

# Evaluation of Indianapolis Mayor Sponsored Charter School

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



1849 E Pleasant Run Pkwy S Dr  
Indianapolis, IN 46203

Site evaluation conducted September 29, 2022

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## SCHOOL BACKGROUND

### Mission Statement

Invent Learning Hub uses personalized learning and design thinking experiences to grow collaborative, entrepreneurial problem-solvers who leave ILH with an individualized post-secondary success plan.

### Academic Program

Invent Learning Hub (ILH) is a K-8 public charter school in Indianapolis, IN. In the 2021-2022 school year, ILH serves approximately 172 students. 52% of those students identify as Black or African American and 10% identify as Hispanic. Additionally, 94% of students receive free or reduced lunch, 8% are considered English Language Learners, and 13% of students have Individualized Education Plans (IEP).

ILH uses curricula rated highly by EdReports.org. Math curriculum is a combination of Eureka Math as well as outside online tools like Dreambox. ELA is KIPP Wheatley and supporting programs include Achieve3000 and Lexia.

Invent Learning Hub seeks to provide an individualized education and provides all students with a Design Thinking course and remediation built into the schedule. The school day is from 8:00 to 3:45 pm and they dismiss early on Wednesdays for professional development.

While the Office of Education Innovation (OEI) has a performance framework that is centered around four questions, this report is focused only on Core Question 4: “is the school providing the appropriate conditions for success?”

### Student Demographics

Enrollment	October 1, 2021	September 28, 2022 <sup>1</sup>
K	24	20
1	26	25
2	19	24
3	17	19
4	25	18
5	17	20
6	19	14
7	8	15
8	0	17
Total	155	172

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<sup>1</sup> As reported by the school on the day of the review.

<b>Race/Ethnicity</b>	<b>October 1, 2021</b>	<b>September 28, 2022</b>
Asian	0%	0%
Black/African-American	43%	52%
Hawaiian or Pacific Islander	0%	0%
Hispanic	17%	10%
Multiracial	6%	7%
Native American	0%	0%
White	34%	39%

<b>Other Demographic Info</b>	<b>October 1, 2021</b>	<b>September 28, 2022</b>
Students with IEPs	16%	13%
English Learners	12%	8%
Free/Reduced Lunch	92%	94%

#### **Academic Performance Data**

<b>iLEARN</b>	<b>2021 ELA</b>	<b>2022 ELA</b>	<b>2021 Math</b>	<b>2022 Math</b>
Invent Learning Hub	3%	17%	7%	7%
IPS	19%	22%	14%	20%
Indiana	41%	41%	37%	39%

<b>iRead3</b>	<b>2021</b>	<b>2022</b>
Invent Learning Hub	53%	80%
Indianapolis Public Schools	60%	63%
State Average	81%	82%

<b>Attendance Data</b>	<b>2021-22<sup>2</sup></b>	<b>2022-23 Year to Date</b>
Attendance Rate	78%	89%

<b>Discipline Data</b>	<b>State Average</b>	<b>2019-20 School Year</b>	<b>2020-21 School Year</b>	<b>2021-22 School Year</b>	<b>Year to Date, September 28, 2022</b>
In School Suspensions	3.9%	8.7%	6.7%	13.9%	4.9%
Out of School Suspensions	5.2%	15.7%	6.7%	18.9%	4.9%
Expulsions	0.2%	0.0%	0.0%	0.0%	0.005%

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<sup>2</sup> <https://www.in.gov/doe/files/2020-2021-Mode-of-Instruction-and-Attendance-percentage-20210709.xlsx>

## OEI RATINGS SUMMARY

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

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?	<b>Meets Standard</b>
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	<b>Approaching Standard</b>
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	<b>N/A</b>
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	<b>Does Not Meet Standard</b>
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	<b>Meets Standard</b>
4.6. Is the school's mission clearly understood by all stakeholders?	<b>Meets Standard</b>
4.7. Is the school climate responsive to the needs of students, staff, and families?	<b>Exceeds Standard</b>
4.8. Is ongoing communication with students and families clear and helpful?	<b>Approaching Standard</b>
4.9. Do the school's special education files demonstrate that it is in legal compliance and is implementing best practice?	<b>Approaching Standard</b>
4.10. Is the school implementing best practice related to access and services to students with limited English proficiency?	<b>Approaching Standard</b>

