

**IGNITE ACHIEVEMENT ACADEMY  
SITE REVIEW**

Prepared For:	Office of Education Innovation Office of the Mayor, City of Indianapolis and Indianapolis Public Schools
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<sup>1</sup>Because Ignite Achievement Academy does not serve high school students, Indicator 4.3 (i.e., supporting students for post-secondary options) is not addressed in this report.

## Part I: Ignite Achievement Academy Background Information

Ignite Achievement Academy was chartered in 2017; is located on the West side of Indianapolis. Ignited Achievement Academy serves scholars in grade K-6<sup>th</sup>.

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

**Vision:** The Ignite Achievement Academy (IAA) vision is to enhance, engage and elevate the community through unleashing each child's inner genius.

## Part II: Academic Program

Ignite Achievement Academy provides scholars with a standards-based education aligned with the Indiana Academic Standards. Ignite uses the Ready Gen curriculum for Language Arts and Eureka Math for Mathematics with additional core supplemental curriculum provided by the Lavinia Group (ELA-Closed Reading for Meaning and Math-Story Problems). Ignite also provide the Historic Journey curriculum which is currently being used in the social studies and history curriculums and will be integrated more fully into the entire curriculum through the work of the Committee for Learning Culture, whose task it is to provide resources for culturally relevant pedagogy. Ignite Achievement Academy employs a mastery-based model of instruction, using scholar assessment data to determine when a scholar has demonstrated a deep level of understanding of the content of an educational standard before progressing to the next standard.

### Part III: Scholar Demographics

At the time of the evaluation, Ignite Achievement Academy's scholar population was 367. The racial and ethnic breakdown of the scholar population is as follows: Black = 294 (80%); Multi-racial =23 (6%); White =8 (2%); Hispanic/Latino =41 (11%); Asian=1 (0.2%); Native Hawaiian or Other Pacific Islander=0 (0%). Ninety-six percent of their scholars are on free lunch; ten percent of their scholar population receives Special Education services and nine percent of their scholar population are English Language Learners. <sup>2</sup>

### Part IV: Historical Academic Performance

The charts below describe Ignite Achievement Academy results on the state's ILEARN assessment. It should be noted that due to the widespread impact of COVID-19, the US Department of Education granted Indiana a waiver from annual assessment and accountability requirements for the 2019-2020 school year. Therefore, the performance results below are from the 2018-2019 and 2020-2021 respectively. Ignite Achievement Academy's second year of operation, the percentage of scholars who passed ILEARN (ELA/Math) was 6.3% which is 42% percentage points below the state pass rate. In its fourth year of operation the percentage of scholar who passed ILEARN (ELA/Math) was 1.4% which is 39% percentage points below the state pass rate. <sup>3</sup>

ILEARN	Percent Passing – IAA	Percent Passing - Indiana
2018-2019	6.3%	47.9%
*2020-2021	1.4%	40.5%

<sup>2</sup> Reported by IAA

<sup>3</sup> Indiana Department of Education (2018-2019 and 2020-2021) ILEARN Assessment Results. IDOE: INview Retrieved October 2021, from <https://www.in.gov/doe/it/data-center-and-reports/>

Mandated during the 2017 legislative session, ILEARN was created to serve as a replacement for ISTEP+. This new online computer adaptive assessment is designed to measure a scholar's proficiency of the Indiana Academic Standards in Grades 3rd–8th (e.g., English/Language Arts 3rd–8th, Mathematics 3rd–8th, Science 4th and 6th, Social Studies 5<sup>th</sup>).

It is important to note that the 2018-19 school year was the first administration for this new assessment. Public and private schools of all sizes, in all parts of the state and on all achievement, levels saw test scores fall. Statewide, only 47.9 percent of scholars passed both the English Language Arts and math portions of ILEARN, compared to 51 percent who passed the old ISTEP+ test. Below are the 2020-2021 ILEARN results for Ignite Achievement Academy by grade level.

