



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

**Tindley Accelerated High School
Third Term, Third Year Site Visit
3/15/2021**

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

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

Rubric Summary

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>	Meets Standard
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?	Approaching 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 Background:

On March 15, 2021, three School Organizational Solutions site team members conducted the 2020/21 Third Term, Third Year Performance Evaluation of the Charles A. Tindley Accelerated School. Charles A. Tindley Accelerated School is an accelerated, college preparatory charter school currently serving scholars in grades 7-12, in a middle school and high school within the former Charles A. Tindley High School building located on the eastside of Indianapolis, Indiana in the Meadows area. It is in its Third Term, Third Year of operation as a Mayor's Authorized Charter School in Indianapolis, although it has gone through several reorganizations, depending on periods of growth in student enrollment and reduction of student enrollment.

Charles A. Tindley Accelerated High School opened in 2004, originally serving scholars in grades 6-12. With the opening of two Tindley middle schools, Tindley Preparatory Academy, and Tindley Collegiate Academy (2013-14) due to growing student enrollment, Tindley Accelerated School exclusively became a high school, only serving students in grades 9-12, however Tindley Preparatory Academy closed its doors in the spring of 2018 and merged with Tindley Collegiate Academy for one year (2018-19) prior to Tindley Collegiate Academy closing in the spring of 2019. At that time the sixth grade students were added to the Tindley Elementary Schools and the 7th and 8th grade students were moved to Charles A. Tindley Accelerated High School making a full circle back to its original identity as a middle school and high school.

The consolidation of the two Tindley Middle Schools and the Tindley High School are part of the Tindley Strategic plan FY2019-23, which states that: "Tindley will be consolidating our footprint from five campuses to three, optimizing enrollment and staffing, and streamlining non-program operating costs. This includes a K – 6 Elementary school on the far east side (Tindley Summit Academy), a K – 6 Elementary school in the Meadows area (Tindley Genesis Academy), and a 7 – 12 Secondary school in the Meadows area (Charles A. Tindley Accelerated School).

The Strategic Plan explains that "the Indianapolis education landscape has evolved, with an explosion of innovation in educational models and delivery methods and increasing quality in both district schools and new charter options putting pressure on the Tindley model. With under-enrollment, all of Tindley schools except Summit Academy run deficits today, with the high school model the most challenging (due to programmatic choices). In response, Tindley is taking aggressive action to achieve fiscal and operational health, while preserving the instructional model and commitment to students and communities served."

The school strives to "provide a powerful learning experience that intellectually engages, inspires, and spurs academic achievement through a challenging and interactive curriculum", and has garnered many state and national honors which include being awarded the prestigious National Blue Ribbon Schools Award in 2010 and twice being named a 4 Star School by the Indiana Department of Education. The school takes pride in the fact that scholars consistently outperform peers across the city, and 100% of the Charles A. Tindley high school graduates

have been accepted at accredited four-year postsecondary institutions, since the school's inception in 2004.

Academic Program:

Tindley has an “unapologetic focus on college preparation through an accelerated learning model, with students expected to work a semester ahead by 6th grade” according to its Strategic Plan.

The Tindley Mission, “Tindley Accelerated Schools, in cooperation with parents and the broader community, will empower students – regardless of their past academic performance – to become successful learners who graduate with the capacity for rigorous college opportunities”, is taken seriously by all Charles A. Tindley Accelerated School stakeholders. The Tindley CEO (new to Tindley in 2019) said he wanted to “enhance what is in the mission and deliver on it.”

He added that an area of growth and focus for Tindley is the meaning of the phrase: “regardless of their past academic performance...” With that in mind his Vision includes:

1. Creating academic outcomes in ELA and Math - A minimum of 75% of scholars will perform at grade level
2. Elevate and codify systems into a framework that transcends any turnover in leadership or teaching staff.

The new (July, 2020) Charles A. Tindley Accelerated School leader shares a strong mission alignment with the Tindley Network CEO. Both leaders “value an administrative team that can develop teachers by designing high quality professional development that is impactful and will lead to establishing a Teacher Leadership Team”, according to the Tindley CEO.

The school leadership team and CATAS teachers said that a strength of the new school leader is her emphasis on implementing coaching for collaborative growth of teachers across all grade levels. “She does not want to create a “gotcha” environment but wants teachers to gain confidence and grow skills”.

CATAS teachers and the administrative team also said the new school leader is amazing at creating systems to make procedures crystal clear. The school leader told site team members that she values transparency and believes that teachers leave an organization when expectations and procedures are not clear.

The school has made a seismic shift in its behavior management system. The Charles A. Tindley Accelerated School school leader started the school year with three culture goals for Tindley Accelerated School:

1. Introduce and infuse more social-emotional learning into the school curriculum.
2. Shift the discipline process to include a positive focus by integrating Positive Behavioral Interventions and Supports (PBIS) into the Tindley Culture.

3. Add a more restorative process to the Behavior Management system, also adding the No-Nonsense Nurturing (NNN) element to the PBIS program.

Site team members saw much evidence of these goals being implemented with fidelity and in spite of the disruption of the COVID 19 Pandemic

Student Demographics for Charles A. Tindley Accelerated Middle School:

Charles A. Tindley Accelerated Middle School has an enrollment of: 173 Scholars
 Percentage of Free and Reduced Lunch Scholars: 81%

Demo- Graphics	African - American	Hispanic	White	Multiracial
Number of Students	157	10	3	3
Percent of Enrollment	90%	6%	2%	2%

Student Demographics for Charles A. Tindley Accelerated High School:

Charles A. Tindley Accelerated High School has an enrollment of: 206 Scholars
 Percentage of Free and Reduced Lunch Scholars: 82%

Demo- Graphics	African- American	Hispanic	White	Multiracial
Number of Students	187	10	1	8
Percent of Enrollment	90.7%	4.8%	.004%	3.9%

Historical Academic Performance

Most recently Charles A. Tindley Accelerated School earned an “A” grade in 2020 from the Indiana Department of Education, based on scores from the 2019 state assessment.

The Indiana Department of Education did not administer the state assessment in the spring of 2020 due to the COVID 19 pandemic, therefore there is no school rating for 2021.

The Evaluation Process:

This report represents an evaluation of 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, 4.2,4.3, 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, special education teachers, parents, students, and ELL teachers, parents, and students. As part of the evaluation process, site team members spent a day observing all classrooms and teachers 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?

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.
<u>Meets standard</u>	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.

Summary of Findings

A review of evidence gathered from teachers, students, parents, and school leaders during focus group interviews, in addition to a thorough review of school documents, and an analysis of data recorded during classroom observations of both in-person and virtual Tindley Accelerated School classrooms, supports the judgement that Charles A. Tindley Accelerated School meets Standard 4.1

Charles A. Tindley Accelerated School (CATAS) uses Achievement First Curriculum for ELA (Literature and Composition) in grades 7 through 10, Achievement First for Math in grades 7, 8, and 11, and Mathematics Vision Project for grades 9 and 10. Achievement First Curriculum is based on Common Core Standards. Site team members reviewed hard copy, as well as digital copies of both ELA and Math learning ladders being used by CATAS teachers and observed that the learning ladders were marked up (modified) to align with Indiana State Standards, when necessary. Additionally, site team members observed evidence provided by CATAS that included a comprehensive and detailed Academic Skeletal System that serves as a guide for teachers in knowing and understanding the Academic expectations at Tindley Accelerated. The guide states that *“Every lesson must start with a measurable learning objective. The learning objective is a*

standards based statement of what students will be able to do after instruction.” (a)

During classroom observations at Charles A. Tindley Accelerated School site visit team members observed, during in-person classes and virtual classes, that 100% of the CATAS teachers were teaching lessons focused on core learning objectives, aligned with Indiana State Standards. (a)

The site team found evidence that CATAS reviews student mastery of its curriculum to determine gaps in student achievement. A Professional Development agenda from February 5, 2021, listed “Assessment Data Analysis and Deep Dive” as the main topic on the agenda. The description stated that data from the Middle of the Year ClearSight assessment would be analyzed for re-teaching opportunities and to plan Academic Enhancement according to opportunities for growth using the Atlas protocol. The PD also indicated that Gradebook Analysis would be linked with Middle of the Year ClearSight data and Checkpoint data to identify gaps in student learning and determine Academic Enhancement and re-teaching opportunities. (b)

Site team members observed a detailed and comprehensive scope and sequence framework for ELA- Literature, Composition, and Math, for grades 7 through 11 that was planned and dated for the academic year 2020-21, beginning on August 3, 2020, and ending on June 6, 2021. The scope and sequence framework was planned around dates for ClearSight Beginning of the Year, Middle of the Year, and End of the Year Assessments, as well as Benchmark assessments. PSAT and ILEARN assessment dates were also scheduled at appropriate times in the Scope and Sequence framework, to prepare for the assessments. (c)

The Scope and Sequence framework viewed by site team members covered all grades at Tindley Accelerated School and was stored on One Drive. All CATAS teachers also upload their lesson plans and learning ladders onto OneDrive and Schoology which teachers at all grade levels are able to access. Teachers are able to view curriculum, teaching strategies, and learning activities, across all grade levels by accessing these online platforms. (d)

Lesson Plans and Learning Ladders that were viewed by site team members were annotated by teachers with “Know and Show” details, Depth of Knowledge questions, student exemplars, modifications for state standard alignment, PBIS additions, appropriate Agmo opportunities, time-stamps, as well as many other teaching strategies that showed teachers did understand and uniformly use the curriculum documents to effectively deliver instruction. (e)

During focus group interviews, teachers said that, in general they had the materials to effectively deliver the curriculum. They said that most of the time it was “just a matter of asking” the administrators when they needed something, noting that sometimes materials are not “linked in” to the online lesson plans. (f)

Site team members were confident that Charles A. Tindley Accelerated School has a high quality curriculum and supporting materials for each grade level in the middle school and the high school.