## INDICATOR 4.1

Does the school have a high-quality curriculum and supporting materials for each grade?	Meets Standard
<b>Data/Artifacts Reviewed</b>	
Schedule, school improvement plan, rationale for curriculum revisions, instructional guidebook	
<b>Summary of Findings</b>	
<p><b>4.1 a) The curriculum used across all areas is rigorous, evidence-based and aligned with state standards.</b></p> <p>Strong curricula are being implemented including Eureka Math<sup>2</sup>, KIPP Wheatley, and Wilson Foundations. Lesson plans were from the chosen curricula and not teacher-created. Students seen using good blended learning programs including Achieve3000 and Dreambox. Assessments from Eureka Math<sup>2</sup> were on display in two classrooms. There is an ILH Instructional Guidebook which provides a good framework to teachers of how math and ELA are taught at ILH. Science is only taught within Design Thinking and there is no social studies class on the schedule.</p>	
<p><b>4.1 b) Systematic reviews of curricula are conducted by administrators and school staff to identify gaps based on student performance across and within subgroups.</b></p> <p>Leadership acknowledged the strengths of KIPP Wheatley and recognized in spring of last year they needed to supplement the curriculum with additional programs for readers who are below grade-level. Clear rationale was provided on supplementing ELA with the Geodes curriculum to support reading instruction.</p>	
<p><b>4.1 c) The school regularly reviews instructional curriculum maps to ensure presentation of content is aligned with learning objectives.</b></p> <p>There are curriculum maps for ELA that state reteach days and On Demand Writing Tasks. Curriculum maps for math are present and stipulate what lessons are to be taught on which days as well as when ClearSight assessments occur and Eureka Module tests. Wednesdays are listed as reteach days.</p>	
<p><b>4.1 d) The school has a well-defined horizontal and vertical alignment within and across grade levels and content areas that is prioritized and focuses on core learning objectives.</b></p> <p>Throughout our observations, there was clear alignment across grade levels within the same subject.</p>	
<p><b>4.1 e) Instructional staff have access to provided materials to deliver the curriculum effectively.</b></p> <p>There is an instructional guidebook that outlines the ILH approach to math and ELA. Teachers reported having the materials they needed.</p>	
<p><b>4.1 f) Instructional staff understand and uniformly use curriculum documents and related program materials to effectively deliver instruction.</b></p>	

The appropriate curriculum was being implemented in all observed classrooms, except for one ELA where the teacher who not returning past the end of the week.

Rubric Rating	
a. The curriculum used across all academic areas is rigorous, evidenced-based and aligned with state standards.	3 - Implementing
b. Systematic reviews of curricula are conducted by administrators and school staff to identify gaps based on student performance across and within subgroups.	3 - Implementing
c. The school regularly reviews instructional curriculum maps to ensure presentation of content is aligned with learning objectives.	3 - Implementing
d. The school has a well-defined horizontal and vertical alignment within and across grade levels and content areas that is prioritized and focuses on core learning objectives.	3 - Implementing
e. Instructional staff have access to provided materials to deliver the curriculum effectively.	4 - Sustaining
f. Instructional staff understand and uniformly use curriculum documents and related program materials to effectively deliver instruction.	4 - Sustaining
Strengths	



Strong curricula are in place in math and ELA. The supplemental programs, such as Dreambox, Achieve3000, and Lexia are highly effective as well.

Leadership is committed to the importance of using outside curricula to ensure high expectations.

### Opportunities for Improvement

Science and social studies are not on the schedule, but are taught with ELA and Design Thinking. Design Thinking likely does not teach the rigorous content and skills necessary in upper-middle school science. It is unlikely students will be sufficiently prepared for courses like 9th grade biology.

While there was a power standards exit ticket tracker as a Google Doc, there was insufficient evidence in the classrooms of tracking of standards mastery. This sort of tracking should be on display in student-friendly ways to empower students to improve their growth areas as well as to show teachers are prioritizing mastery of these standards.

Analysis of curricula should include the quality and amount of independent reading texts available to students. There was insufficient independent reading books available to students at all grade levels.

Curriculum maps list Wednesdays as reteach days. This means approximately 20% of the school year will be spent on reteaching. This can lead to not getting through the curriculum and/or students who do not need reteaching not being challenged on reteach days. Reteaching should be integrated into most instructional days rather than giving it a day of instruction each week.

### Recommended Next Steps

1. Clearly define what it means to implement a curriculum. Post excellent student work on the walls. Examine the student work in regular meetings. While teachers meet regularly, there is not sufficient evidence that teachers and/or leaders are examining student work and measuring that work against the standards with enough frequency. Rather, as described by one Assistant Director, there is a “culture of growth” that celebrates students progress without measuring them against the objective standard.
2. Have a bulletin board dedicated to excellent student work from KIPP Wheatley and Eureka Math on display in each hallway. Require that no posted work be more than 30 days old.
3. Get classroom libraries, or grade-level libraries, available to students. Students must have easy access to books they are interested and excited to read.
4. At a minimum, add science for middle school students. Look at the science required of your alumni in 9th grade and backwards plan to ensure they are prepared for high school science and fully capable of pursuing professions in science fields.

