

Indiana Math and Science Academy North REVIEW

Prepared For: Office of Education Innovation
Office of the Mayor, City of Indianapolis

Site Visit Dates: October 27, 2022

Superintendent: Mustafa Arslan

School Leader: Xavier Owens

Evaluation Team: Dr. Jacob Tandy
Jeff Hannah
Dr. Matthew Hollowell
Dr. Okyoung Lim
Stephanie Williams



Table of Contents

Part I: School Evaluation Overview and Methodology	3
Part II: Indiana Math and Science Academy North	
Background Information	4
Part III: Core Question 4 Indicator Ratings	5
Part IV: Findings	
4.1	7
4.2	9
4.3	11
4.4	13
4.5	14
4.6	17
4.7	17
4.8	19
4.9	20
4.10	21
Part V: Closing	23

Part I: School Evaluation Overview and Methodology

Process

The school evaluation process involved three phases of data collection and synthesis – (1) pre-site visit with school leadership to preview site visit and discuss school’s evidence of Core Question 4 prior to site visit (2) document review; and (3) on-site observations and interviews. The evaluation team reviewed Indiana Math and Science Academy North’s (IMSA) mission and vision statements, original charter proposal, Family Handbook, and parent survey results. The staff completed an online survey after the site visit. This evaluation was for the IMSA North location only. The remainder of the report will reference this school location as IMSA.

In advance of the site visit, IMSA had independently distributed a survey to students’ families. Since the school had already done this, the evaluation team did not ask for an additional survey.

The site visit consisted of the following components:

- Document analysis (e.g., mission and vision statements, original charter proposal, Family Handbook; scopes and sequences, student IEPs, and ILP Plans);
- Classroom observations of teachers and observation of shared spaces;
- Teacher focus group (mix of elementary and secondary)
- Student interviews: six different students were interviewed individually and in pairs, covering a sample of students across grade levels.
- Two family member focus groups (additionally, some parents spoke to evaluation team members on the phone if they were unable to attend the focus group).

- Administration focus group composed of school and network leaders.

• **Part II: Indiana Math and Science Academy Background**

Information

- IMSA, is a tuition-free, open-enrollment, public charter school. IMSA is authorized by Mayor Hogsett's Office of Education Innovation. Their mission is to offer a world-class education by building on a foundation of knowledge and wisdom, providing each child an opportunity to maximize their potential, develop the skills necessary to become successful and productive citizens in a global society. Here in Indianapolis, IMSA serves grades K-12.
- **Student Demographics**
- IMSA began serving students in 2010 (This school year, IMSA serves 643 students.

Grade level	# of students	Grade Level	# of students	Grade level	# of students	Grade level	# of students	Grade level	# of students
K	36	3	43	6	52	9	66	12	37
1	48	4	45	7	59	10	58		
2	47	5	38	8	58	11	56		

Enrollment 2022/2023

Free and Reduced Lunch: IMSA is a Community Eligibility Provision (CEP) School, so all students receive free breakfast and lunch.

Ethnicity: The racial and ethnic breakdown of the student population is as follows:

Ethnicity	Total Number of Students	% of Total Student Population
Black	381	59.2%

Hispanic	182	28.3%
Multi-Racial	26	4%
White	42	6.5%
Asian	9	1.3%

Reported from School Information System; Groups that makeup less than 1% of school population were not reported.

According to Indiana Department of Education (IDOE) Inview data site, 79 students (12.5%) receive special services and 149 students (23.2%) are English learners.

Student Performance

IMSA provided detailed standardized testing results for all of their students from 2018-2022. In English/Language Arts, 21.5% of grades 3-8 students are at proficiency and 52.7% of grade 10 students are at proficiency. In mathematics, 23.9% of grades 3-8 students are at proficiency, and 12.5% of grade 10 students are at proficiency. In science, 8.4% of grades 3-8 students are at proficiency, and 1.6% of grade 10 students are at proficiency. In social studies, 5.8% of grades 3-8 students are at proficiency, and 2.5% of grade 10 students are at proficiency. For 3rd graders on IREAD, 41% of students demonstrated proficiency. In every measure but one (English/Language Arts grade 10) the proficiency rate of IMSA students is below the state average. For all proficiency measures except one (Grade 10 Biology: 14.3% participation with state average of 84.4%) the participation rate is near, at or slightly above the state average.