Data/Artifacts Reviewed

This summary includes a review of the following evidence and documentation:

- Achievement First ELA and Mathematics Curriculum Maps for grades 7-11
- Hard copy and digital lesson plans and learning ladders
- Charles A. Tindley Accelerated School Academic Skeletal System Guide
- Data Analysis of data recorded during CATAS Classroom Observations
- Professional Development Agendas
- Scope and Sequence Curriculum Framework including Assessments
- Information collected from Focus Group Interviews with teachers, school leaders, students, and parents.

Summary of Elements

a) Does the curriculum align with state standards?	YES
b) Does the school conduct systematic reviews of its curriculum to identify gaps based on student performance?	YES
c) Does the school regularly review its scopes and sequences to ensure presentation of content in time for testing?	YES
d) Does the school have a sequence of topics across grade levels and content areas that is prioritized and focuses on core learning objectives?	YES
e) Does the staff understand and uniformly use curriculum documents and related program materials to effectively deliver instruction?	YES
f) Does the staff have the materials to deliver the curriculum effectively?	YES

Strengths	Opportunities for Improvement
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<p>The site team concluded that Charles A. Tindley Accelerated School is utilizing a high quality, rigorous, culturally relevant curriculum and supporting materials. The school provides ample professional development opportunities to enable teachers to understand and utilize the curriculum documents in order to effectively deliver instruction to CATAS scholars. Assessment analysis of scholars’ mastery of standards is conducted regularly in order to determine if there are gaps in student learning.</p>	<p>None Noted</p>
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Recommended Next Steps

None Noted

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	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.

Summary of Findings

The mission of the Charles A. Tindley Accelerated School is: *Tindley Accelerated Schools, in cooperation with parents and the broader community, will empower students – regardless of their past academic performance – to become successful learners who graduate with the capacity for rigorous college opportunities. Tindley will provide a powerful learning experience that intellectually engages, inspires, and spurs academic achievement through a challenging and interactive college-preparatory curriculum.*

Based upon documentation, stakeholder interviews and classroom observations, the School Organizational Solutions site team found that the Charles A. Tindley Accelerated School (CATAS) instructional processes are consistent with the school’s mission and therefore the school meets Standard 4.2.

On February 10th and the 17th, two site team members observed 11 in-person and 3 virtual classrooms with 339 students for a total of six hours and forty minutes. During these observations, the site team recorded data to better understand how the instructional delivery at CATAS supports both the intended curriculum and the mission of the school. In 100% of the classrooms observed, the site team noted that lessons were aligned with academic standards and teachers maintained that focus throughout the

lesson. As noted in 4.1, the Achievement 1st curriculum selected for Tindley students is a standards-based curriculum and observers noted that over 90% of students were engaged in instruction, with teachers offering encouragement for participation in over 60% of classrooms observed. Depth of Knowledge, essential to a “powerful learning experience” and “challenging and interactive” curriculum, was observed and recorded by site team members in 48% of classrooms, at the highest level of Bloom’s Taxonomy (analyze, evaluate, design, create). Ninety-five percent of instruction was at the *apply/perform* level of Bloom’s Taxonomy. Lesson plans were provided to the site team documenting adherence to the prescribed curriculum and standards specified. (a,b,c)

Aggressive monitoring (Agmo) is a student coaching process that is a strong focus at CATAS for 2020-21. Professional development agendas indicate that teacher training with Agmo was an emphasis for the school and teachers provide notes on Agmo progression when working on their lesson plan development. During in-person classroom observations, site team members saw evidence of a majority of classroom teachers utilizing Aggressive Monitoring (AgMo) Strategies.(d)

Site team observations provided evidence that the teachers at CATAS were communicating high expectations to students and explicit critical vocabulary in 95% of classrooms. Observers also noted culturally responsive teaching in 67% of classes, with 30% demonstrated differentiation in product or content of lessons. Teaching strategies observed included modeling, guided questioning, independent work, meta-cognitive guidance and whole-brain teaching. Frequent checks for student understanding were observed in 91% of classrooms. (c,d)

Teachers reported to the site team that the curriculum was implemented in the classroom according to its design and most teachers like the curriculum, noting that it is challenging and pushes students toward the goal of college attainment. Documentation of lesson plan internalization was provided and focus groups including teachers and administration discussed the process of lesson plan internalization (LPI); reviewing, marking up, receiving feedback, and planning reteaching to complete a cycle for student mastery of standards and curriculum content. CATAS’ professional development agenda included a focus on LPI and administration provides ongoing coaching on lesson plan development.(e)

Aligned with their mission, CATAS provides coursework, extra-curricular activities and guidance for all of its students to matriculate to a four year college or university. All students are required to take the courses leading to a Core 40 Academic Honors Diploma. Most upper level students reported that they liked the challenge of the curriculum and that over time you learn how to accomplish the hard work that is required at Tindley. Early College students reported that their current studies included, permutations, writing a research paper, and working on their Capstone projects. One student shared that her Capstone project was about teens in the foster care system. Most early college instructors had been working with Tindley students for several years and reported that students were academically prepared for early college coursework. Middle-school students also discussed the academic rigor and commented that the school was “harder, but better” and “harder, but there was more to learn.” Most students agreed that the teachers are supportive. (a,b,c,d)

Teachers utilize curriculum based unit assessments and exit tickets as formative and summative assessments of curriculum mastery. Lesson plans and weekly syllabi are posted on Schoology in advance of implementation, required by 8:00 am Wednesday for the following week. Teachers and

administration reported that pacing is structured into the curriculum which is both challenging and rigorous. Teachers find DESMOS for math a useful tool for keeping the lessons on pace. Site team observers reported that the pace of instruction was appropriate for content and grade levels in 91% of classes observed.(e) Classroom assessment data and benchmark data analysis provides teachers the tools to assign students the appropriate Academic Enrichment (tutoring which runs from 3:20 to 4:15, daily). AE tutoring is provided to scholars who are required to attend based on their scores from the ClearSight Assessments. All of the Tindley teachers either teach or monitor during the AE period. (e)

Teachers and administration reported that regular coaching is provided to all teachers on a tiered basis, with those needing the most help (usually the newer teachers) receiving weekly observation and feedback from their assigned administrator, while teachers with more advanced skills received observation and coaching every 2-3 weeks. Whetstone is the application used to track coaching and teacher development on determined action steps. The administration provides weekly lesson plan feedback on Schoology. Teachers reported to the site team that they receive a lot of support and coaching from administration, particularly new teachers. New teachers indicated that they supported and mentored. Formal observations are typically provided to teachers twice a year using the Danielson evaluation rubric, though this year the fall evaluations were not completed due to the restraints and demands of the Covid epidemic.

Agendas from Friday Professional Development sessions provide evidence that the school focuses professional development on demonstrated needs for instructional improvement. Site team members reviewed all Friday PD agendas dating from the start of school to the present and found that all were centered on improving instruction at CATAS. Topics included: Utilizing Aggressive Monitoring (AgMo) to differentiate instruction, modifying and adjusting Lesson Plans based on feedback, writing/reading instruction with MELCON (Main idea, Evidence, Link, Conclusion) implementation, Lesson Plan Internalization with rubric, understanding and annotating the testing manual and test experience for the PSAT/SAT assessment, to name a few. Teachers reported that they had “tons of instruction” and they valued the instructional professional development.