## INDICATOR 4.2

Are the teaching processes (pedagogies) consistent with the school's mission?	<b>Approaching Standard</b>
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Data/Artifacts Reviewed
Instructional guidebook, arc of the year, Thrively presentation, module internalization template, KIPP Wheatley overview, school improvement plan, staff handbook, teacher feedback action steps, timestamped video feedback
Summary of Findings
<p><b>4.2 a) The curriculum is implemented in all classrooms with fidelity.</b></p> <p>While the content being delivered is aligned with the curriculum, the expectations for students and the quality of student work on the tasks and assessments is below the standard expected by the curriculum. The technology room for Guided Reading had a large portion of students not engaged in their learning task. 5th and 6th ELA were narrative writing, not using KIPP Wheatley, on the day of observations. In focus groups, teachers expressed a desire to be able to stray from the curriculum more. While it is a strength that they feel like they can't, teachers should be invested and aligned in <i>why</i> they should not stray from the curriculum.</p> <p><b>4.2 b) A clearly documented lesson internalization process is used to explicitly target core learning objectives across all academic areas.</b></p> <p>The school has a template for internalizing ELA and math lesson plans. Teachers have a deadline by which they are to have internalized lesson plans each week. Arc of Year professional development document includes sessions on internalization.</p> <p><b>4.2 c) A clearly documented lesson internalization process is used to explicitly identify a wide range of instructional strategies that target core learning objectives across all academic areas.</b></p> <p>ILH has clear internalization structures outlined in their Instructional Guidebook. Professional development is provided on the curricula for what internalization expectations are. There should be greater identification of what skills students should be practicing outside of class.</p> <p><b>4.2 d) Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles.</b></p> <p>There are a plethora of formative assessments outlined in the instructional handbook including DIBELS, ClearSight, TRC, and Achieve3000. Other than grouping for Guided Reading, there is insufficient evidence in the classrooms of this data being used or analyzed.</p> <p><b>4.2 e) Instructional strategies used are designed to promote authentic learning to impact levels of student engagement.</b></p> <p>Observations showed a variety of learning activities including class discussion, independent work, stations, and blended learning. There were lesson plan examples of using making a salad to help</p>

understand photosynthesis. However, insufficient homework is being assigned which does not give students ample opportunity to practice the skills they are learning during the day.

**4.2 f) Instructional practices are intentionally designed to validate and affirm the cultures of students.**

Multiple examples observed. KIPP Wheatley states, “KW encourages teachers and leaders to learn more about how to support culturally relevant pedagogy (CRP), defined as a ‘theoretical model that not only addresses student achievement but also helps students to accept and affirm their cultural identity while developing critical perspectives that challenge inequities that schools (and other institutions) perpetuate.’”

**4.2 g) Staff receive explicit feedback on instructional practices on an ongoing basis.**

Staff stated they frequently receive feedback. There was evidence of TORSH-style timestamped video feedback.

Rubric Rating	
a. The curriculum is implemented in all classrooms with fidelity.	2 - Emerging
b. A clearly documented lesson internalization process is used to explicitly target core learning objectives across all academic areas.	3 - Implementing
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.	3 - Implementing
d. Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles.	2 - Emerging
e. Instructional strategies used are designed to promote authentic learning to impact levels of student engagement.	3 - Implementing

f. Instructional practices are intentionally designed to validate and affirm the culture of students.	4 - Sustaining
g. Staff receive explicit feedback on instructional practices on an ongoing basis.	4 - Sustaining
<b>Strengths</b>	
<p>Teachers reported in interviews that they are frequently observed and given academic feedback. During the observation day, leaders were rarely in their offices. They were in the classrooms with teachers and students.</p> <p>Texts in KIPP Wheatley are culturally relevant. They share examples of students from different backgrounds and in different parts of the world.</p>	
<b>Opportunities for Improvement</b>	
<p>Higher expectations must be in place for how students demonstrate mastery. There were incorrect math answers on display in the 7th grade math classroom and 4th grade writing on the wall that was far below grade-level with capitalization, punctuation, structure, and grammatical errors.</p> <p>Classroom observations should show greater use of the data gathered from these assessments. With an exception being at 3rd and 4th math, there were no displays showing student success on recent assessments.</p> <p>Teachers should demonstrate stronger internalization. This can including annotating the lesson provided lessons plans and highlights of key concepts with timestamps for how the lesson should flow and essential questions the teachers are going to ask during class.</p>	
<b>Recommended Next Steps</b>	
<ol style="list-style-type: none"> <li>1. Have leadership analyze <a href="#">The Opportunity Myth study by TNTP</a>. Then do the same with the staff.</li> <li>2. Shift the focus of lesson internalization from the delivery of instruction to internalizing the knowledge and skills students must be able to demonstrate. Have teachers complete module assessments themselves, prior to teaching the module so that they under the level of proficiency students must demonstrate.</li> <li>3. Classroom observations should show greater use of the data gathered from these assessments. Celebrate students who have demonstrated mastery on the assignments through shouting them out on bulletin boards and displays. Have targeted small group remediation based on these assessments, with clear deadlines for mastery and re-assessment.</li> </ol>	