Part III: Core Question 4 Indicator Ratings

Core Question 4 of OEI's performance framework consists of ten indicators and three possible ratings. The chart below summarizes the evaluation team's assessment of IMSA in a manner that is aligned to these indicators and ratings.

Does Not Meet Standard	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
Approaching Standard	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
Meets Standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
Sub-Indicator Point Values	
Planning	1 point
Emerging	2 points
Implementing	3 points
Sustaining	4 points

Core Question 4 Indicator	Rating
4.1: Curriculum and Supporting Materials	<u>Exceeds Standard</u>
4.2: Pedagogy	<u>Exceeds Standard</u>
4.3: Post-Secondary Guidance	<u>Exceeds Standard</u>
4.4: Assessment	<u>Exceeds Standard</u>
4.5: Talent	<u>Exceeds Standard</u>
4.6: Mission	<u>Exceeds Standard</u>
4.7: Climate	<u>Exceeds Standard</u>
4.8: Communication	<u>Exceeds Standard</u>
4.9: Exceptional Learners	<u>Exceeds Standard</u>
4.10: English Learners	<u>Meets Standard</u>

Part IV: Findings

Indicator 4.1: Does the school have a high-quality curriculum and supporting materials for each grade?	<u>Exceeds Standard</u>
---	--------------------------------

Element	Evaluation
<i>a) The curriculum used across all academic areas is rigorous, evidence-based and aligned with state standards.</i>	<u>Sustaining</u>
Findings IMSA has comprehensive curriculum maps for its entire curriculum for each grade level and content area, all aligned to state standards.	

Element	Evaluation
<i>b) Systematic reviews of curricula are conducted by administrators and school staff to identify gaps based on student performance across and within subgroups.</i>	<u>Sustaining</u>
Findings <ul style="list-style-type: none"> • IMSA is consistently tracking and analyzing student and teacher data, triangulated with the scope and sequences of the curriculum, with adjustments in the overall curriculum, or professional development for the staff or individual teachers based on need. • The data tracking system identifies multiple subgroups for the purpose of identifying strengths and gaps within these groups to impact decisions on curriculum. • The school uses a variety of curricular resources that are available through technology, allowing for easier use and data collection for teachers and students (i.e. Wit and Wisdom, Zearn, Eureka) 	

Element	Evaluation
<i>c) The school regularly reviews instructional curriculum maps to ensure presentation of content is aligned with learning objectives.</i>	<u>Sustaining</u>
Findings <ul style="list-style-type: none"> • Review of curriculum maps is done in conjunction with reviewing student data along with frequent observation from the grade range specific assistant principals. 	

Element	Evaluation
<i>d) The school has a well-designed horizontal and vertical alignment within and across grade levels and content areas that is prioritized and focuses on core learning objectives.</i>	<u>Sustaining</u>
Findings	
<ul style="list-style-type: none"> • IMSA teachers use standards-based curriculum maps and develop their lesson plans from them. There is horizontal planning among faculty for both math and literacy on a regular basis. Classroom observations confirmed that teacher lessons are focused on core learning objectives and are horizontally aligned. • IMSA math and reading curricula are sequenced across grade levels and content areas and align to Indiana standards. Thus, the curriculum is aligned to core learning objectives. • After Quarter 1, teachers attended a PLC meeting in early November to further analyze vertical articulation for ELA with school network administrative staff. 	

Element	Evaluation
<i>e) Instructional staff have access to provided materials to deliver the curriculum effectively.</i>	<u>Sustaining</u>
Findings	
<ul style="list-style-type: none"> • All materials and pacing guides are available for each content area and in each grade. • Teachers in the focus group represented a wide range of student grade levels and content areas, and all the teachers expressed that they had access to what they needed. 	
Element	Evaluation
<i>f) Instructional staff understand and uniformly use curriculum documents and related program materials to effectively deliver instruction.</i>	<u>Sustaining</u>
Findings	
<ul style="list-style-type: none"> • In interviewing teachers, all of them indicated they understood and uniformly use the curriculum documents related to their class / content. 	

- As teachers develop expertise in the curriculum and in their craft, they are encouraged to make slight adjustments to the curriculum to meet their students' needs and their own teaching style.
- Twice monthly, each faculty member is observed by a school administrator who will provide feedback on their planning and instruction.

