, etc., and even virtual student events such as a virtual school talent show, or other virtual student forums. These types of events will further reinforce the positive relationships Emma Donnan is fostering with students and families.

**Recommended Next Steps**

NA

**Potential Partnerships/Organizations Moving Forward**

NA

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

<b>Does not meet standard</b>	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
<b>Approaching standard</b>	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
<b>Meets standard</b>	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
<b>Exceeds standard</b>	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
<b>Data/Artifacts Reviewed</b>	
Data from Classroom Observations of all Emma Donnan Classrooms; Data from Focus group interviews with teachers, school leaders, school deans, students and parents; MTSS Data Documents; Kickboard App; Comprehensive Employee List; Parental Consent forms for Pathways Intervention and MTSS Interventions; Insight Survey Results; Teacher Training Institute Agenda	
<b>Corresponding Indiana Code or Law Violation (if applicable)</b>	
<b>Rubric Rating</b>	
a) A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity.	<b>Sustaining</b>

<p><b>b) Culturally responsive and evidenced based interventions are explicitly identified and implemented throughout the school to support the needs of students.</b></p>	<p><b>Sustaining</b></p>
<p><b>b) Explicit procedures for facilitating the development of strong, positive relationships between adults and students are clearly communicated and implemented by all staff.</b></p>	<p><b>Sustaining</b></p>
<p><b>d) Procedures are in place for assessing staff, student, and family perspectives to ensure a sense of connectedness and engagement with the school.</b></p>	<p><b>Sustaining</b></p>
<p style="text-align: center;"><b>Strengths</b></p>	
<p>Following a thorough review of evidence from school data, documents, classroom observations, and focus group interviews with school leaders, teachers, students, and parents, the site team concluded that the Emma Donnan Elementary and Middle School climate was responsive to the needs of students, staff, and families.</p> <p>Emma Donnan utilizes the Kickboard App, which is a positive behavior intervention support for teachers and students. The program has a major Social Emotional Learning focus that is centered on supporting trauma by providing informed interventions for students and utilizing Restorative Learning Practices. The Elementary School Dean of Scholars explained to site team members that she had modified the protocol to lessen the number of steps to three steps in order to minimize distractions from instructional time. The steps are:</p> <ol style="list-style-type: none"> <li>1. If a student breaks a classroom expectation (head down, shouting out, talking in class, etc.) the student receives a check on the teacher’s Kickboard APP.</li> <li>2. If a student receives 4 checks in one day, a Restorative Conversation takes place with the teacher and parents are notified through the behavior tracker.</li> <li>3. If the student is a repeat offender he or she is sent to the Dean to write reflections and, depending on the infraction, sometimes receives a consequence such as 5 minutes off recess.</li> </ol> <p>This behavior management system interfaces with a positive rewards behavior management system. Emma Donnan Elementary School students receive a symbolic “paycheck” of \$20.00 per week. Reductions are taken from their paycheck for every checkmark they receive. At the end of the month they are issued a paycheck that allows them to shop at the school store which provides rewards such as snacks, pencils, notebooks, etc. The Elementary School Dean told site team members that the school is planning to expand the</p>	

“paycheck” rewards component of the Kickboard Behavior Management system to the Middle School so that Middle School students would also receive a symbolic “Paycheck” and would have the ability to purchase snacks and rewards with earned rewards .

Parents receive a daily printout from the Kickboard App in the form of a tracker that records Reading Log expectations, Homework, and Behavior data.

The School Dean told site team members that there is an SEL alert for additional support from Deans, Principals, and other school leaders if there is an immediate concern for a student or students.

The school is able to provide many “wrap-around” services to students to meet their social, emotional needs, as well as more serious trauma-induced or psychiatric needs. The school employs two social workers who work with Emma Donnan scholars on a daily basis. According to the school dean, students are referred to the social workers by teachers. Emma Donnan also partners with the Pathways System that provides behavioral and mental health therapists for scholars in need of more support. Students must have a teacher and dean referral as well as parental consent to participate in Pathways.