### INDICATOR 4.3

For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options?	<b>N/A</b> <b>Only applies to high schools</b>
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## INDICATOR 4.4

Does the school effectively use learning standards and assessments to inform and improve instruction?	Does Not Meet Standard
Data/Artifacts Reviewed	
Arc of the year, KIPP Wheatley module overview, Eureka Math resources, ClearSight test list, reading progress monitoring, operations presentation, assessment calendar, PSET tracking, family data night flier	
Summary of Findings	
<p><b>4.4 a) Assessments are well-aligned to learning standards.</b></p> <p>Assessment in ELA are from KIPP Wheatley. Assessments in Math are from Eureka Math. Evidence was seen in classrooms of these tests being implemented. ClearSight is used for interim assessments. However, without clear social studies and science instruction, there cannot be strong alignment to the learning standards.</p> <p><b>4.4 b) Assessments utilized are varied in order to support a wide range of student learning styles and abilities.</b></p> <p>Strong curricula, approved by EdReports, are in place. The assessments provided by these curricula are rigorous and provide varied learning styles. Greater support for students is necessary through remediation and accountability to mastery when proficiency is not demonstrated.</p> <p><b>4.4 c) Assessments utilized provide student-level data focused on growth and proficiency.</b></p> <p>As described earlier, ILH uses strong assessments. However, the use of the data provided by these assessments must be seen in classrooms through lesson plans and tracking of standards not yet mastered.</p> <p><b>4.4 d) Assessments are administered with sufficient frequency and results are provided in a timely manner.</b></p> <p>Teachers reported that they have the data they need and there are sufficient assessments in place. There may be too many assessments, so that no one assessment, DIBELS or ClearSight, gets clear prioritization for remediation and reteaching.</p> <p><b>4.4 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.</b></p> <p>Guided Reading groups are based on data from assessments. However, evidence and accountability towards progress in Guided Reading groups was not observed.</p>	
Rubric Rating	

a. Assessments utilized are well aligned to learning standards.	3 - Implementing
b. Assessments utilized are varied in order to support a wide range of student learning styles and abilities.	2 - Emerging
c. Assessments utilized provide student level data focused on growth and proficiency.	3 - Implementing
d. Assessments are administered with sufficient frequency and results are provided in a timely manner.	3 - Implementing
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.	2 - Emerging
<b>Strengths</b>	
<p>The school aligns their materials to learning standards and there are strong assessments in all areas. No new testing or programs are needed. Nor are any of the current assessments in use too low in rigor or expectations.</p>	
<b>Opportunities for Improvement</b>	
<p>Given the current levels of proficiency, as demonstrated by 2022 iLearn scores, there should be a greater sense of urgency felt in classes for mastery of content and skills. This sense of urgency should be felt by the quantity and quality of work students are engaged in, the tracking of proficiency within classrooms, and maximizing the learning opportunities in core academic areas during the school day.</p> <p>Work was present in classrooms and hallways that was far below acceptable. Math problems on display in 7th grade were incorrect. Writing in the 4th grade hallway had numerous errors that students are capable of correcting.</p>	
<b>Recommended Next Steps</b>	
<p>1. In interviews, there was discussion of shifting away from KIPP Wheatley at early grades because of the in-accessibility to students who were still learning to read. Don't do this. Stay committed to KIPP Wheatley at all grades. Supplement with your programs, such as Geodes and Foundations, without reducing the expectations for KIPP Wheatley.</p>	

2. Increase time spent on skills that are not yet mastered. This doesn't have to be done in small groups nor by an interventionist. It can be done within the class period and by assigning extra work beyond the curricular expectations.
3. Especially at older grade-levels, check laptops or iPads out to students so they can use the technology at home for learning. Increase student learning by expecting them to use your blended learning technology at home. Many schools serving a similar demographic effectively allow students to keep their technology with them. They have processes and expectations in place that ensure equipment is not damaged or lost.



## INDICATOR 4.5

Has the school developed adequate human resource systems and deployed its staff effectively?	Meets Standard
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Data/Artifacts Reviewed
Hiring and onboarding plan, HR file organization, Sentric HR screenshots, staffing list, PD examples and presentations, school improvement plan, tactics work plan, org chart, evaluation guidebook, Whetstone screenshots
Summary of Findings
<p><b>4.5 a) A standard recruitment/ hiring policy and procedure process is in place and is designed to ensure human resources are leveraged to reflect the needs of the school population.</b></p> <p>ILH has a hiring and onboarding plan that robustly describes their process. The teachers considered this process highly effective in interviews. ILH uses the Insight survey to self assess in this area.</p> <p><b>4.5 b) Hiring processes are well organized and used to support the success of new staff members.</b></p> <p>In focus groups, teachers felt that the hiring process was thorough and sufficiently communicated what to expect about working at ILH.</p> <p><b>4.5 c) Staffing levels adequately allow staff to maximize instructional time and capacity.</b></p> <p>Class sizes are small. For example, 8th math had 11 students and 7th ELA had 15 students. 1st grade ELA had 20 students with two adults in the room. Staff were in the hallways at arrival and during transitions.</p> <p><b>4.5 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.</b></p> <p>18/19 of the teachers and admin are certified in appropriate categories.</p> <p><b>4.5 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.</b></p> <p>This past summer teachers participated in training for Eureka Math and Geodes curriculums.</p> <p><b>4.5 f) Professional learning opportunities are determined through analyses of student outcome data and clearly linked to strategic objectives and school improvement goals.</b></p> <p>Analysis of reading levels during the pandemic lead leaders to adopt Geodes curriculum and provide training this past summer.</p>