Indicator 4.2: Are the teaching processes (pedagogies) consistent with the school's mission?	<u>Exceeds Standard</u>
---	--------------------------------

Element	Evaluation
<i>a) The curriculum is implemented in all classrooms with fidelity</i>	<u>Sustaining</u>
Findings <ul style="list-style-type: none"> • The evaluation team observed consistent alignment to state standards and use of curricular resources and programs in classrooms during the site visit. • The evaluation team noted that curricular materials were clearly informing the instruction. 	

Element	Evaluation
<i>b) A clearly documented lesson internalization process is used to explicitly target core learning objectives across all academic areas</i>	<u>Implementing</u>
Findings <ul style="list-style-type: none"> • IMSA North is reassessing the pacing guides from 2020/2021. This was the first year we were back in person but with the quarantine requirement during the first semester teachers and administration did not feel they were able to properly assess the pacing. • Assistant principals regularly observe and provide feedback to teachers, including on their lesson planning process. 	

Element	Evaluation
<i>c) A clearly documented lesson internalization process is used to explicitly identify a wide range of instructional strategies that target core learning objectives across all academic areas.</i>	<u>Sustaining</u>
Findings	

- There is a clear expectation of regular lesson internalization for all teachers where they engage in this process, submit to their assistant principal and receive feedback.
- There is ongoing PD about this, and this process is incorporated in the MTSS program at the school.

Element	Evaluation
<i>d) Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles.</i>	<u>Sustaining</u>
Findings	
<ul style="list-style-type: none"> • IMSA places much emphasis on data collection for teachers, and the use of that data to inform instructional practices. • Teachers regularly collaborate with their grade level/ content area colleagues to analyze this data and adjust planning to meet students' needs. 	

Element	Evaluation
<i>e) Instructional strategies used are designed to promote authentic learning to impact levels of student engagement.</i>	<u>Sustaining</u>
Findings	
<ul style="list-style-type: none"> • Teachers work with their APs and colleagues to understand student performance and respond appropriately in lesson planning to impact student learning. • High levels of student engagement throughout all classrooms because of instructional strategies and relationships. 	

Element	Evaluation
<i>f) Instructional practices are intentionally designed to validate and affirm the cultures of students.</i>	<u>Sustaining</u>
Findings	

- The administration has placed emphasis on putting a curriculum in place that is culturally responsive to their students.
- There is consistent evidence of curricular materials in all classrooms that reflect the students' cultures.
- There is intentional incorporation of events that celebrate and honor cultures represented in the school).
- There is a clear effort for the hiring of a diverse staff to reflect the cultures and languages of the students. This is a distinct strength of IMSA.

Element	Evaluation
<i>g) Staff receive explicit feedback on instructional practices on an ongoing basis.</i>	<u>Sustaining</u>
Findings	
<ul style="list-style-type: none"> • This is very clear in the bi-monthly observations that teachers get with the feedback. • In teacher focus group interviews, there is a sense of partnership with the administration on improvement, and the frequent observation and feedback loops are viewed as highly positive. • Teachers have been empowered to understand and work with their colleagues in understanding the Danielson rubric, and the teachers in the focus group were particularly excited about this opportunity. 	

Indicator 4.3: For secondary students, does the school provide sufficient guidance on and support preparation for postsecondary options?	<u>Exceeds Standard</u>
---	--------------------------------

Element	Evaluation
<i>a) The school provides access to rigorous coursework and career planning experiences to prepare students for post-secondary opportunities aligned to their interests.</i>	<u>Sustaining</u>
Findings	

- Students are supported with multiple supports to help them learn about and access resources for life after high school (college application support, college fairs, career days, coursework aligned to graduation pathways, IB, AP, dual credit).

Element	Evaluation
<i>b) A system is in place to ensure school staff provide students with the supports they need to be effectively prepared for post-secondary opportunities.</i>	<u>Sustaining</u>
Findings <ul style="list-style-type: none"> • There are guidance counselors who meet with students to support their progress in high school and prepare them for post-secondary opportunities. 	

Element	Evaluation
<i>c) The school provides opportunities for extracurricular engagement and activities connected to student interests to increase post-secondary options.</i>	<u>Sustaining</u>
Findings <ul style="list-style-type: none"> • There are athletics and other extra-curricular activities offered in the school, including one extra-curricular, the Concept Young Scholars Program that we heard about from the teacher focus group (faculty advisor and from a parent perspective) and from secondary students as a highly desirable program that helps prepare students well for post-secondary activities. 	