Data/Artifacts Reviewed

The site team reviewed documents relevant to differentiation strategies used in the CATAS classrooms, including:

- Site team focus group notes
- Site team documentation of classroom, school-wide observations
- Lesson plan internalization training
- Professional development PPT that included training on Aggressive Monitoring (AG)
- Professional development on providing individualized and differentiated teaching strategies.
- Professional Development Agenda for the spring 2021 which included lesson plan internalization, aggressive monitoring with e-learning; designing assessments and incorporating academic standards
- Specific new teacher professional development
- Whetstone feedback documents with action steps for teachers
- Weekly coaching plans
- Lesson plans from Achievement 1st standards-based curriculum
- Lesson plans with internalization strategies completed by teachers

Summary by Element	
a) Is the curriculum implemented in the majority of classrooms as designed?	YES
b) Is the instruction focused on core learning objectives?	YES
c) Is the pace of instruction/lessons and content delivery appropriately rigorous and challenging?	YES
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?	YES
e) Is staff given sufficient feedback on instructional practices?	YES
Strengths	Opportunities for Improvement
The curriculum at CATAS is rigorous and provides standards-based content which is implemented in the majority of classrooms. Teachers are focused on learning objectives and utilize a variety of instructional tools throughout lessons. Teachers are highly satisfied with the amount of coaching and instructional support that they receive from administrative staff.	Teachers expressed concern that at times the pace of instruction is too rapid, particularly with regard to e-learning or students who are struggling with content. Many teachers reported that the online/computerized curriculum was especially difficult for struggling students, because it does not have a textbook for referencing back to difficult concepts. This problem can also make it more difficult to scaffold the lessons. In some areas, elements of Achievement 1st lesson material is unavailable, has gaps or even errors. (These problems are primarily in math and a result of the publisher's quick response to Covid 19 and moving to online material.)
Recommended Next Steps	
None Noted	

4.3. 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

Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the school’s academic program lacks challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; b) lack of high expectations to motivate and prepare students for post-secondary academic opportunities; c) insufficient material resources and personnel guidance available to inform students of post-secondary options; d) limited opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) the school does not meet Indiana Core 40 graduation standard requirements.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the school’s academic program lacks challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; b) lack of high expectations to motivate and prepare students for post-secondary academic opportunities; c) insufficient material resources and personnel guidance available to inform students of post-secondary options; d) limited opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) the school does not meet Indiana Core 40 graduation standard requirements.
Meets standard	The school: a) has challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; b) has high expectations to motivate and prepare students for post-secondary academic opportunities; c) has sufficient material resources and personnel guidance available to inform students of post-secondary options; d) presents opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) meets or exceeds Indiana Core 40 graduation standard requirements.

Summary of Findings

School Organizational Solutions verified through a review of documentation, stakeholder focus groups and observations, and classroom observations that Charles A. Tindley Accelerated School provides the necessary curriculum and guidance to students and families on post-secondary options and meets Standard 4.3.

Charles A. Tindley Accelerated School is unapologetically college focused and makes that focus clear to families and students in a multitude of ways. Although charter school options allow families to select a school with a specific mission and focus, it is incumbent upon the schools to provide the education and support to meet the mission that they have promised. CATAS provides a variety of elements through the early college courses provided, the support for students to reach the promise of college acceptance, and the provision of assistance and support throughout the college

application process. Stakeholders report and documentation supports the provision of all the elements that students need to meet postsecondary expectations.

CATAS has Early College partnerships with Indiana University, Grambling State University and the University of Evansville. The school leader confirmed that these partnerships require that Tindley offers college level instruction and hires college level instructors for the Early College Program. Both curriculum and instructors must be approved by the corresponding university. Early college instructors reported having advanced degrees and confirmed the rigor and demands of the Early College curriculum, including the year-long Capstone research project, designed and presented by students. Early College instructors reported that their high school juniors and seniors are prepared for the rigor of the early college courses and through the aforementioned partnerships, CATAS allows students to earn up to 42 college/university credits. Most of the Early College courses are specifically academic to meet standard college expectations for first and second year students. Tindley Students earn their college credits by taking and passing the approved early college courses as a part of their high school coursework at CATAS. The Tindley school leader reported that EC scholars in grade 11 and 12 take roughly the same sequence of EC classes, however, the instructors differentiate within the classroom to assist scholars with mastery of content. Many EC supports are provided during Study Hall and the Academic Enrichment period. The school leader also discussed planning to provide even more EC options, to enable students more options in core academic courses, such as Finite mathematics or Calculus as choices based on anticipated areas of interest for college. Tindley administration anticipates future hiring with the intent of deepening the Early College presence within the school.

(a,d)

Early College courses for upper-level high school students include:

11th Grade

- College Composition (Potential Dual Credit)
- World History to 1500 (Potential Dual Credit)
- World History after 1500 (Potential Dual Credit)
- Sociology (Potential Dual Credit)
- Advanced Biology (Potential Dual Credit)
- Spanish III (Potential Dual Credit)

12th Grade

- Modern World Literature (Potential Dual Credit)
- American History to 1865 (Potential Dual Credit)
- American History after 1865 (Potential Dual Credit)
- Introduction to Literature (Potential Dual Credit)
- College Advisory - 2 semesters providing guidance to through the college application process

CATAS expects all seniors to apply to at least ten four year colleges and/or universities. The CATAS goal (with which they have been so far successful) is that 100% of students are admitted to an accredited four year college or university. To support students in reaching these goals, seniors are required to attend two semesters of College Advisory class, where they are assisted with college applications, understanding and applying for financial aid and scholarships, and other elements of

the college application process. The school has employed a full time counselor to support students through college advising, credit recovery (using Edgenuity), the Early College course progression and summer school. The counselor also audits teacher grade books to make certain that at minimum of three graded assignments per week are posted.(a,d)

Although extensive support for college readiness and application is provided in grades 11 and 12, administration noted that the intention is to move that focus and support down to grades 7 and 8, to create higher expectations and preparation at an earlier age. It should be noted that the accelerated curriculum provided to middle and early high school students prepares them for the early college coursework of junior and senior year. At age 14, special needs students have the traditional IEP changed to a Transition IEP outlining student post high school planning and the support that they will receive.

CATAS presents a variety of opportunities for extracurricular engagement to aid students in broadening their outcomes for college acceptance. In non-Covid years students go on college visits, though this year that option was not available. However, the school managed to maintain a full line-up of extra-curricular activities. (d)

Documentation reviewed by the site team included the following list of activities and students confirmed that most of the sports teams were playing this year. The 9th through 12th grade students interviewed by the site team were excited that the boys' basketball team was competing in a championship tournament. The traditional list of sports and clubs was provided to the site team, though many clubs had been suspended this year due to Covid 19.(d)

Sports:

- Football (middle and high school)
- Boys and Girls Basketball; Tindley Varsity Boys Basketball; Varsity Girls BB
- Girls Volleyball
- Soccer
- Boys and Girls Cross Country
- Boys and Girls Track and Field
- Cheerleading
- Baseball
- Softball

Clubs

- National Honor Society
- Jr. Honor Society
- Student Council
- Dance Team
- Pep Squad
- Choir Club
- Theatre Arts Club
- School Musicals
- Chess Club

- Faith Club
- Fitness Club
- Robotics Team
- Sewing Club
- Spanish Club

Data/Artifacts Reviewed

Documentation reviewed by the site team included:

- A survey of parent interest and expectations for their child’s college planning (Parent College Meeting)
- Tracker of senior college applications
- College preparation dates and deadlines - College Corner Information
- Student information forms to enable accurate and complete college recommendations
- FAFSA information
- Scholarship information and applications
- Student loan handbook and handouts
- College acceptance letters; copied and posted on the wall of the school.
- EC course sequence
- List of clubs and sports that are traditional co-curricular activities
- Internship opportunities
- Site team notes from focus group interviews

Summary by Element

a) Does the school have challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities?	YES
b) Does the school have high expectations to motivate and prepare students for post-secondary academic opportunities?	YES
c) Does the school have sufficient material resources and personnel guidance available to inform students of post-secondary options?	YES
d) Does the school present opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options?	YES
e) Does the school meet or exceed Indiana Core 40 graduation requirements?	YES

Strengths	Opportunities for Improvement
<p>Charles A. Tindley Accelerated School provides a rigorous college preparatory curriculum and specific guidance for students to pursue post-secondary opportunities. The school offers a variety of extracurricular activities, some of which were suspended during this year of the pandemic.</p>	<p>None noted.</p>
Recommended Next Steps	
<p>None Noted</p>	

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

School Organizational Solutions reviewed documentation, interviewed focus groups including teachers, students, parents and administrators and observed classrooms to reach the determination that Charles A Tindley Accelerated School meets Standard 4.4, using learning standards to inform and improve instruction.

Multiple assessments are administered at CATAS and all are based on state standards and SAT expectations for college admission. Administration reported that ClearSight was selected over NWEA due to its closer alignment with academic standards.

Interim Assessments: Stakeholder interviews and documentation show that CATAS administers ClearSight interim assessments at the beginning, middle and end of year (BOY, MOY & EOY) with results analyzed by teachers in data meetings and reviewed by the Director of Accountability and Assessment. Teachers utilize this data for planning, review and reteaching. The Director of Accountability and Assessment evaluates and analyzes the data to identify gaps in curriculum or instruction.