**4.5 g) The teacher evaluation process is explicit and regularly implemented with a clear process and criteria.**

Teachers felt that they had clarity in this area and stated that they frequently receive feedback. On the day of the review, one of the assistant directors was doing a formal evaluation.

Rubric Rating	
a. A standard recruitment/ hiring policy and procedure process is in place and is designed to ensure human resources are leveraged to reflect the needs of the school population.	4 - Sustaining
b. Hiring processes are well organized and used to support the success of new staff members.	4 - Sustaining
c. Staffing levels adequately allow staff to maximize instructional time and capacity.	4 - Sustaining
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.	4 - Sustaining
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.	3 - Implementing
f. Professional learning opportunities are determined through analyses of student outcome data and clearly linked to strategic objectives and school improvement goals.	2 - Emerging
g. The teacher evaluation process is explicit and regularly implemented with a clear process and criteria.	4 - Sustaining
Strengths	
Staffing level is very high and allows for teachers to provide greater attention and remediate. More staffing is not needed.	

The hiring process includes a performance task that asks applicants to interpret data.

#### **Opportunities for Improvement**

Narrow the focus of Initiatives so that new staff are able to implement curriculum with fidelity while also maintaining the culture. There are a lot of curricula and programs in place. Narrow this to what is most essential and provide ongoing training in just those areas.

#### **Recommended Next Steps**

1. As part of the application process, require in person teaching for all teaching positions. While observing video is better than not, teaching is critical enough that it is worth seeing in person. Further, you can provide real-time feedback, like the candidate will experience as an ILH staff member, and you can see how the applicant responds to receiving feedback.

## INDICATOR 4.6

Is the school's mission clearly understood by all stakeholders?	Meets Standard
Data/Artifacts Reviewed	
InSight Data samples, teacher feedback surveys, staff handbook, parent and student handbook, leadership team agendas, school improvement plan, family engagement plan, sample Class Dojo reports	
Summary of Findings	
<p><b>4.6 a) Procedures are in place for assessing all stakeholder's perceptions, knowledge, and commitment to the intentions of the school's mission.</b></p> <p>Communication happens frequently between parents and teachers via Class Dojo. There are opportunities for parents to join staff at breakfast periodically and families are invited to the school every Tuesday evening during the summer.</p> <p><b>4.6 b) Procedures are in place for establishing meaningful partnerships with all families and community stakeholders to support the school's mission.</b></p> <p>There are multiple events throughout the year that bring families to the school.</p>	
Rubric Rating	
a. Procedures are in place for assessing all stakeholder's perceptions, knowledge, and commitment to the intentions of the school's mission.	3 - Implementing
b. Procedures are in place for establishing meaningful partnerships with all families and community stakeholders to support the school's mission.	4 - Sustaining
Strengths	
Staff have multiple examples of how they reach out to parents and provide avenues of communication.	
Opportunities for Improvement	
While the school's mission statement focuses on design thinking and individualized learning, there is little evidence that this is why students and families are choosing the school. Rather, students are	

enrolling in the school because they want a safe and local school that provides a strong academic foundation.

#### **Recommended Next Steps**

Re-evaluate the school's mission statement to be more in line with what the families likely want—a close, safe, and academically rigorous and worthy education. Design thinking and individualized education may be a component of what the school offers, but may not be as important as the mission currently claims.