Classroom Observations revealed that 100% of the Emma Donnan classrooms exhibited positive relationships between the teachers and students in the classrooms.

During focus group interviews elementary students all said they “liked every teacher at Emma Donnan” because they were “all so nice”.

The School Dean said that due to patterns of disruptive behavior from middle school female students, she had initiated a mid-course correction by implementing a Mentorship Program for 6th, 7th, and 8th grade girls, titled “Diamonds of Color”. According to the dean the purpose of the mentorship program is to forge positive relationships that impact behavior through student engagement and connection. The groups of 6/7 and 7/8 girls meet once a week for 35 minutes to converse, connect, write in journals, and learn about themselves and each other. She said data is showing some improvement in only a month’s time.

Site team members observed evidence of Insight Survey results from teachers. The Survey showed how Emma Donnan compared with other schools on topics such as Family and Community Engagement, Academic Opportunity, Instructional Planning for Student Growth, Diversity, Equity, Inclusion, Career Progression, Learning Environment, Peer Culture, Leadership, Professional Development, Hiring Processes, etc.

### Opportunities for Improvement

None Noted

<b>Recommended Next Steps</b>		
NA		
<b>Potential Partnerships/Organizations Moving Forward</b>		
NA		

<b>4.8. Is ongoing communication with students and families clear and helpful?</b>	
<b>Does not meet standard</b>	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
<b>Approaching standard</b>	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
<b>Meets standard</b>	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
<b>Exceeds standard</b>	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
<b>Data/Artifacts Reviewed</b>	
Parent Contact Log (Phone, text, etc.); Titan Web Portal screenshots; School Newsletter; Automated phone broadcast script from school CEO; School website; Staff Cell Phones; Documents translated into Spanish; Data collected from focus group interviews with parents, students, school leaders, and teachers.	

**Corresponding Indiana Code or Law Violation/Artifacts Reviewed on (if applicable)**

**NA**

**Rubric Rating**

<p><b>a) An active and ongoing system of communication between the school and family members in place.</b></p>	<p><b>Sustaining</b></p>
<p><b>b) Procedures for responding to concerns of families are clearly defined and implemented by all school staff and validated by families.</b></p>	<p><b>Sustaining</b></p>
<p><b>c) Families are regularly informed in their native or home language of their students' academic and behavioral strengths and areas of need.</b></p>	<p><b>Sustaining</b></p>
<p><b>d) The school's communication methods are designed to promote family- school partnerships in ways that meet the needs of a diverse set of families.</b></p>	<p><b>Sustaining</b></p>

**Strengths**

After a comprehensive review of data collected from a document review and interviews with school leaders, parents, students, and teachers, the site team discerned that Emma Donnan Elementary and Middle School had robust and ongoing communication with students and families that was clear, helpful and promoted family-school partnerships in ways that met the need of a diverse set of families.

Site team observers viewed a call log in which Emma Donnan teachers log all communication with parents and families, such as phone calls, texts, informal meetings, conferences, etc. and document them in PowerSchool. Teachers are required to log the date, time, type of contact,

student name, parent contact, method of contact, reason for the call, and outcome. Teachers are also required to make a minimum of 10 parent/family contacts per week.

Parents reported that teachers call, text, and email frequently and that the communication at Emma Donnan is excellent.

The school has a portal on the Titan App dedicated to parents. Parents are given instructions on how to access the Web Portal. Site team members saw evidence that the Parent Web Portal listed reminders of upcoming events, E Learning Days, upcoming assessments, Holiday Support availability, Immunization Schedules, etc.

All Emma Donnan staff members are issued a school cell phone and direct cell phone numbers so that every Emma Donnan family has immediate access to their child's teacher. Every family also has a direct phone number for all Emma Donnan administrators. Parents confirmed that they can call any teacher or administrator directly and said it built trust between them and the school.

The School website is translated in both Spanish and English.

All school communication apps, including Titan, Kickboard, and PowerSchool automatically translate information into a family's preferred language.

The school has a Coordinator for ELL who is bilingual, and the principal is bilingual.