Element	Evaluation
<i>d) The school offers a range of pathways that allow all students to meet or exceed Indiana Core 40 graduation requirements.</i>	<u>Sustaining</u>
Findings <ul style="list-style-type: none"> • IMSA offers coursework that is aligned to the multiple pathways of state requirements that allows students to meet and exceed the Core 40 requirements. 	

Indicator 4.4: Does the school effectively use learning standards and assessments to inform and improve instruction?	<u>Exceeds Standard</u>
---	--------------------------------

Element	Evaluation
<i>a) Assessments utilized are well aligned to learning standards</i>	<u>Sustaining</u>
Findings <ul style="list-style-type: none"> There is a clear culture of assessments as a tool to provide data to drive instruction. Teachers use ESGI, NWEA, ClearSight, Unit Assessments, etc. to gather data on student level of mastery with a systematic approach to adjust instruction based on this data. 	

Element	Evaluation
<i>b) Assessments utilized are varied in order to support a wide range of student learning styles and abilities</i>	<u>Implementing</u>
Findings <ul style="list-style-type: none"> There is a clear culture of assessments as a tool to provide data to drive instruction. Teachers use ESGI, NWEA, ClearSight, Unit Assessments, etc. to gather data on student level of mastery with a systematic approach to adjust instruction based on this data. While these assessments are focused primarily on math and ELA skills, there is a focus on growth of individual students, recognizing each individual's ability and working to improve where they are. 	

Element	Evaluation
<i>c) Assessments utilized provide student level data focused on growth and proficiency</i>	<u>Sustaining</u>
Findings <ul style="list-style-type: none"> All assessment data tracks both overall proficiency and growth for individuals, grade levels, and classrooms. 	

Element	Evaluation
----------------	-------------------

<i>d) Assessments are administered with sufficient frequency and results are provided in a timely manner</i>	<u>Sustaining</u>
Findings	
<ul style="list-style-type: none"> There are multiple assessments that are given at an ongoing frequency to track proficiency and growth. The results are analyzed frequently in collaborative environments with administration and colleagues. 	

Element	Evaluation
<i>e) A system is in place to ensure that assessment data is analyzed across and within subgroups and used to guide decision-making related to instruction and curriculum.</i>	<u>Sustaining</u>
Findings	
<ul style="list-style-type: none"> There are weekly data meetings and PLC's that are focused on data analysis and the response. 	

Indicator 4.5: Has the school developed adequate human resource systems and deployed its staff effectively?	<u>Exceeds Standard</u>
--	--------------------------------

Element	Evaluation
<i>a) A standard recruitment/hiring policy and procedure is in place and is designed to ensure human resources are leveraged to reflect the needs of the school population.</i>	<u>Sustaining</u>
Findings	
<ul style="list-style-type: none"> This is a clear recruitment and hiring policy that is designed to identify potential staff who are cultural fits to the school and its needs. There are procedures in place for how to screen, interview and evaluate candidates. This is a consistent problem for all schools given the state of the teacher shortage. With this, the school is looking to expand its relationships with universities and teacher licensure organizations to increase the pool of potential applicants. 	

Element	Evaluation
---------	------------

<i>b) Hiring processes are well organized and used to support the success of new staff members.</i>	<u>Sustaining</u>
Findings <ul style="list-style-type: none"> • There is a clear process for hiring in terms of what applicant's experience in terms of screeners, interviews, and teaching a sample lesson. The hiring committee is made of up administration and teachers to ask a variety of questions to determine if the applicant is a good fit. • New staff receive additional professional development as part of of their onboarding, in addition to the standard professional development for all staff. 	

Element	Evaluation
<i>c) Staff levels adequately allow staff to maximize their instructional time and capacity.</i>	<u>Sustaining</u>
Findings <ul style="list-style-type: none"> • Staff are maximized with a full schedule, with a planning period for each teacher. • The master schedule reflects that staff are used well throughout the entirety of the school day, and there is a plan for limiting building-wide meetings and a sub plan to ensure coverage. 	

Element	Evaluation
<i>d) Faculty and staff are appropriately certified/sufficiently trained in areas to which they are assigned and possess the instructional proficiencies needed for the school population served.</i>	<u>Sustaining</u>
Findings <ul style="list-style-type: none"> • IMSA teachers are certified in the area in which they are teaching. • There is ongoing professional development to further teacher development to meet the needs of the population they serve. 	