## INDICATOR 4.7

Is the school climate responsive to the needs of students, staff, and families?	Exceeds Standard
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Data/Artifacts Reviewed
Kindergarten and primary curriculum samples, MTSS plan, Sonday scope and sequence, MTSS training presentation, culture guidebook, discipline guidebook, RESET tracker and plan, SEL framework, student and parent handbook
Summary of Findings
<p><b>4.7 a) A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity.</b></p> <p>The building has structures in place to support SEL for all students. There are nonverbal cues to teachers for students to ask for a break. There is a multi-tiered discipline system that has wraparound support for students that are struggling-which results in students receiving counseling, parental meeting, and a behavior plan. There are multiple measures for academic growth and there are building level spreadsheets to track student growth and needs. There is small group instructional time built into the schedule.</p> <p><b>4.7 b) Culturally responsive and evidenced based interventions are explicitly identified and implemented throughout the school to support the needs of students.</b></p> <p>There is a guidebook for SEL and training has taken place on how to be responsive to SEL needs. Culturally responsive texts are a part of the curriculum.</p> <p><b>4.7 c) Explicit procedures for facilitating the development of strong, positive relationships between adults and students are clearly communicated to and implemented by all staff.</b></p> <p>The morning and afternoon of the school day are bookended with morning meetings called the Hub. During this time, teachers create community, connection, and build understanding and awareness about SEL through research-based practices and designed in house by Ms. Chambers. During the visit, a student led the morning routine of SEL work and awareness.</p> <p><b>4.7 d) Procedures are in place for assessing staff, student, and family perspectives to ensure a sense of connectedness and engagement with the school.</b></p> <p>Students are in Houses to help foster a sense of connectedness. In the focus group, students said they felt more connected because of these houses.</p>
Rubric Rating

a. A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity.	4 - Sustaining
b. Culturally responsive and evidenced based interventions are explicitly identified and implemented throughout the school to support the needs of students.	3 - Implementing
c. Explicit procedures for facilitating the development of strong, positive relationships between adults and students are clearly communicated to and implemented by all staff.	4 - Sustaining
d. Procedures are in place for assessing staff, student, and family perspectives to ensure a sense of connectedness and engagement with the school.	4 - Sustaining
<b>Strengths</b>	
<p>Positive behavior and coaching are evident in all aspects of the school. Students are greeted in hallways and entrances by friendly greetings and staff saying "I'm glad you are here." Upon entering the classroom, multiple teachers were observed doing the morning ritual of greeting with a hug, high five, or fist bump (student choice).</p> <p>SEL is an obvious strength of this school and is evident in the language of the teachers and admin in the building.</p>	
<b>Opportunities for Improvement</b>	
<p>Clarify how to measure effectiveness of SEL initiatives in the school. (i.e. Where the impact is seen-is it showing up in attendance? Time spent in classrooms vs. outside? Levels of engagement, etc.?)</p>	

Recommended Next Steps
As mentioned above, read TNTP's The Opportunity Myth and increase the staff's awareness of how high academic expectations are an essential part of a culturally responsive climate.



## INDICATOR 4.8

Is ongoing communication with students and families clear and helpful?	<b>Approaching Standard</b>
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Data/Artifacts Reviewed	
Demographic information, parent teacher conferences, report cards, progress reports, data night flier, parent hub feedback, student intake process, weekly Class Dojo reports, parent involvement policy, Title I parent documents, family engagement plan	
Summary of Findings	
<p><b>4.8 a) An active and ongoing system of communication between the school and family members in place.</b></p> <p>Class Dojo is the platform for communication with parents regarding behavior, participation, and homework completion.</p> <p><b>4.8 b) Procedures for responding to concerns of families are clearly defined and implemented by all school staff and validated by families.</b></p> <p>There is a formal parent complaint process and communication through Class Dojo.</p> <p><b>4.8 c) Families are regularly informed in their native or home language of their students' academic and behavioral strengths and areas of need.</b></p> <p>There was not a clear system for communicating with parents in native/home language. There was evidence that some communication in the family's home language happens sometimes, but not a clear system.</p> <p><b>4.8 d) The school's communication methods are designed to promote family- school partnerships in ways that meet the needs of a diverse set of families.</b></p> <p>There is sufficient communication about current events and procedures at school. Greater communication should be present on the skills students are working on and how students can practice those skills at home.</p>	
Rubric Rating	
a. An active and ongoing system of communication between the school and family members in place.	3 - Implementing
b. Procedures for responding to concerns of families are clearly defined and implemented by all school staff and validated by families.	3 - Implementing

c. Families are regularly informed in their native or home language of their students' academic and behavioral strengths and areas of need.	3 - Implementing
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.	3 - Implementing
<b>Strengths</b>	
Class Dojo is highly used. Staff are present for parents at arrival. There are examples of communication plans translated into Spanish.	
<b>Opportunities for Improvement</b>	
<p>The main way to improve on family communication is to have more communication about the academic strengths and growth areas of students. Have more communication sharing what skills are being mastered in class and what students are working on academically. Have more communication sharing at-home reading expectations and what skills students should be practicing at home. Share information with parents on how their children can be checking out independent reading books from school and what to do if their child doesn't have a book he or she is currently reading.</p> <p>Collect more family input on how the school can improve and what is most important to families about their school as a whole. Communication is mostly focused on individual students, but as mentioned above, collect more information about what families value most from the school.</p> <p>Consider a system for communicating with families in native/home language.</p>	
<b>Recommended Next Steps</b>	
<p>Consider collecting more family input on how the school can improve and what is most important to families about their school as a whole. Communication is mostly focused on individual students, but as mentioned above, collect more information about what families value most from the school.</p> <p>Create a form that is translated into multiple languages where teachers could check boxes to communicate their child's progress in Academics.</p>	