Benchmark Assessments: Site team focus group interviews and provided documentation confirmed that CATAS utilizes ClearSight benchmark assessments every six weeks. Assessment results are provided to teachers within a week, so that they may be analyzed and used for student support. ClearSight benchmarks are pre and post assessments created by teachers, based on the standards taught within the curriculum in a six week period. The Director of Accountability and Assessment indicated that ClearSight assessments provide a variety of Depth of Knowledge questions and consistency with regard to grade level standards. Teachers analyze benchmark results during Professional Development data days to inform and improve instruction; identifying gaps, areas for re-teaching, creating re-teaching plans, building goals and planning overall student support. Data dives provide a solid opportunity for differentiation within the curriculum using a normed data analysis protocol from Atlas. Teachers then continue the process of planning and differentiation using one of several established frameworks for planning. *(b)*

The current benchmark assessment schedule is expected to be changed next year to a weekly checkpoint assessment according to the network Director of Accountability & Assessment. The school will continue to use the ClearSight assessments, because they are well matched to Indiana academic standards. ClearSight results also aid teachers in determining student needs and planning for Academic Enrichment. Stakeholders report that scholars are required to attend AE based primarily on their scores from the ClearSight Assessments and all teachers either teach or monitor students during the Academic Enrichment period. *(a,d,e)*

Classroom Assessment: As reported by teachers and administration, teachers routinely use unit assessments and weekly or daily exit tickets from the standards-based curriculum. These assessments provide ongoing information for reteaching and Agmo (aggressive monitoring) decisions. Teachers reported that students receive prompt feedback that provides them with focus areas or categories for improvement and opportunities to redo some of their work. During instruction, students frequently receive real-time feedback on independent work. *(a, d,e)*

SAT: Administration reports that seniors take the SAT exam, however, the school is moving to have 11th grade students take the SAT, as well.

PSAT: The PSAT exam is given to all students in grades 7, 8 and 9. The data is disaggregated and used to align the curriculum with both academic standards and SAT expectations.

NMSQT (National Merit Scholarship Qualifying Test)-This exam is given in the fall and spring to 10th and 11th grade students.

State Standardized Assessments include ILEARN, ISTEP- GQE, and WIDA. *(c)*

Data/Artifacts Reviewed

Documentation reviewed by the site team included:

- ClearSight checkpoints at multiple grade levels, with teacher analysis of data using Atlas protocol. These analysis documents include implications for teaching.
- Documents from data meetings include analysis of interim assessments.
- Middle-Of-Year assessment data analysis based on standards mastery, by grade level and implications for classroom teaching
- BOY & MOY assessment data for ELA and math.
- Site team visit focus group notes/documentation.

Summary by Element

a) Are the school's standardized and/or classroom assessments accurate and useful measures of evaluating learning standards/objectives?	YES
b) Are assessment results received by classroom teachers in a timely and useful manner to influence instructional decisions?	YES
c) Do assessments have sufficient variety to guide instruction for a wide range of student learning abilities?	YES
d) Is there sufficient frequency or use of assessments to inform instructional decisions effectively?	YES
e) Are assessment results used to guide instruction or make adjustments to curriculum?	YES

Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> ● Charles A. Tindley Accelerated School uses a variety of standardized and classroom assessments that are based on standards and/or objectives from the standards-driven curriculum. ● Teachers receive interim and checkpoint assessment results promptly and are trained to utilize these results to adapt teaching and curriculum to meet students' academic needs. ● Interim assessment results are also analyzed by the network level Director of Accountability and Assessment to review potential gaps with standards coverage or trends with data. 	None Noted
Recommended Next Steps	
None Noted	

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.
<u>Meets standard</u>	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.

Summary of Findings

The School Organizational Solutions Site Visit Team reviewed document evidence, data from Classroom Observations, and information gathered from focus group interviews to determine whether Charles A. Tindley Accelerated School has developed adequate human resource systems and deployed its staff effectively. The site team found evidence to support a Meets Standard on Standard 4.5.

The Charles A Tindley Accelerated School leader provided a description of a comprehensive, detailed, multi-tiered, hiring process used by CATAS that includes a first interview focused on situational interview questions and a second in-person interview in which the applicant will teach a mock lesson with follow up questions. Additional steps include a meeting with the Tindley CEO, and background and reference checks. (a)

Site team members viewed the Tindley Accelerated New Teacher Orientation Agenda that took place 7/16/20 through 7/18/20. It was focused on orienting new teachers to the Tindley Culture Skeleton framework, the Tindley Academic Skeleton framework, including using Achievement First curriculum, Lesson Plan Internalization, long term Scope and Sequence planning, and grading expectations, as well as technology set up, and using OneDrive and Schoology platforms. Additionally, new teachers told

site team members that the instructional coach and assistant principals observed them often and that their feedback was extremely helpful.(a)

The Tindley Accelerated School Organizational Chart shows that, as part of the Tindley network, and under the direction of the Tindley CEO, the CATAS school leader oversees two assistant principals, two deans (High School and Middle School), a Counselor, Social Worker, 28 teachers, 3 teaching assistants and 1 office manager. Additional support is provided by a Network Math Coach, Instructional Coach, Director of Assessments and Early College, an Ell Coordinator, and a Special Education counselor. The organizational chart illustrates the many supportive positions that are built into the organization in order to maximize instructional time and capacity, for teachers and scholars.(b)

During classroom observations, site team members observed that the school deans, the Assistant Principal of Middle School, Assistant Principal of High school, and instructional assistants, were present and actively engaged in classrooms, conducting observations, assisting teachers who were teaching from remote locations, and also assisting students, as needed.(b)

Twelve teachers and four administrators are new to Charles A. Tindley Accelerated Schools this year. This represents a turnover equal to more than one third of the teaching and administrative staff, which is challenging to the stability of the school, however the site team understands that the COVID 19 pandemic had some impact on this turnover. (b)

The site team checked the licensure status of the 32 teachers and administrators on the CATAS staff by cross referencing the licensure roster with the Indiana Department of Education teacher licensure database. The site team was unable to find any license information for four teachers (PE, Special Education, 10th grade ELA, and EC calculus). The Tindley roster states the ELA teacher is in the RELAY program and the Special Education teacher is listed as being in a transition to teaching program, however the site team was not able to validate that information at this time. During normal school years, the Indiana Department of Education requires that at least 90% of the teachers in an Indiana public school must have a valid teaching license, but with four CATAS teachers not having a teacher's license, the school has 88% of its teachers licensed. The license check found that three other CATAS teachers held teaching licenses that had expired in 2020, and one teacher was licensed with a long-term substitute license. Because of the Covid 19 pandemic, however, Governor Holcomb has issued an Executive Order 20-16 declaring that teachers will have until the end of the 2021 school year to renew or obtain teaching licenses. Due to the Governor's extension of time, Tindley Accelerated is not in violation of the state's requirements at the time of this Mayor's Performance Evaluation. (c)

Site team members viewed evidence of a Tindley Network New Teacher Hiring Policy beginning in the school year 20-21, that requires all Tindley schools to implement new certification requirements that align with IDOE regulations but includes a shift in how new hire candidates are selected. To ensure the Tindley Network is hiring highly qualified teachers there are now clear expectations that describe licensing requirements for all new hires in the Tindley Network. Teachers that have no license, no emergency certificate or a current (expiring) emergency certificate must apply and be granted a Charter School License prior to the end of the year and within 5 years, complete an alternative certification program. Teachers with a substitute certificate must have an Emergency certificate and proof of being enrolled in an alternative certification program or an issued Charter School license by 6/30/20. New hires must have a valid Indiana state teaching license. The site team applauds the Tindley Network for implementing a policy to guide the network schools to be compliant with IDOE and Mayor's OEI teacher licensing requirements. Tindley Accelerated School leaders should remind

those teachers on the staff, who are not in compliance with the Tindley New Hiring policy, to begin the process to either secure an Emergency Permit teaching license, or a Charter School teaching license when the constraints of the COVID 19 pandemic have been resolved. ©

Agendas from Friday Professional Development sessions for the CATAS staff were provided as evidence that the school focuses professional development on demonstrated needs for instructional improvement and also determines PD through an analysis of student achievement and growth . Site team members reviewed all Friday PD agendas dating from the start of school to the present and found that all were centered on improving instruction at CATAS. Topics included: Utilizing Aggressive Monitoring (AgMo) to differentiate instruction, modifying and adjusting Lesson Plans based on feedback and analysis from the ELA department regarding MELCON (Main idea, Evidence, Link, Conclusion) implementation, Lesson Plan Internalization with Rubric, Understanding and Annotating the testing manual and test experience for the PSAT/SAT assessment, as well as many other relevant topics for Instructional improvement. Additionally, the main topic of a PD in February of 2021 was “Analyzing Data from the MOY (Middle of the Year) ClearSight assessment to ensure re-teaching opportunities and to plan Academic Enhancement according to opportunities for student growth”. Teachers told site team members that they had “tons of instruction” and they valued the instructional professional development. (d,e)

Site team members observed a formal Tindley Evaluation Plan that was rolled out in September of 2020 and focuses on evaluating a teacher’s primary responsibility - engaging students in rigorous academic content so students learn and achieve. It is based on the four domains of the Charlotte Danielson Rubric: Planning and Prep (10%), Classroom Environment (35%), Instruction (40%), and Professional Responsibilities (15%). Typically the formal evaluation of a CATAS teacher or administrator would take place twice yearly but the school leader and teachers reported that the fall formal evaluation was not completed due to disruptions from the pandemic. Informal evaluations of Tindley teachers are conducted each week by the instructional coach or administrators, using alignment to the Get Better Faster (GBF) framework. Following the observation, each teacher is given an action step and timeframe when improvement is expected. Data is recorded in the Whetstone tracker, which site team members and teachers confirmed during focus group interviews. Teachers participating in virtual teaching options, told site team members that members of the Instructional Leadership Team often join their virtual classes to observe and evaluate teaching competencies.(f)

With the priorities of responding to the Covid 19 pandemic, including a delayed start of school, returning to all virtual classes from November through January, and offering virtual learning options to any scholar wanting this option, the site team has an understanding that some procedures may have been delayed, or were more difficult to process in lieu of the unprecedented conditions. The site team also took note of the consistent and rigorous weekly observations that the leadership team has been conducting and the response and affirmation from the teaching staff stating that they feel they are getting much feedback and tools for instructional improvement from the leadership team. The site team was confident that the CATAS teachers are being routinely observed and evaluated to inspire instructional growth and improvement. (f)

The site team concluded that Charles A. Tindley Accelerated School met all of the indicators in Standard 4.5.