Element	Evaluation
----------------	-------------------

<i>e) Professional learning opportunities are offered regularly in order to support the staff in delivering culturally relevant and differentiated instruction to meet the needs of all learners.</i>	<u>Sustaining</u>
Findings	
<ul style="list-style-type: none"> • There is regular professional development offered for staff to develop their instructional practices to meet students' needs. • IMSA uses a MTSS model to make sure that students' individual needs are met and that there are appropriate interventions in place to meet students' needs. • There is a teacher wraparound support in place to help meet teachers' needs for development and for development of teachers as a whole person. 	

Element	Evaluation
<i>f) Professional learning opportunities are determined through analyses of student outcomes data and clearly linked to strategic objectives and school improvement goals.</i>	<u>Sustaining</u>
Findings	
<ul style="list-style-type: none"> • There is a lot of focus on teacher analysis of student data to determine instructional decisions. This is primarily done in the weekly meetings and PLCs where student data is analyzed. 	

Element	Evaluation
<i>g) The teacher evaluation process is explicit and regularly implemented with a clear process and criteria.</i>	<u>Sustaining</u>
Findings	
<ul style="list-style-type: none"> • This was clear in our conversations with administration and the teacher focus groups. There is a culture of teacher evaluation and feedback, whether it is the regular walkthroughs or the two formal evaluations. • There is a high degree of communication about the Danielson model for teachers and opportunities for teachers to become an expert in the model and train their colleagues. 	

Indicator 4.6: Is the school's mission clearly understood by all stakeholders?	<u>Exceeds Standard</u>
---	--------------------------------

Element	Evaluation
<i>a) Procedures are in place for assessing all stakeholder's perceptions, knowledge and commitment to the intentions of the school's mission.</i>	<u>Sustaining</u>
Findings <ul style="list-style-type: none"> IMSA has engaged in regular survey distribution of stakeholders about their perceptions of the school and how it is performing. 	

Element	Evaluation
<i>b) Procedures are in place for establishing meaningful partnerships with all families and community stakeholders to support the school's mission</i>	<u>Sustaining</u>
Findings <ul style="list-style-type: none"> Parents appreciate how much the teachers care for the students as individuals and the life giving culture of the school. "They just care." Multiple parents volunteered that they recommend IMSA to other parents. At the parent focus group, the parents present were affirming of the school's efforts to communicate with them and they all were happy their children had a school they trusted that they could attend through high school. 	

Indicator 4.7: Is the school climate responsive to the needs of students, staff, and families?	<u>Exceeds Standard</u>
---	--------------------------------

Element	Evaluation
<i>a) A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity.</i>	<u>Sustaining</u>
Findings <ul style="list-style-type: none"> IMSA uses MTSS to support students' needs academically, behaviorally, and socio-emotionally. This is a data driven process and any staff member can refer a student. 	

- There is a partnership with Gallahue to support students' mental health needs.

Element	Evaluation
<i>b) Culturally responsive and evidence based interventions are explicitly identified and implemented throughout the school to support the needs of students.</i>	<u>Sustaining</u>
Findings <ul style="list-style-type: none"> • There is clear evidence of evidence-based interventions throughout the school with the MTSS system and the way that teachers are supported in their instructional practices. • There are clear practices in place to support students in a culturally responsive way from English Learners and the cultural and language support from staff for the students and their families, to clear behavioral expectations with empowerment of classroom teachers to handle issues in their own rooms as much as possible, and clear curricular choices to be reflective of students' backgrounds and cultures. 	

Element	Evaluation
<i>c) Explicit procedures for facilitating the development of strong, positive relationships between adults and students are clearly communicated to and implemented by all staff.</i>	<u>Sustaining</u>
Findings <ul style="list-style-type: none"> • In the administration focus group, it was indicated that individuals who have a strong desire to work with students, specifically students in this environment are the only applicants who will be considered. • The school uses Class Dojo for the elementary grades to establish and reinforce behavioral expectations, which teachers and students saw as a positive for relationships. This system in the secondary grades is different as there is a merit and demerit system but the results are similar. • There are regular communications from the school and from teachers to families, coupled with a schedule of different events throughout the year to build these relationships. 	

Element	Evaluation
<i>d) Procedures are in place for assessing staff, student, and family perspectives to ensure a sense of connectedness and engagement within the school</i>	<u>Sustaining</u>
Findings	
<ul style="list-style-type: none"> The observations and feedback between teachers and instructional coaches can provide regular insight to this sense of connectedness and engagement. Feedback from parents is being collected regularly as evidenced by the survey results. 	