## INDICATOR 4.9

Do the school's special education files demonstrate that it is in legal compliance and is implementing best practice?	Approaching Standard
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Data/Artifacts Reviewed
All 26 IEP folders, Resource room, and progress monitoring docs in shared drive, teacher interviews, leadership team, classroom observation in the resource room.
Summary of Findings
<p><b>4.9 a) Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs of the student.</b></p> <p>There are 26 students with IEPs. Of these, 13 did not have a current IEP in their folders (some were expired, some had an evaluation and not the move in conference). The goals were in line with the evaluations, data, and various student exceptionalities. There was a noticeable emphasis on small group instruction in many IEPs so that students can receive individualized or small group instruction based on their needs. This method of delivery is echoed in the schedule at this school which allows for small group instruction for all students, so that their needs are met.</p>
<p><b>4.9 b) IEP plans include student specific goals and plans for ongoing assessment of student progress.</b></p> <p>There are 26 students with IEPs. Of these, 13 did not have a current IEP in their folders (some were expired, some had an evaluation and not the move in conference). IEPs list goals and progress monitoring measures for each student. There are many data points for each student in IEPs as well as formative assessments for each student that will show progress on goals. (For example, some students were working on phonemic awareness and fluency, and were receiving Sunday intervention, and progress is noted regularly.)</p>
<p><b>4.9 c) IEP goals are rigorous and based on state and national learning standards.</b></p> <p>There are 26 students with IEPs. Of these, 13 did not have a current IEP in their folders (some were expired, some had an evaluation and not the move in conference). While the IEPs had goals, there were many that did not list goals on grade level. For example, students had goals listed but most did not have goals that were aligned to state grade level standards.</p>
<p><b>4.9 d) IEP goals are reviewed and revised annually as determined by present levels of student level of performance.</b></p> <p>There are 26 students with IEPs. Of these, 13 did not have a current IEP in their folders (some were expired, some had an evaluation and not the move in IEP conference). Because some were not printed and in the file at the time of our evaluation, our team can only certify that 13/26 were meeting this standard at the time of the evaluation. After the file evaluation, our team met with Mr. Booth and Mr. Clanton, and they were able to clarify, however, the documents were not in the files.</p>

**4.9 e) IEP plans explicitly identify requirements for specifically designed curriculum and instruction to align with student needs.**

There are 26 students with IEPs. Of these, 13 did not have a current IEP in their folders (some were expired, some had an evaluation and not the move in conference). The building schedule supports student needs because SpED teachers are able to push-in, pull out to the resource room, and

**Rubric Rating**

a. Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs of the student.	3 - Implementing
b. IEP plans include student specific goals and plans for ongoing assessment of student progress.	3 - Implementing
c. IEP goals are rigorous and based on state and national learning standards.	2 - Emerging
d. IEP goals are reviewed and revised annually as determined by present levels of student level of performance.	3 - Implementing
e. IEP plans explicitly identify requirements for specifically designed curriculum and instruction to align with student needs.	3 - Implementing

**Strengths**

The building schedule supports student needs. There is collaboration and support: In the classroom teacher interviews, all teachers spoke about how they are supported in their classroom with their students with IEPs through the push-in model. Progress monitoring documents and systems in place for documenting.

**Opportunities for Improvement**

In checking files, there were 13 without current IEPs in the folder, one recent move-in, 6 students that are speech only, a few that expired in 2021, and several recent move-ins. In reviewing the folders with Mr. Booth (SpED consultant) and Mr. Clanton, they shared information that all IEPs were in fact up to date in Indiana IEP however, they just need to be printed. This is the reason for the "2" rating in the

above category. This was mentioned multiple times in the above sections, because it did affect each section.

The goal setting in files should be more rigorous and include state standards/skills for goal setting in IEP.

#### **Recommended Next Steps**

Continue the incredible collaboration between your leadership, SpED team, and classroom teachers. Begin creating grade level goals for SpED students in their IEPs. Create a system of oversight and auditing for the SpED folders.