Data/Artifacts Reviewed	Corresponding Indiana Code or Law Violation (if applicable)
<p>Data/Artifacts reviewed by site team members in determining this judgment:</p> <ul style="list-style-type: none"> ● Information gathered from key stakeholders during focus group interviews ● Data collected during Classroom Observations ● Tindley New Hiring Policy ● New Teacher Orientations Agenda ● CATAS Organizational Chart ● IDOE teacher licensure database ● Friday Professional Development Agendas ● Tindley Teacher Evaluation Plan ● Charlotte Danielson Rubric for Teacher Evaluation ● Get Better Faster framework and data tracker 	
Summary by Element	
a) Are hiring processes organized and used to support the success of new staff members?	YES
b) Does the school deploy sufficient number of faculty and staff to maximize instructional time and capacity?	YES
c) Are faculty and staff certified/trained in areas to which they are assigned?	YES
d) Is professional development (PD) related to demonstrated needs for instructional improvement?	YES
e) Are PD opportunities determined through analyses of student attainment and improvement?	YES
f) Is the teacher evaluation plan explicit and regularly implemented with a clear process and criteria?	YES
Strengths	Opportunities for Improvement

- | | |
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| <ul style="list-style-type: none"> ● The Tindley Network has developed a New Hiring Policy that aligns with the IDOE and Mayor’s Office of Education Innovation expectations and requirements. ● Charles A. Tindley teachers told site team members that they had much support from the instructional Coach and were observed and given helpful feedback frequently by the Assistant Principals. ● Professional Development and Instructional Coaching is prevalent at Tindley Accelerated and is focused on Instructional improvement that inspires and informs student achievement. ● The school leader told site team members that all but three of the CATAS teachers have signed letters of intent to return for the 2021-22 school year. | <ul style="list-style-type: none"> ● CATAS had a turnover of 12 teachers and 4 administrators in the 2020-21 school year, which represents more than one third of its staff. Teachers told site team members that it had been difficult losing so many teachers and administrators at CATAS, noting that the school principal is the fifth new principal in five years. They say it is difficult to focus on new initiatives when they change each year with a new leader. ● Teachers also said with the high turnover in teachers, and some teachers leaving during the middle of the year they are sometimes moved to a different teaching assignment with no preparation. ● A few of the new teachers said their assigned mentors had left the school and they were not assigned a new mentor teacher. |
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Recommended Next Steps

- While the site team understands that the COVID 19 pandemic has had an impact on many schools in terms of retaining teachers and staff members, the site team recommends that Charles A. Tindley Accelerated School focuses on intentional strategies to retain teachers, including assigning mentors with fidelity to new teachers.
- It is commendable that the Tindley Network has developed a New Hiring Policy. As the pandemic constraints lessen, the school should encourage those teachers whose licenses have lapsed and those awaiting needed documents (tests, transcripts, etc.) to take the necessary steps to renew teaching licenses in order to be compliant with the IDOE and the Mayor’s Office of OEI when the Governor’s Executive Order 20-16 expires at the end of the school year, 2021.

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.
Meets standard	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.

Summary of Findings

Following a review of document evidence provided by the school, data collected from classroom observations, and information gathered during focus group interviews, the School Organizational Site Team determined that the Charles A. Tindley Accelerated School Meets Standard 4.6.

The Charles A. Tindley Accelerated School Mission Statement is: *Tindley Accelerated Schools, in cooperation with parents and the broader community, will empower students – regardless of their past academic performance – to become successful learners who graduate with the capacity for rigorous college opportunities. Tindley will provide a powerful learning experience that intellectually engages, inspires, and spurs academic achievement through a challenging and interactive college-preparatory curriculum*

The Tindley Mission statement was observed on the CATAS website and the mission was reinforced with the school motto: “College or Die” The website also offered evidence of the Mission’s success, stating that since the school’s inception in 2004, Tindley graduates have been accepted by 177 colleges and Universities in the United States. The website reiterates that it is Tindley’s expectation that 100% of its students will graduate and be accepted at a four year, fully accredited college or university. The website also stated that the Charles A. Tindley Accelerated School has an A ranking with the state of Indiana (2019 -the last year of school ratings). (a)

During classroom observations, site team members noted that grade level cohorts were named for recognized colleges and universities. The hallways of CATAS also reinforced the college expectation for students through signs: “College or Die” and displayed many college acceptance letters of Tindley graduates. (a)

During focus group interviews, a majority of stakeholders used the term “Scholars” when referring to the CATAS students, reinforcing the rigorous academic intent of the CATAS mission. (a,b)

The current Tindley Strategic plan for 2019-23 lists Tindley’s focus as: College prep, through an accelerated course of study and states that Tindley is, “unapologetically college-focused”. (a,b)

Parents expressed widespread knowledge and commitment to the intent of the CATAS mission during focus group interviews. Parents were able to name the key components, stating: (b)

- “To provide education to students so even those who have a lack of opportunities can be prepared for college”.
- “The mission is for kids to be successful and to be lifelong learners”.
- “Tindley wants scholars to see themselves as valuable”.

Scholars all mentioned that at Tindley it is “College or die” and that you “can excel academically in spite of your background”. (b)

Teachers and administrators also expressed strong commitment to the CATAS mission with many saying that is the reason they are teaching and working at the Charles A. Tindley Accelerated School. (b)

Data/Artifacts Reviewed

Data/Artifacts reviewed by site team members in determining this judgment:

- Charles A. Tindley Accelerated School website
- Learning environment data collected during Classroom Observations
- Review of the 2019-23 Tindley Strategic Plan document
- Information gathered from Focus Group Interviews with Parents, Teachers, School Leaders, and Tindley Scholars
- Tindley Accelerated School Handbook

Summary by Element

a) Does the school have a mission that is shared by all stakeholders?	YES
b) Do the stakeholders possess widespread knowledge and commitment to the intentions of the school’s mission?	YES

Strengths	Opportunities for Improvement
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<ul style="list-style-type: none"> ● In spite of the recent re-location of the CATAS middle school and the high turnover of the CATAS teachers, the site team was impressed that a vast majority of CATAS stakeholders (teachers, parents, scholars, and school leaders) had widespread knowledge about the Tindley Mission, shared that mission with others, and were committed to the intent of the school’s Mission. ● The school deans, as well as other CATAS staff members praised the school’s mission and said it was the main reason they were working and teaching at Tindley Accelerated School. 	<ul style="list-style-type: none"> ● Parents said CATAS used to begin school with a morning meeting where stating the mission, school chants, and a review of the 10 Tindley Essentials took place. “It was a wonderful affirmation of what Tindley is about and the scholars miss it”. They also said scholars missed having a School Planner which began with the School Mission.
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Recommended Next Steps

- Covid 19 has caused many disruptions to school culture and student engagement but the school should explore innovative ways to continue the morning meeting which is a Tindley Hallmark and provides mission reinforcement. The school could explore Individual classroom morning meetings, All School Virtual Morning Meetings, or other innovative ways to continue this Tindley tradition.

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	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.

Summary of Findings

Following a thorough review of documented evidence provided by the school, an analysis of data collected through Classroom Observations, and information gathered through focus group interviews with key stakeholders, including teachers, parents, scholars, and school leaders, the School Organizational Solutions site team found that the Charles A. Tindley Accelerated School met all indicators in Standard 4.7 except indicator d which was judged Approaching: *Students, staff, and/or families lack a sense of connectedness and/or engagement with the school.* The site team adjudicated that CATAS was Approaching in Standard 4.7.

Site team members observed ample evidence that Charles A. Tindley Accelerated School has culturally responsive teaching strategies and interventions that were implemented consistently. The site team observed the following culturally responsive strengths at CATAS: (a)

- Site team members observed ELA Scope and Sequence curriculum maps that showed a wide range of culturally responsive examples of Literature scholars are reading, which include: I Know Why the Caged Bird Sings (Maya Angelou), To Kill A Mockingbird (Harper Lee), Hunger for Memory (Richard Rodriguez), and many others.
- During classroom observations culturally relevant materials and resources, as well as culturally responsive instructional strategies such as comparing and contrasting speeches by Martin Luther King Jr. and John Lewis, whole brain learning, and

participation equity, were observed in 73% of the in-person classrooms.