#### ELA & Math

<b>Grade</b>	<b>Total Proficient</b>	<b>Total Tested</b>	<b>Proficient %</b>
<b>Grade 3</b>	<b>1</b>	<b>54</b>	<b>1.9%</b>
<b>Grade 4</b>	<b>2</b>	<b>56</b>	<b>3.6%</b>
<b>Grade 5</b>	<b>0</b>	<b>56</b>	<b>0.0%</b>
<b>Grade 6</b>	<b>0</b>	<b>51</b>	<b>0.0%</b>
<b>Total</b>	<b>3</b>	<b>217</b>	<b>1.4%</b>

## Part V: Core Question Four Indicator Ratings

Core Question 4 is measured using a rubric for each sub-indicator. Each level of the rubric has an assigned point value such that each indicator has a maximum number of points possible. This maximum number is used to determine an overall rating on each indicator. Point values of sub-indicators and an indicator ratings summary can be found below.

Indicator Ratings Summary	
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

The chart below summarizes the evaluation team's assessment of Ignite Achievement Academy's in a manner that is aligned to these indicators and ratings.

<b>Core Question 4: Is the school providing the appropriate conditions for success?</b>	<b>Finding</b>
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>Does Not Meet Standard</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>Approaching 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 scholars, staff, and families?	<b>Approaching Standard</b>
4.8. Is ongoing communication with scholars and parents clear and helpful?	<b>Approaching Standard</b>
4.9. Do the school's special education files demonstrate that it is in legal	<b>Does Not Meet Standard</b>

compliance and is moving towards best practice?	
4.10. Is the school fulfilling its legal obligations related to access and services to scholars with limited English proficiency?	<b>Does Not Meet Standard</b>

## Evaluation Process

The school evaluation process involved three phases of data collection and synthesis – (1) pre-site visit surveys of parents and teachers/staff; (2) document review; and (3) on-site observations and interviews. The evaluation team reviewed Ignite Achievement Academy’s mission and vision statements, original charter proposal, their family and staff handbooks, curriculum and instruction methods, Special Education and EL policy and procedures, performance evaluation plans (school leadership and teachers), personnel plan, professional development methods/plan, and school safety and emergency preparedness plan, and parent and staff survey results.

In advance of the site visit, Ignite Achievement Academy’s parents and teachers completed sets of survey questions, geared to the particular audience, and prepared by the lead evaluator. In each case, the questions were based on Core Question 4’s indicators (e.g., curriculum, school culture, professional development, family engagement). These guiding documents and parent and teacher survey results informed the questions asked during the focus groups and one-on-one interviews conducted during the site visit. The on-site visit consisted of the following components:

- Review of services and supports for Special Education scholars and English Learners which included interviews with both teams and document analysis (e.g., scholar IEPs, and ILPs).
- Classroom observations of teachers (all classrooms were visited by the team at least twice) and observation of shared spaces.
- One focus group with teachers: representing all grade levels.
- One focus group with scholars: representing a cross-section of grade levels



- One community partner focus group
- Teacher and Parent surveys
- Interview with the senior leadership team

## Part VI: Findings

4.1. Does the school have a high-quality curriculum and supporting materials for each grade?		Meets Standard
Summary of Findings		
Review of evidence provided by Ignite Achievement Academy, in addition, to focus group interviews with school leadership, teachers, and classroom observations, IAA was able to demonstrate to the evaluation team that the school has a high-quality curriculum and supporting materials for each grade.		
Ignite Achievement Academy uses the following curriculum:		
Core Curriculum	What is its purpose?	Implementation
Title of Curriculum		
Savaas (Ready Gen) (K-6)	Core ELA Curriculum	Leaders- The use of the curriculum will be incorporated in planning and curriculum meetings. Leaders monitor fidelity to the curriculum through lesson plan submission and classroom observations.  Teachers-Utilize the curriculum to plan and implement Reading/ELA instruction.
ISI Science Kits K-6	The science kits are used for science instruction for grades K-6	Leaders-The use of the science kits are incorporated in planning and curriculum meetings. Leaders monitor through lesson plan submission and classroom observations  Teachers-Are required to use the Kits for core science instruction.
Great Minds (Eureka In Sync)-K-6	This is the digital math program with the most up-to-date Eureka Math curriculum.	Leaders-The use of the curriculum is incorporated in planning and curriculum meetings. Leaders monitor fidelity to the curriculum through lesson plan submission and classroom observations.  Teachers-Utilize the curriculum/program for digital math instruction
Eureka (Didax) Math Kits-K-6	Manipulatives are used in conjunction to the Eureka Math lessons and are directly aligned to the modules and units	Leaders will track the usage of the materials. Leaders will support teachers on how to use materials in planning and curriculum meetings.