Parents reported that they receive feedback from school on a daily basis and in multiple ways. They said teachers often leave notes on their students' Bear Cub Tracker that comes home every Mon-Thursday and tells them what their student is working on.

### Opportunities for Improvement

None Noted

### Recommended Next Steps

NA

Potential Partnerships/Organizations Moving Forward		
NA		

4.9. Do the school's special education files demonstrate that it is in legal compliance and is implementing best practice?	
Does not meet standard	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
Approaching standard	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
Meets standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
Exceeds standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
Data/Artifacts Reviewed	
<ul style="list-style-type: none"> <li>- 2021 Results Driven Accountability (RDA) Determination Matrix.</li> <li>- File Review of the IEPs for the SWDs at Emma Donnan Elementary and Middle School, including psych reports, written notification of case conference, case conference, progress reports, grade level, primary disability category and least restrictive environment (LRE) Federal placement code.</li> <li>- Professional Development PowerPoint for ILP and IEP September 7, 2021.</li> <li>- Interviews with staff, parents and students.</li> </ul>	

**Corresponding Indiana Code or Law Violation/Artifacts Reviewed on (if applicable)**

Article 7. 511 IAC 7-32 through 49, commonly referred to as ‘Article 7’

**Rubric Rating**

<p>a) Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs of the student. a)</p>	<p><b>Sustaining</b></p>
<p>b) IEP plans include student specific goal and plan for ongoing assessment of student progress. b)</p>	<p><b>Sustaining</b></p>
<p>c) IEP goals are rigorous and based on state and national learning standards. c)</p>	<p><b>Sustaining</b></p>
<p>d) IEP goals are reviewed and revised annually as determined by present levels of student level of performance.</p>	<p><b>Sustaining</b></p>
<p>d) IEP plans explicitly identify requirements for specifically designed curriculum and instruction to align with student needs.</p>	<p><b>Sustaining</b></p>

## Strengths

Emma Donnan records were extremely well organized and provided on a timely basis. 13.83% of total enrollment receive special education services. Throughout the process when the evaluator needed additional information, the Exceptional Learner K-8 Coordinator was quick to accommodate. In addition to being the Special Education Coordinator, the Coordinator is a Math teacher for Emma Donnan.

A random comprehensive review was conducted on 50% of Emma Donnan's student individual education plans (IEPs). This review provided critical information regarding general trends in documentation and delivery of special education services at the school.

Upon review, the educational benefits of each case conference report/IEP were evidenced.

100% of the IEPs reviewed had corresponding goals and ongoing progress noted in the IEPs.

100% of the IEPs reviewed were in compliance with case conference reports.

98% of educational evaluations were evidenced and aligned to the area of eligibility.

98% of Written Notice of Meeting were evidenced. 96% of those evidenced had corresponding case conference reports.

100% of goals outlined in the IEPs were appropriate and measurable.

100% of IEPs had appropriate provisions aligned with the needs of the students.

100% of Student Progress Reports were evidenced, however progress on all goals were not reported.

98% of SWDs had a federal placement code/LRE 50 (where 80% or more of the student's time is spent in general education classes).

2% of the SWDs had a federal placement code/LRE 51 (where 40%-79% of the student's time is spent in general education classes).

0% of the SWDs had a federal placement code/LRE 52 (where 40% or less of the student's time is spent in general education classes).

100% of the staff, parents and students interviewed were satisfied with the support and program.

Emma Donnan utilized the IN IEP program which is compliant by statute and ensures that the necessary and required topics of the case conference are addressed. The case conference process is followed by the IN IEP and Emma Donnan had completed all the requirements.

Emma Donnan should be commended on their effort to provide an LRE of 50 for the majority of SWDs. Co-teaching, resource classroom, behavioral and advisory support are all necessary to have in place in order to achieve full inclusion. Weekly coaching with teachers by the coordinator supports inclusionary practices.