- Scholars reported to site team members that “We learn about and discuss interesting topics such as “Women’s rights, Black Lives Matter, Lawful Justice, Trans-gender participation in the Olympics - Our learning is relevant”.
- A review of the Senior Capstone Topics showed that many Tindley scholars were choosing to focus on culturally relevant and responsive topics to incorporate in their Capstone presentation, such as: “Media Perception of Police Brutality”, “Struggles of African Americans becoming medical doctors”, “Community Strategies to Reduce Police Brutality”, etc.

In an effort to focus on social emotional assistance for the CATAS scholars, the school leader hired a social worker, who said during focus group interviews that her role is to assist scholars with social emotional learning as part of the emphasis on a positive behavior management system. She explained that she supports scholars with attendance issues, makes home visits for the purpose of wellness checks and attendance issues, and assists scholars with any barriers to learning. (a)

Charles A. Tindley Accelerated School has made a seismic shift in the focus of the behavior management system. The CATAS school leader and the Tindley Network CEO shared an aligned vision of modifying the behavior management system to ensure that it was focused on positive behavior affirmation, positive framing, and eliminating the rigidity of the former system, while still maintaining high behavior expectations. The school leader put together a leadership team, including the two assistant principals (middle school and high school), the two school deans (middle school and high school), the school counselor, and the school social worker who share this new vision for a positive behavior management system at Charles A. Tindley Accelerated Schools. With that vision in mind, the school deans told site team members that CATAS was in the early stages of implementing the PBIS (Positive Behavioral Interventions and Supports) program beginning in January of 2021. The Deans said their goal was to “reset the culture” at Tindley Accelerated and focus on positive behavior. They stressed that their goals are for teachers to build caring relationships and establish connections with the scholars in order to have a consistent culture of caring and a positive school-wide social culture. Site team members observed the agenda of a CATAS PBIS/No Nonsense Meeting focused on using the Hierarchy of Consequences (five rules) and using two positive narrative statements before consequences are given. A Powerpoint focused on PBIS Training was also viewed by site team members.(a,b)

The school deans told site team members that, in conjunction with PBIS, they are training teachers to use elements of Restorative Justice. In the newly implemented five step consequence system, after the first verbal redirect, the second step is a restorative chat and then “back in the game” giving scholars a chance to recover. (a,b)

During classroom observations, site team members observed evidence of a school-wide 5 Step Class Consequence Hierarchy that included a restorative chat that allows the student to return to class and recover. (a,b)

Schoolwide consequence hierarchy

- Step 1: Verbal Warning
- Step 2: Verbal Warning, Restorative Chat, Back in the Game
- Step 3: Phone Call Home

- Step 4: Educator Managed Discipline (ex: after school detention, extra assignment)
- Step 5: Removal from Class

The Middle School Dean and High School Dean told site team members that another positive feature of PBIS is the technology capabilities that are built into the program. They said that the program uses discipline and outcome data on a monthly basis to guide decisions. Teachers are able to enter data quickly and “in the moment” on a PBIS APP. By reviewing the data monthly the deans will be able to measure and monitor how closely the school is meeting the implementation of critical components of PBIS. Site team members viewed PBIS disaggregated data summaries of monthly teacher input, sorted into “Minor Referrals”, “Referrals by Day of Week, Date, and Time.”(a,b)

During in-person and virtual classroom observations, site team members observed positive, caring relationships between teachers and scholars in 91% of the 14 Charles A. Tindley Accelerated School classrooms. An analysis of Classroom Observation data also showed that in 91% of the CATAS classrooms, discipline did not interfere with learning.(c)

Many members of the school leadership team praised the school leader for her organization, vision, and coaching expertise, however, all CATAS scholars and parents (in all focus group tracks) expressed disappointment and concern that they did not know the new CATAS school leader or the Tindley Network CEO. Students said they didn’t meet the school principal until “well into the first semester” and one senior said, sadly, that he would not be able to ask her to write a college recommendation because “she doesn’t know who we are”. Parents said they wished the school leader and the Tindley Network leaders would be more visible to scholars and their families, adding that they are the most important mentors in the school. They also said that their children were at Tindley Accelerated because of recommendations from other Tindley parents. They stressed just how important the engagement and connectedness to Tindley scholars and family is, in recruiting new students. (d)

While staff members praised the school leader for being inclusive and being very supportive of staff members, saying she “sets a positive tone on everything”, some added “we just wish she would make herself more known, especially to the Tindley scholars.”

On a positive note the site team observed numerous virtual Town Hall meeting Agendas dated from August 16th to January 14th, that were held to engage parents and families and to meet the school leadership team. Topics included the introduction of the new behavior system, PBIS, using Schoology, and other topics of interest to parents and families. Unfortunately, school leaders said the Town Halls were not well attended and parents said it was because they had to use their student’s Microsoft Teams Log-In and it was complicated and often didn’t work.

The site team understands the priorities that the school leaders faced during the 2020-21 school year especially considering the restricted contact mandates from the pandemic and the fact that the school leader was new to the school and was establishing the school leadership team, as well as putting COVID 19 precautions in place and managing virtual and in-person learning. Unfortunately though, the pandemic has made many people feel even more disconnected in all aspects of their lives which is one reason school/family relationships and engagement and connectedness with the school and school leader, are even more important at this time. (d)

It is the site team’s belief that the heart of the success of the Tindley mission as well as the basic foundation of PBIS, is the connection and engagement that all Tindley staff members should have with the Tindley scholars. The site team observed that the school leaders have put improved systems in place and are aligned in their vision to implement a more positive, caring, and culturally responsive behavior management system at Charles A. Tindley Accelerated School which is commendable. The site team recommends that the school make a concerted effort to engage and connect to the Tindley scholars and their families, to ensure student retention and enrollment, and to build a strong, caring, foundation for the new behavior management initiatives, as well as for the success of the CATAS scholars. (Approaching - did not meet indicator d)

Data/Artifacts Reviewed

Data/Artifacts reviewed by site team members in determining this judgment:

- Data collected from Classroom Observations of In-Person and Virtual CATAS classrooms
- A review of school-provided documentation and evidence
- Information from Focus Group Interviews with CATAS Teachers, School Leaders, Parents and students
- Achievement First Curriculum maps and auxiliary instructional resources
- PBIS Orientation PowerPoint for CATAS staff
- Discipline logs
- Discipline Summary Reports
- Five Steps of Hierarchy Document
- Tiger Bucks Rewarded versus Referrals per month
- Managed behaviors: Teacher Vs. Administration document’
- PBIS/NNN Meeting Agenda
- Multiple CATAS Town Hall Agendas
- E Learning Expectations Powerpoint
- Tindley Cultural Skeleton
- PBIS COVID 19 Matrix
- List of CATAS Senior Capstone Topics

Summary by Element

a) Are culturally responsive instructional interventions and teaching strategies used throughout the school?	YES
b) Is a multi-tiered framework for teaching behavioral expectations and providing evidence-based interventions implemented with fidelity?	YES
c) Are interactions between adults and students built upon strong, positive relationships?	YES
d) Do students, staff, and families have a strong sense of connectedness and engagement with	NO

the school?	
Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> ● The school was praised by a majority of stakeholder groups for the culturally responsive curriculum, culturally sensitive teaching strategies, the addition of a school social worker who is focused on social emotional learning, and a shift to a more positive behavior management system. ● Charles A. Tindley Accelerated School leaders share a strong aligned vision to implement a seismic shift in the culture of the school, focusing on positive framing, positive recognition, and rewards for CATAS scholars' behavior and academic performance, rather than continuing the rigid, more punitive focus the Tindley culture has been identified with in the past. ● The school deans were knowledgeable and motivated in their effort to lead the implementation of PBIS and Restorative Justice at CATAS, stating that these programs are holistic and will teach the "whole child", and are not just "reactions to behavior". ● The school deans said they are focusing on changing mindsets, challenging the staff to "build relationships" with every Tindley scholar. ● Site team members observed positive, caring relationships between teachers and scholars in 91% of the 14 Charles A. Tindley Accelerated School classrooms. 	<ul style="list-style-type: none"> ● Scholars told site team members that the behavior rules have changed and while "some of the rules are common sense, we don't know all of the rules". They also said the PBIS rewards are not consistent among the teaching staff, especially with the Early College teachers. They added that they are now "lumped in with everyone else" when someone commits an infraction and they all receive the consequences even though they personally did not commit any infraction. ● Upper class scholars said they did not think they were "heard" at the school, mentioning that, at times they thought some of the rules were not equitable. They cited rules that did not allow them to wear a sweater if it wasn't a Tindley Uniform sweater, but said that not all students were able to afford a Tindley Uniform sweater and some of the rooms in the school were cold. ● New teachers reported feeling overwhelmed in managing the data input required by the PBIS implementation, as well as being able to stay on task with their time-stamped lesson delivery, while interrupting the class to have a "restorative chat" with a scholar.
Recommended Next Steps	