		Teachers-Will utilize the materials to support scholar engagement and learning during instructional time.
Lavinia: Story problems (Math) Grades K-6	Story problems are used as a supplement to core curriculum to help build conceptual understanding in math.	Leaders- The use of the curriculum will be incorporated in planning and curriculum meetings. Leaders monitor fidelity to the curriculum through lesson plan submission and classroom observations.
Close Reading for Meaning Grades 3-4	Close Reading for Meaning is used as a supplement to our core ELA curriculum to enhance scholars reading and comprehension skills	Teachers-Utilize the curriculum to plan and implement Math and Reading instruction
<b>SEL Curriculum</b>		
<b>Title of Curriculum</b>	<b>What is its purpose?</b>	<b>Implementation</b>
Second Steps (K-6)	Provide social emotional instruction and support to scholars that will help them develop the social and emotional skills to thrive in the classroom and life.	Leaders: Implement training, support, and planning for the SEL curriculum (taught weekly).  Teachers: Implement the weekly SEL lesson and reinforcing scholars to incorporate the skills learned throughout the school year.
Kelvin (4-6)	Kelvin is the platform used to conduct SEL surveys to help us understand scholar perception of the school culture and social-emotional development	Leaders: Will utilize the data from the survey to assess the culture/climate of the school and to collaborate with scholars, families, and staff to make necessary adjustments/improvement.  Teachers-Will analyze class-level and scholar-level data to assess the culture/climate of the classroom community and individual scholar support to adjust as needed.

Ignite Achievement Academy is equipped with a quality curriculum to aid in the learning goals and objectives of the school's mission and vision. Supplemental materials used are appropriate for differentiated and or small group instructional needs. These materials provide each individual scholar the opportunity to receive grade-level instruction **AND** independent level instruction as well. The school's leadership team has made appropriate changes to instructional materials used based on scholar needs. Although an evidence-based curriculum is in place, it is not being implemented by all instructional staff with fidelity. Ignite is facing shared challenges with schools throughout the city, state, and country with teacher vacancies and a seamless transition back to school due to COVID. Case in point, scholars in grades K-3 at IAA went back to virtual instruction early in the school year due to COVID. At the time of the evaluation, primary scholars had only been in school for six weeks. To combat these challenges, the school's leadership has placed instructional coaches and or lead teachers in classrooms to provide scholars with the instruction they need to be successful.

### Data/Artifacts Reviewed

- Classroom observations: all classrooms were observed by the site team members two to three times throughout the day with site team members spending on average 20 minutes per visit.
- School leadership and Teacher focus group interviews.
- Teacher Surveys.
- List of school-wide curricula (e.g., instructional framework).
- Professional Development materials.
- Classroom Instructional Calendar.
- Staff handbook.

### Summary of Elements

a) The curriculum used across all academic areas is rigorous, evidenced-based and aligned with state standards.	<b>Implementing</b>
	Evidence indicates practice is implemented in most but not all areas.
b) Systematic reviews of curricula are conducted by administrators and school staff to identify gaps based on scholar performance across and within subgroups.	<b>Emerging</b>
	Evidence indicates individuals are starting to create systems to support this practice in some areas.
c) The school regularly reviews instructional curriculum maps to ensure presentation of content is aligned with learning objectives.	<b>Implementing</b>
	Evidence indicates practice is implemented in most, but Evidence indicates some shared systems exist to support the implementation of the practice in most areas and/or evidence indicates that data obtained is not used by all instructional staff.
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>Emerging</b>
	Evidence indicates individuals are starting to create systems to support this practice in some areas.
e) Instructional staff have access to provided materials to deliver the curriculum effectively.	<b>Implementing</b>
	Evidence indicates practice occurs among 50-89% of instructional staff.