**Opportunities for Improvement**

Emma Donnan received a Needs Intervention on their Compliance and Data Matrix. In addition, the Results Matrix is at Level 1 for Technical Assistance. The status #11 Percent of children with parental consent to evaluate, who were evaluated within 50 days have a finding for Year-1. There was also a finding for #13 Percent of youth aged 14 and above or entering grade 9, whichever occurs first (per Article 7) with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

Reminder: Purpose of Written Notice of Meeting needs to match corresponding case conference reports. Written Notice of Meeting needs to be created prior to the case conference.

Reminder: Evaluation needs to match eligibility, if due to move-in status and a corresponding evaluation cannot be located, recommendation to consider re-evaluation for purpose of determining eligibility.

**Recommended Next Steps**

Emma Donnan is in its 2nd year. Continue to build the Exceptional Learners program, in addition, continue to build the MTSS and PBIS systems.  
Foundation pieces are in place.

**Potential Partnerships/Organizations Moving Forward**

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**4.10. Is the school implementing best practice related to access and services to students with limited English proficiency?**

<b>Does not meet standard</b>	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
<b>Approaching standard</b>	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
<b>Meets standard</b>	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
<b>Exceeds standard</b>	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.

**Data/Artifacts Reviewed**

- Individual Learning Plans containing WIDA scores, performance levels, goals, ILP accommodations, services and participants
- English Language Cumulative Folder Checklist
- Translated school forms and family/parent/student communications.
- Professional Development PowerPoint for ILP and IEP September 7, 2021.
- Interviews with staff, parent and students.

**Corresponding Indiana Code or Law Violation/Artifacts Reviewed on (if applicable)**

English Learner Guidebook by Indiana Department of Education - Revised August 2021

**Rubric Rating**

a) Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the provision of services for ELL students.	<b>Sustaining</b>
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<p><b>b) Staff have a knowledge of the process of language acquisition and the skillsets needed to differentiate instructional strategies to meet the needs ELL students.</b></p>	<p><b>Sustaining</b></p>
<p><b>c) Procedures are in place to ensure relationships with ELL students, parents, and external providers are well-managed and in compliance with Indiana law and regulations.</b></p>	<p><b>Sustaining</b></p>
<p><b>d) ILP plans include student specific goal and plan for ongoing assessment of student progress.</b></p>	<p><b>Sustaining</b></p>
<p><b>e) ILP plans explicitly identify needs for targeted instruction to align with student needs.</b></p>	<p><b>Sustaining</b></p>

**Strengths**

Emma Donnan records were extremely well organized and provided on a timely basis. 13.26% of the total student population receive ELL support. The ELL coordinator is also the teacher for K-5 grades. There is an additional teacher for 6-8 grades. The ELL Coordinator is extremely knowledgeable about best practices, student needs and current legislation. The ELL and EL Coordinators collaborated efforts for staff professional development in understanding and implementation of ILP and IEPs. A random comprehensive review was conducted of 50% of Emma Donnan’s student individual learning plans (ILPs). This review provided critical information regarding general trends in documentation and delivery of English language services at the school. 100% of files reviewed provided information of compliance. 100% of files reviewed included WIDA scores, performance levels, goals, accommodations, services and participants. 100% of staff, parent and student interviews supported a well-managed system.

Opportunities for Improvement		
Create additional time for the implementation of the strategies for ELL.		
Recommended Next Steps		
Continue open channels of communication between staff members for implementation of ILPs. Continue to build upon what is currently in place.		
Potential Partnerships/Organizations Moving Forward		

**Closing and Recommendations**

In spite of a traumatic beginning for the new school leaders, students, and families at Emma Donnan Elementary and Middle School in 2020, the school has put many systems and initiatives in place since that time, to ensure that a rigorous, culturally relevant education is delivered with fidelity by highly qualified teachers.

With the addition of intensive wrap-around services of support from social workers, therapists, school deans, Ell and SPED Directors, a Director of Engagement, and dedicated school leaders, the School Organizational Solutions Site Team believes that the school will begin to see the realization of its school mission and School Improvement Goals.

The site team recommends that there should be continual constant monitoring of progress to meet each of Emma Donnan’s School Improvement Goals.