- The site team understands that there are only five main rules in the foundation of the new behavior management system, but the Tindley scholars do not seem to have this understanding yet. The “shared vision” among the leadership team for a Culture reset and positive focus on behavior management, focusing on PBIS and restorative justice should be shared in detail with all Tindley stakeholders, in order to insure a wide-spread understanding and to gain “buy-in” from the scholars and parents so it is truly a “shared vision”. If scholars and parents/families have an understanding of the program and their role in its success, they will be more supportive of the initiative.
- The school should consider initiating a student forum or student advisory committee in which students would have a voice and could be included in some of the school’s decisions. The site team noted there is a Student Council. Perhaps the leadership of the Student Council could meet regularly with the CATAS school leader for the purpose of discussion on issues of interest to students. Starting a “used uniform” clothing store or an “on-loan” system for uniform necessities could be an excellent Community Service project for scholars.
- It is recommended that the school leaders make a concerted effort to plan specific engagement strategies and prioritize initiatives to meet, greet and get to know the Tindley scholars and families as soon it is feasible (in lieu of the pandemic), or as soon as possible through virtual platforms if necessary. Having “coffee and discussion” with small groups of parents and families could be a bonding experience for all and would go a long way in building rewarding relationships. Being seen in the students’ classrooms and/or teaching a lesson periodically in some of the classes could also be strategies to pursue in an effort to connect to scholars.
- The site team observed evidence that the school was making an attempt to engage parents and families through a series of Town Halls, but parents had difficulty using their students’ log-ins. Site team members also saw evidence that the school was surveying parents and asking for feedback through an active link in the online School Newspaper. It is praiseworthy that the school is seeking input from parents, however the school needs to have some understanding that many parents do not have the technology, and/or the connectivity and, in some cases, the technology skills to take advantage of these opportunities. The school should consider and offer various options to engage and seek input from parents and families, being sensitive to some parents’ limitations.

4.8. Is ongoing communication with students and parents clear and helpful?

<p>Does not meet standard</p>	<p>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).</p>
<p>Approaching standard</p>	<p>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).</p>
<p>Meets standard</p>	<p>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).</p>

Summary of Findings

Stakeholders reported, and site team members observed and heard ample evidence, that Charles A. Tindley Accelerated School (CATAS) has multiple ways of communicating with scholars and parents to ensure that all stakeholders are informed about the school’s mission, policies, behavior expectations and consequences, student achievement, school events, schedules, curriculum, and any other pertinent information, to meeting the school’s requirements and achieving its mission. Based on this evidence, the site team determined that CATAS “Meets” Standard 4.8 with its ongoing communication with students and parents that is clear and helpful.

During focus group interviews, parents reported that communication with parents and families is a great strength of CATAS naming many of the ways the school communicates with families, including: Texts, Emails, phone-calls, DoJo, Flyers, Weekly Newsletters, updated school website, and Robo-Calls or “Power Blasts” with current information (indicator a,b).

Site team members observed a list of routine expectations of teachers and one expectation was that teachers must log 10 parent phone calls in Powerschool each week (for 10 different scholars), including calls for scholars who failed or missed assignments (indicator b,c).

Site team members viewed multiple copies of the Tindley Times weekly newsletter that is emailed to Tindley families and is focused on relevant and timely issues. An issue of the weekly newsletter from March 5th, 2021 had headlines that stated, “It’s Testing Season”, informing Tindley families of the assessments and testing dates that their children will be taking. The newsletter also focuses on culturally relevant news such as information about March being Women’s History Month and February being Black History Month (indicator a,b,c,d).

The March 5th issue of the Tindley Times informed parents of a Parent Survey asking parents and families to give input regarding Tindley’s Culture, Academics, and any tools the school is using to improve the scholar’s learning environment. The newsletter stated that each month the survey will be different to address a variety of systems within the school. The newsletter included an active link directly to the parent survey (indicator a,b,d).

Site team members saw evidence that teachers must send home Weekly Progress reports every Friday and the Weekly Syllabi every Monday, which teachers confirmed during focus group interviews (indicator b,c).

Site team members also observed evidence in the Tindley Times newsletter that parent conferences are held every quarter (indicator c).

All school forms are translated so they are accessible to EL scholars and families. The EL staff are readily available to families for questions and concerns via the staff’s personal texts and families are comfortable to seek their assistance. El staff have assisted families in using schoology and also have shared with families apps that can translate English to their home language (Indicator d)

<ul style="list-style-type: none"> ● Information gathered from Focus group interviews with school leaders, teachers, parents, and scholars. ● Evidence review of Tindley Times weekly Newsletters, weekly progress reports, weekly syllabi ● Review of documented teacher phone logs 	
Summary by Element	
a) Does the school have active and ongoing communication between the school and parents?	YES
b) Does the school utilize communications that are both timely and relevant to parental concerns?	YES
c) Does the school communicate student academic progress and achievement in reports that are understood by parents?	YES
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)	YES
Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> ● All school forms are translated so they are accessible to EL scholars and families. The EL staff are readily available to families for questions and concerns via the staff's personal texts and families are comfortable to seek their assistance. El staff have assisted families in using schoology and also have shared with families apps that can translate English to their home language ● During focus group interviews, parents reported that communication with parents and families is a great strength of CATAS naming many of the ways the school communicates with families, including: Texts, Emails, phone-calls, Flyers, Weekly Newsletters, updated school website, and Robo-Calls or "Power Blasts" with current information (indicator a,b). 	<ul style="list-style-type: none"> ● While parents said the school used to have valuable Town Halls to inform parents of new initiatives or scholar learning, this year they were held virtually and parents were supposed to use their student's log-ins on Microsoft teams but it was too confusing for most parents. Site team members learned from school leaders that they had not been well-attended. Considering the difficulty parents are having using the Microsoft Teams log-ins of their students, the school should try another more user-friendly platform such as Zoom. Also the school should have possibly followed-up with parents to learn why the sessions were not well attended.

- It is commendable that the school has an initiative to survey parents and families to get feedback on the school culture, learning initiatives, etc., which was listed in the Tindley Times. The school might consider following up with a power blast or text message from the school leaders reminding parents to give input and ensuring that it is “user-friendly”.

Recommended Next Steps

The school should consider asking for feedback following an engagement activity for families, especially if it was not well-attended. It might help in planning the next activity if the school knows what kept parents and families from attending the former event(s).

4.9. Do the school’s special education files demonstrate that it is in legal compliance and is moving towards best practice?

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.

Summary of Findings

Based on a thorough review of the school’s special education files and interviews with school administrators, teachers of record (TORs), parents and students with disabilities, the site team deemed Charles A Tindley Accelerated School (CATAS) special education files demonstrate that they are in legal compliance and moving toward best practice and Meets Standard 4.9.

At the time of the site visit the Charles A Tindley Accelerated School (CATAS) reported an enrollment of 42 students with disabilities (SWDs). This represents 11% of the total school population. The school employs 2 teachers of record (TORs) and 1 paraprofessional. There is also a Director of Exceptional Learners at the network level.

CATAS was found to have instituted numerous systems in compliance with state and federal mandates regarding special education. The files were neatly organized and in a locked file cabinet and room. Each file had a log-in sheet and each file was organized into areas of compliance. The school participates in and utilizes the Indiana IEP electronic program which ensures that the required topics are being addressed (indicator a). The Indiana IEP is compliant by statute and during the file review it was evidenced that all required components of the IEP were completed with relevant data.

All school forms are language accessible to families and EL staff have shared a translation app with them. Students and families are able to communicate with EL staff via text and forms. The CATAS EL staff allow their personal contact information available to families and the families are comfortable and readily reach out with questions and concerns. EL learners are able to take Spanish classes at CATAS (indicator b).

Based on the random file review, it was observed:

100% of the Notice of Meetings were present.

94% of the Educational Evaluations were present (indicator a).

100% of the goals were measurable and written in the SMART goal format.

(indicator b,c,d)

100% of the Progress Reports were present.

100% of the scholars had an LRE code 50 where 80% or more of their time is spent in general education classes (indicator c,e).

100% of the IEPs for students aged 13+ or in 9th grade were written as Transition IEPs and had the required topics, goals, and assessments required by Article 7(indicator a,b,d,e).

On the 2020 Results Driven Accountability (RDA) Determination Matrix, CATAS received a Meets Requirements (100.00) on the Determination Compliance and Data Index and 85.71 on the Results Index. This is commendable. The Result Driven Accountability (RDA) is part of the special education monitoring process required by the Office of Special Education (OSEP). This monitoring process encompasses both compliance and outcomes based on measurements applicable in every state. On the 2019 RDA Determination Matrix, CATAS had received a Needs Assistance on the Compliance and Data Index (77.29). Progress from 2019 to 2020 on the RDA Matrix is notable (indicator b,c,d,e).

The school utilizes an inclusive model to provide services to SWDs with push-in and pull-out services. During this pandemic time the school used zoom to provide virtual instruction. The teachers for the SWDs could attend the general education classes via zoom and then create break-out rooms to provide small group or individual support (indicator b,e).