## INDICATOR 4.10

Is the school implementing best practice related to access and services to students with limited English proficiency?	Approaching Standard
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Data/Artifacts Reviewed
EL folders, teacher interviews, classroom observations, interview with Ms. Goehring (EL consultant), and leadership team.
Summary of Findings
<b>4.10 a) Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the provision of services for ELL students. *</b>
In conversations with the leadership team and Ms. Goehring, SIOP is an ongoing PD initiative in the building. To support these initiatives, Ms. Goehring meets with teachers to talk about EL strategies and ways to enhance access for students. Classroom teachers are in the process of learning how to best structure their lesson to meet student needs. However, the leadership team has a firm grasp on direction and how to grow EL learners.
<b>4.10 b) Staff have a knowledge of the process of language acquisition and the skill sets needed to differentiate instructional strategies to meet the needs of ELL students.</b>
The leadership team has a foundational understanding of language acquisition. The small group instruction in their schedule allows for specific language development. However, in observation, one newcomer student that speaks Spanish was observed receiving a lot of translation. This translation is a wonderful way to support students culturally and linguistically, but make sure that students are also receiving opportunities to produce in English as that is the target language.
<b>4.10 c) Procedures are in place to ensure relationships with ELL students, parents, and external providers are well-managed and in compliance with Indiana law and regulations.</b>
There are some bilingual materials available for parents. There is also an upcoming bilingual parent night for EL families to connect, receive bilingual resources, and also be a partner in their children's education.
<b>4.10 d) ILP plans include student specific goals and plan for ongoing assessment of student progress.</b>
ILPs all include growth goals for proficiency towards fluency. There is data to support ongoing growth for English Learners. Building-wide data monitoring supports growth goals.
<b>4.10 e) ILP plans explicitly identify needs for targeted instruction to align with student needs.</b>
ILP plans specify the way in which students will receive language acquisition instruction and also have specific goals. However, the goals were mostly generic, and there was not a large differentiation between students that were at level 3 language proficiency and level 1 language proficiency.

Rubric Rating	
a. Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the provision of services for ELL students.	3 - Implementing
b. Staff have a knowledge of the process of language acquisition and the skill sets needed to differentiate instructional strategies to meet the needs of ELL students.	3 - Implementing
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.	2 - Emerging
d. ILP plans include student specific goals and a plan for ongoing assessment of student progress.	4 - Sustaining
e. ILP plans explicitly identify needs for targeted instruction to align with student needs.	3 - Implementing
Strengths	
<p>There is a clear structure for EL compliance and ways to grow teacher efficacy in EL instruction (small groups, coaching support, leadership team support, data tracking.) Students of various backgrounds feel safe, and there are supports for accessing curriculum. ILP folders were all up to date and in compliance with Annual parent notifications, HLS, ILPs, and WIDA score sheets.</p>	
Opportunities for Improvement	
<p>Keep growing the collective teacher efficacy for EL students. The leadership team and EL staff have a good understanding of language acquisition and when the classroom teachers internalize that process, ELL students' growth will be exponential. (One example is to embed EL supports in Lesson plans with Can Do descriptors.)</p> <p>Implement "no opt-out" for any student even if they are a newcomer. Model high expectations for all students. One newcomer student has many translated documents, however, she is rarely if ever asked to produce in the target language-English. She (and other EL students) will benefit from high</p>	

expectations and intentionality around explicit academic vocabulary. Be even more explicit about academic vocabulary.

### **Recommended Next Steps**

Decide as a leadership team what an exemplar EL lesson is and what are those components (language objectives, interaction strategies, visuals, native language support, etc.) Model that for teachers, and do learning walks with those Look Fors. Include classroom teachers in these walks while whisper-coaching.



## CLOSING AND RECOMMENDATIONS

### Strengths:

There are strong and proven curricula in place. No teacher should have to figure out what to teach, or if the content is rigorous enough (as long as they are teaching curricula as intended.) In addition to the foundational curricula (KIPP Wheatley and Eureka Math) there are supports such as Geodes, Dreambox, Achieve3000, and Lexia. This should allow students to learn in whole groups, small groups, and at home via blended learning.

The leadership team understands good coaching and development, and they are engaged in the right activities. Teachers are receiving feedback and are frequently observed. They are growing from this feedback and respect their managers. The leadership team is clearly collaborative with each other and the building. Every teacher talked about how supported they are, and gave examples of feedback that they have received.

Classroom culture is poised for the next stage of growth. Students in classes are meeting the teachers expectations and are prepared for more to be expected of them. Students have owned their behavior and what they need in order to be successful. This is evident in every classroom in the school along with how students enter the building.

### Recommended Next Steps:

1. **Celebrate growth, and hold the bar at proficiency.** Do not accept student work, until it meets the standard. This may take multiple revisions. It may take re-teaches. It will take additional homework and work outside of the classroom, which you must invest students and families in. Require all classes to post excellent student work, and look at this work to ensure it accurately reflects what your students are capable of doing.
2. **Decide what is most important, and keep it most important.** There are a plethora of good programs and initiatives, but it is unclear what is most important. Decide what you are committed to do with excellence, and align your time and attention with this. Display the data for it in each room. Display the work for it in the hallways. Talk about it in your stand-up meetings. Include it in your weekly emails. Ask about it in one-on-one meetings. Align small group remediation with improve the scores. Discuss it in your communication with parents. Ask students about it when you greet them at the door in the morning.
3. **Align and clarify your mission with what your families want and need.** More closely aligning the school's mission with the desires of the families and community you serve will help narrow the scope of what you are trying to accomplish, and therefore lead to greater results.