Indicator 4.8: Is ongoing communication with students and families clear and helpful?	<u>Exceeds Standard</u>
--	--------------------------------

Element	Evaluation
<i>a) An active and ongoing system of communication between the school and family members is in place.</i>	<u>Sustaining</u>
Findings	
<ul style="list-style-type: none"> There are multiple ways that families are communicated with regularly (newsletters, Principal Dojo, native language phone calls). 	

Element	Evaluation
<i>b) Procedures for responding to concerns of families are clearly defined and implemented by all school staff and validated by families.</i>	<u>Sustaining</u>
Findings	
<ul style="list-style-type: none"> There are clear procedures for responding to parent concerns and the procedure depends on the nature of the concern. In the parent interviews there was consensus from the group that parent concerns are taken very seriously, with investigation into the issue, and timely follow-up. Family concerns and feedback are regularly collected and the administration has a plan to act on these. 	

Element	Evaluation
<i>c) Families are regularly informed in their native or home language of their students' academic and behavioral strengths and areas of need.</i>	<u>Sustaining</u>

Findings
<ul style="list-style-type: none"> Class Dojo can translate communication to families to almost all of the many languages represented. With such a linguistically diverse staff, there is a collaborative effort to speak on the phone about any issues or points of communication.

Element	Evaluation
<i>d) The school's communication methods are designed to promote family-school partnerships in ways that meet the needs of a diverse set of families.</i>	<u>Sustaining</u>
Findings	
<ul style="list-style-type: none"> The ability of staff to work together to connect with all families shows that there is a great culture of family friendly partnerships designed to meet the family's needs. 	

Indicator 4.9: Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice?	<u>Exceeds Standard</u>
---	--------------------------------

Element	Evaluation
<i>a) Services outlined in Individualized Education Programs (IEPs) adequately match the exceptional needs of the student.</i>	<u>Sustaining</u>
Findings	
<ul style="list-style-type: none"> The services in the IEPs are appropriate for the exceptional needs of the students. 	

Element	Evaluation
<i>b) IEPs include student specific goal and plan for ongoing assessment of student progress.</i>	<u>Sustaining</u>
Findings	
<ul style="list-style-type: none"> The goals are skill specific and include a plan for ongoing assessment of student progress. 	

Element	Evaluation
<i>c) IEP goals are rigorous and based on state and national learning standards.</i>	<u>Sustaining</u>

Findings
<ul style="list-style-type: none"> All goals demonstrate appropriate rigor and alignment to standards

Element	Evaluation
<i>d) IEP goals are reviewed and revised annually as determined by present level of performance.</i>	<u>Sustaining</u>

Findings
<ul style="list-style-type: none"> There was evidence of annual review and revision based on high quality present level of performance statements for all students.

Element	Evaluation
<i>e) IEPs explicitly identify requirements for specifically designed curriculum and instruction to align with student needs.</i>	<u>Sustaining</u>

Findings
<ul style="list-style-type: none"> There is a SDI identified for each goal that aligns with the students' needs.

Indicator 4.10: Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	<u>Meets Standard</u>
--	------------------------------

Element	Evaluation
<i>a) Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the provision of services for ELL students.</i>	<u>Sustaining</u>

Findings
<ul style="list-style-type: none"> There are PD opportunities for all staff to learn how to better serve EL students, including their legal obligations and effective practices. There is evidence of collaboration of EL staff with the rest of the staff on informing them of what is in each student's ILP and what their responsibilities are.

Element	Evaluation
<i>b) Staff have a knowledge of the process of language acquisition and the skillsets needed to differentiate instructional strategies to meet the needs of ELL students.</i>	<u>Implementing</u>
Findings <ul style="list-style-type: none"> • In the initial review, there is evidence of some school-wide PD for all staff on legal requirements of ILPs and some basics for collaboration with EL staff. PD opportunities about language acquisition are available and documented for EL staff, not for the entire staff. • After follow-up with the school, additional evidence was provided showing training for the entire staff in language acquisition, support for ELL students and teachers, as well as documentation of where ELL interventions have been a topic in weekly meetings. 	