The Director of Exceptional Learners has provided guidance to her staff by creating an organization sheet to monitor/maintain compliance. The Director has also created a guidance sheet which provides the SMART goal template for completing the IEP sections of present levels of educational performance and progress monitoring for educational benefit along with the Indiana Transition Requirements Checklist. Quarterly audits are conducted on the SWDs files to maintain compliance. The teachers of the SWDs maintain a "red binder" with critical information provided in professional development opportunities and then this binder serves as a future reference guide (indicator b,c).

Data/Artifacts Reviewed	Corresponding Indiana Code or Law Violation (if applicable)
<ul style="list-style-type: none"> ● 2020 IDOE Results Driven Accountability (RDA) Determination Matrix (Meets Requirements) ● 2019 IDOE Results Driven Accountability (RDA) Determination Matrix (Needs Assistance) ● School roster of SWDs to include grade level disability category, and LRE code. ● Interviews with Director of Exceptional Learners, teachers of record (TORs), parents, and scholars with disabilities. ● File review of school special education files to evidence notice of meetings, case conference reports, educational evaluations, measurable goals based on state standards, and a specifically designed curriculum. ● Indiana Transition Requirements Checklist. 	
Summary by Element	
a) Do services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs of the student?	YES
b) Does each need identified in the IEP have a corresponding goal and plan for assessment?	YES
c) Is each goal rigorous and based on state and national learning standards?	YES
d) Does explicit evidence exist to demonstrate that goals have evolved each year as the student develops?	YES
e) Is specifically designed curriculum outlined?	YES

Strengths	Opportunities for Improvement
<p>On the 2020 Results Driven Accountability (RDA) Determination Matrix, CATAS received a Meets Requirements (100.00) on the Determination Compliance and Data Index and 85.71 on the Results Index. This is commendable. The Result Driven Accountability (RDA) is part of the special education monitoring process required by the Office of Special Education (OSEP). This monitoring process encompasses both compliance and outcomes based on measurements applicable in every state. On the 2019 RDA Determination Matrix, CATAS had received a Needs Assistance on the Compliance and Data Index (77.29). Progress from 2019 to 2020 on the RDA Matrix is notable (indicator b,c,d,e).</p> <p>Based on the random file review, it was observed:</p> <ul style="list-style-type: none"> ● 100% of the Notice of Meetings were present. ● 94% of the Educational Evaluations were present (indicator a). ● 100% of the goals were measurable and written in the SMART goal format (indicator b,c,d) ● 100% of the Progress Reports were present. ● 100% of the scholars had an LR code 50 where 80% or more of their time is spent in general education classes (indicator c,e). 	<p>The site team recommends that the present levels of educational performance section of the Indiana IEP be <u>rich</u> with data. In this pandemic time and the absence of State data, CATAS should look at their curricular measurements to provide a source of data to inform the case conference committee and write rigorous goals.</p> <p>Continue to use the RDA Determination Matrix as part of the school's data analysis and guidepost to build the achievement for students with disabilities.</p>
Recommended Next Steps	
None noted.	

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: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; 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: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; relationships with students, parents, and external providers that are well-managed and comply with law and regulation.
Meets standard	The school is fulfilling its legal obligations regarding ESL students, as indicated by conditions such as the following: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; relationships with students, parents, and external providers that are well-managed and comply with law and regulation.

Summary of Findings

Based on evidence of this school utilizing the IDOE Language Guidebook and its required documents as its policies and procedures for compliance, along with interviews with school administrators, teachers, parents and students and a file review of the English Language Learners, the site team deemed that Charles A. Tindley Accelerated School Meets Standard 4.10 and is fulfilling its legal obligation related to access and services to students with limited English proficiency.

At the time of the site visit the Charles A. Tindley Accelerated School (CATAS) leadership team reported 17 English Language Learners (ELL). These EL learners are supported by a Director at the network level and a bilingual teacher at the school.

CATAS uses the IDOE Language Guidebook as its policies and procedures for compliance for its English Language Learners. They also utilize the IDOE forms provided in the Guidebook which include the Individual Language Plan (ILP), WIDA, Home Language Survey (HLS), and Parent Notification Letter (indicator a).

The site team conducted a file review on 100% of the EL learner files. It was evidenced that 100% of the files reviewed had the Individual Learning Plan (ILP), WIDA, Home Language Survey, and Parent Letter Notification. Each file also had the Can Do Descriptors which defines where the students are and where they need to go. These forms are all provided electronically to teachers (indicator a).

The EL Coordinator provides professional development to staff and meets with staff to explain the accommodations listed on the Individual Learning Plan (ILP) and how instruction can be

differentiated (indicator a).

CATAS utilizes a push-in/pull-out model to deliver EL services. During this pandemic time the EL staff was able to attend the general education class via zoom and break out rooms were created to offer extra support. An academic enhancement class is offered to EL learners for instruction and support (indicator a,b). Two days/week after school English Language learners are able to attend tutoring for additional support and instruction. The EL Coordinator and teacher are in the process of translating the grade level novels into Spanish.

All school forms are language accessible to families and EL staff have shared a translation app with them. Students and families are able to communicate with EL staff via text and forms. The CATAS EL staff allow their personal contact information available to families and the families are comfortable and readily reach out with questions and concerns. EL learners are able to take Spanish classes at CATAS (indicator b). The school holds Town Halls twice monthly for families and also conducts Parent Conferences.

Data/Artifacts Reviewed	Corresponding Indiana Code or Law Violation (if applicable)
<p>School files of EL learners and documents of Individual Language Plan (ILP), WIDA, Home Language Survey (HLS), and Parent Notification Letter were evidenced.</p> <p>School roster of all EL learners which included documentation of required documents per the IDOE Language Guidebook.</p> <p>Interviews with EL Coordinator, teachers, families, and students.</p>	
Summary by Element	
<p>a) Do appropriate staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the provision of ESL students?</p>	<p>YES</p>
<p>b) Are relationships with ESL students, parents, and external providers well-managed and in compliance with law and regulation?</p>	<p>YES</p>

Strengths	Opportunities for Improvement
<p>CATAS uses the IDOE Language Guidebook as its policies and procedures for compliance for its English Language learners. They also utilize the IDOE forms provided in the Guidebook which include the Individual Language Plan (ILP), WIDA, Home Language Survey (HLS), and Parent Notification Letter (indicator a).</p> <p>The site team conducted a file review on 100% of the EL learner files. It was evidenced that 100% of the files reviewed had the Individual Learning Plan (ILP), WIDA, Home Language Survey, and Parent Letter Notification. Each file also had the Can Do Descriptors which defines where the students are and where they need to go. These forms are all provided electronically to teachers (indicator a).</p> <p>All school forms are language accessible to families and EL staff have shared a translation app with them. Students and families are able to communicate with EL staff via text and forms. The CATAS EL staff allow their personal contact information available to families and the families are comfortable and readily reach out with questions and concerns. EL learners are able to take Spanish classes at CATAS (indicator b).</p>	<p>None noted.</p>
Recommended Next Steps	
<p>None noted.</p>	

Closing and Recommendations:

The School Organizational Solutions Site Team observed numerous strengths at Charles A. Tindley Accelerated School, including a rigorous and culturally relevant curriculum, effective instructional delivery, strong focus on professional development that includes a continuous instructional improvement model through observations and coaching, and a focus on building a more positive school culture. Both the Tindley Middle and High School provide commendable service to exceptional learners and ELL scholars and these efforts received high marks on the 2020-21 Mayor's Performance Evaluation.

In spite of being new to the school and experiencing the disruptions caused by an unprecedented pandemic, the school leader has brought together a high performing administrative team who share the leadership focus on school improvement and are aligned with the mission to reset the CATAS school culture, implementing strategies focused on positive framing, positive incentives, and restorative interventions (PBIS/NNN). The infusion of culturally responsive initiatives, such as hiring a social worker to aid and support teachers and students with the important elements of social emotional learning is a positive step toward the goal of improving attitudes and relationships for all stakeholders. These initiatives are praise-worthy. The site team recommends further training and infusion of this process and a continuation of training and encouraging staff members to develop both culturally relevant curriculum and positive relationships between students, teachers and families to continue to advance both excellence and equity at the CATAS schools.

The site team understands that the constraints of the pandemic made student and family engagement efforts more difficult at Charles A. Tindley Accelerated School, however It is recommended that school leaders make a concerted effort to plan specific engagement strategies and prioritize initiatives to meet, greet and get to know the Tindley scholars and families, both online and in-person, as soon as feasible. CATAS scholars and families expressed to the School Organizational Solutions site team that they miss the contact and engagement with school leaders that they had become accustomed to, as CATAS is small and relationships are highly valued within the school community. Activities that provide opportunities for parents and students to have conversations with school leaders would reinforce the social/emotional connections between stakeholders and go a long way in building rewarding relationships that impact the scholars' success in numerous ways. *Note: See Standards (above) that have been met for other Areas of Improvement and Recommendations.*