f) Instructional staff understand and uniformly use curriculum documents and related program materials to effectively deliver instruction.		Implementing
		Evidence indicates practice occurs among 26-49% of instructional staff.
Reinforcements	Refinements	
<ul style="list-style-type: none"><li>100% of teachers surveyed agree that they had all the materials to deliver the curriculum effectively.</li><li>Curriculum is fully aligned to the Indiana Academic Standards and staff and leadership regularly review the curriculum to ensure that they are meeting the needs of their scholars.</li><li>Instructional Assistants/Subs attend summer institute and professional development sessions. They also have their own weekly PLC with the assistant principal.</li></ul>	<ul style="list-style-type: none"><li>The evaluation team recommends that the Ignite team:<ul style="list-style-type: none"><li>Strategically address the gap in instructional practices due to teacher vacancies.</li><li>Evaluate and monitor planning and management of IAs and substitutes to ensure scholars are adequately being instructed in small groups.</li></ul></li></ul>	
Recommended Next Steps		

- Consider collapsing cohorts/classrooms with vacancies so that the lead teachers/instructional coach can instruct Math and ELA to one larger group at the same time. If possible, large group instruction might occur in the cafeteria, library and/or in any other large space in the building. Multiple instructional aides can support under the teacher's supervision.
- The instructional coach/lead teacher/administrator should provide mini-lessons to instructional assistants to implement during small group instruction for ELA and/or Math.

4.2. Are the teaching processes (pedagogies) consistent with the school's mission?

Does Not Meet Standard

### Summary of Findings

A wide variety of teaching pedagogies, such as whole-brain learning, small group experiences, guided reading, audio-visual presentations, kinesthetic learning activities, independent practice, and technology, are used to deliver instruction as the evaluation team member's witness.

A system of formal and informal classroom observations, curriculum reviews, and meetings supports the staff's development and provides feedback for leadership. Ignite Achievement Academy uses the Get Better Faster protocol to conduct formal observations once each month, and it is a part of a four-week coaching cycle rotation. These include module internalization, lesson internalization, data meetings, and observation feedback.

With a quality curriculum in place, the need to focus on catapulting rigorous instruction is the next step in putting Ignite Achievement Academy on a path to success. The school has placed a significant emphasis on building scholar culture, which is essential in turnaround work. However, the academic practices and teaching currently implemented are not consistent or rigorous enough to move the school in the right direction. Sample academic PD presentations included topics that covered lesson plan internalization, differentiation, aggressive monitoring, and TLAC systems and routines. Some of those practices (i.e., differentiation, Agmo, etc.) were not observed during classroom visits. Lesson objectives and standards were not posted in many classrooms, and when prompted, scholars could not articulate what they were learning in the class or the importance of the lesson. Some staff members appeared to be unprepared to aid scholars in learning. It should be acknowledged that some classrooms were being led or aided by Instructional Assistants due to teacher vacancies. Still, there did not appear to be any plans (i.e., classroom guide, small group plan, and or mini-lesson plan) to ensure that scholars were still receiving high-quality instruction. Consequently, a missed opportunity for learning did exist in some classrooms.

### Data/Artifacts Reviewed

- Classroom observations: all classrooms were observed by the site team members two to three times throughout the day with site team members spending on average 20 minutes per visit.
- Review of evaluation protocol.
- School leadership and Teacher focus group interviews.
- Teacher Surveys.
- Parent Surveys.
- Review of school-wide curricula.
- Professional Development materials.
- Classroom Instructional Calendar.
- Staff handbook.