Element	Evaluation
<i>c) Procedures are in place to ensure relationships with ELL students, parents, and external providers are well-managed and in compliance with Indiana law and regulations.</i>	<u>Sustaining</u>
Findings <ul style="list-style-type: none"> • There is clear evidence of communication and collaboration with EL families in their native language to build relationships to better serve students. 	

Element	Evaluation
<i>d) ILPs include student specific goal and plan for ongoing assessment of student progress.</i>	<u>Implementing</u>
Findings <ul style="list-style-type: none"> • Majority of student files are well organized including HLS, ILP, WIDA test results, and annual parent notification. • Goals for the student are not included in the student' ILP, but they are stored in Google doc by grade level. In reviewing the goals, all of them are not individualized and only targeting WIDA scores (language proficiency). Goals need to reflect 	

<p>individual EL's needs such as language, academic (as aligned to gen.ed. curriculum), and others based on student progress from the previous year's goals.</p> <ul style="list-style-type: none"> • After follow-up visit, all reviewed ILP's had appropriate goals.

Element	Evaluation
e) ILPs explicitly identify needs for targeted instruction to align with student needs.	<u>Implementing</u>
Findings	
<ul style="list-style-type: none"> • Documentation during monitoring period: The form is located (1st year and 2nd year), but no evidence was provided for the 2nd year students (it is required to record progress/concerns twice a year after 1st semester and 2nd semester; so there was no record for the students who just entered the first year monitoring period). The evidence must include "essential data such as the student's grades in each content area, scores on district and state assessments, and teacher observations of student strengths and weaknesses in each of the four language domains and each academic subject" (IDOE ELL guidebook, p. 30) The ELL guidebook suggests indicators for monitoring documentation in p. 31. • After follow-up visit, the documentation of monitoring was all present in ILP's and in student files. 	

Part V: Closing

Overall, IMSA is characterized by positive relationships between staff, students and all stakeholders. The environment feels warm and inviting to all who are in the building, and it is clear that everyone wants to be there. There is mutual respect, particularly in the student and teacher relationships that made it a joy to be a visitor for a day for our entire team. Another positive to note is in the special education department. Ms. Townsend has implemented a set of clear expectations for all teachers in how IEPs are written with a high quality and detailed present level of performance statement, then the rest of each IEP is individualized based on student need

with goals to address skill deficits and services/supports to help students achieve these goals. One area to consider in special education is thinking about expanding the continuum of services to provide support for students who are not going to earn a high school diploma with more developmentally appropriate activities to prepare the students for life after K-12 education.

Given that everything our team saw in the classrooms and the supporting evidence corroborates that IMSA has high expectations and supports students well, one thing our team noted was the overall low test results of the school when looking at state averages. While this is not directly a measure of Core Question 4, it is something we spoke with the administration about, recognizing that rigor and academic achievement are consistently top priority for the school. In our discussions, our team highlighted the idea of building a culture of success and high achievement because this is “what we do here” rather than looking for ways to provide extrinsic motivators. The administration was receptive, recognizing that such a culture is the ideal and trying to build to that and backing off some of the extrinsic motivators.

ELL

The following data collection activities were conducted: Confidential student ILP review, general education classroom teacher focus group, interviews with ENL director and ELL paraprofessionals/service providers, observation of EL classes including push-in and pull-out.

Reinforcement(s):

1. Majority student files are well organized including HLS, ILP, WIDA test results, and annual parent notification.
2. The school climate is very supportive and conducive for ELLs.

3. Ongoing communication with parents throughout the school year is evident

Refinement(s)

1. Goals for the student were not initially included in the student' ILP, but they are stored in Google doc by grade level. In reviewing the goals, all of them are not individualized and only targeting WIDA scores (language proficiency). Goals need to reflect individual EL's needs such as language, academic (as aligned to gen.ed. curriculum), and others based on student progress from the previous year's goals. After initial feedback, the school provided evidence that all goals are now in the ILP's.

Recommendations

1. Now that all documentation is updated in ILP's, continue to improve this process, with emphasis on individualization of goals based on student skills. The special education processes at the school can provide an example of this.
2. Include state and local assessment scores in ILP.

** The EL guidebook states (p.46) "current IEP includes at least language level, accommodations/modification/ service plan"

3. ILP goals should be diversified according to students' needs.
4. In generating ILP goals, incorporate ELLs' academic and other needs and collaborate closely with gen ed. teachers.
5. More EL licensed teachers should be add to improve lack of service for English learners in grades K-2 and overloads on some of EL teachers.