### Summary of Elements

a) The curriculum is implemented in all classrooms with fidelity.	<b>Emerging</b>
	Evidence indicates practice occurs among 26-49% of instructional staff.
b) A clearly documented lesson internalization process is used to explicitly target core learning objectives across all academic areas.	<b>Emerging</b>
	Evidence indicates practice is place in some areas.
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>Emerging</b>
	Evidence indicates practice is place in some areas.
d) Instruction is differentiated based on ongoing formative assessment of scholar learning needs, identified scholar interests, and preferred learning styles.	<b>Emerging</b>
	Evidence indicates individuals are starting to create systems to support this practice in some areas.
e) Instructional strategies used are designed to promote authentic learning to impact levels of scholar engagement.	<b>Emerging</b>
	Evidence indicates individuals

	are starting to create systems to support this practice in some areas.
f) Instructional practices are intentionally designed to validate and affirm the cultures of scholars.	<b>Emerging</b>
	Evidence indicates individuals are starting to create systems to support this practice in some areas.
g) Staff receive explicit feedback on instructional practices on an ongoing basis.	<b>Implementing</b>
	Evidence indicates some shared systems exist to support the implementation of the practice in most areas and/or evidence indicates that data obtained is not used by all instructional staff.
Reinforcements	Refinements
<ul style="list-style-type: none"> <li>80% of teachers surveyed agree that instructional activities contain a variety and/or use of differentiated strategies to engage a wide range of scholar interests, abilities and learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>It should be noted that 60% of teachers surveyed either somewhat agreed or somewhat disagreed that school administrators ensure that sufficient feedback is given to staff on instructional practices. The teacher focus group supported this as well. There seemed to be a bit of confusion during the teacher focus group regarding the flow of the feedback, which could be the cause for this rating.</li> <li>The evaluation team found appropriate rigor/challenge in less than 50% of the classrooms observed, and flow and pacing were appropriate to the lesson in these classrooms.</li> <li>The evaluation team noted that in less than 50% of classrooms observed; the lesson had a clear structure and intentional flow that was appropriately paced.</li> <li>For the classrooms that the evaluation team noted there was not an intentional flow that was appropriately paced, there were two common challenges: the pace of the lesson was curtailed by frequent interruptions to address scholar behavior, and the rigor of the lesson was diminished by infrequent or non-existent opportunities for scholars to demonstrate their learning. Recall questions were asked without extrapolation; scholars were not given enough time to answer questions (the teacher moved on to someone else). This was observed in the upper elementary school classrooms more frequently than the lower school classrooms. IAA may want to consider professional development on higher-order thinking and Depth of Knowledge skills.</li> </ul>

- Though observers found scholars engaged, it was not always clear to the observer if the material was on grade level. For example, observers noted that there was no intentionality around small group instruction. The teacher had the scholars read the text with her picking out vocabulary but not working on a specific reading skill.
- Eighty percent of the teachers surveyed believe that the pace of instruction/lessons and content delivery possess the appropriate rigor and challenge. Yet, sixty-seven percent of the parents surveyed disagreed with this statement.

### Recommended Next Steps

- Off-ramp lesson planning for teachers to complete on their own. Consider lesson internalization protocols to occur in 1-on-1 coaching with the Principal, Assistant Principal, or the Director of Academic Strategy and Compliance. PLCs should be a sacred time for deep data analysis and building intentional re-teach plans.
- To increase scholar engagement in the classroom, provide staff more professional development around topics that address differentiation, engagement, deconstruction of standards, and DOK levels to increase rigor. In conjunction with the school's leadership team, consider allowing external partners to lead academic PD sessions for your team.
- Survey your teachers to gauge what areas they want to grow. This might also build out your PD scope and sequence.
- There seems to be a disconnect between teacher and parent expectations around pacing; survey your parents to gain a better understanding of their knowledge regarding their child's instruction. This may provide you with invaluable insight that can be used to grow instructional practices.

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

Does Not Meet Standard

### Summary of Findings

Ignite Achievement Academy believes that there needs to be a wide array of assessments, including school-developed assessments to track specific skills and learning, state exams to ensure that scholars are meeting all state standards, and national exams to help their teachers see the strengths and weaknesses of its methods measured against national norms.

Ignite Achievement Academy administers a full set of classroom assessments and measures and uses them to implement the mastery-based instructional model. Specifically, Ignite administers the Northwest Evaluation Association Measures of Academic Progress, Cambium ClearSight (formerly AIRWAYS), ILEARN, and IREAD-3, MClass, as well as formal and informal classroom assessments (do nows, quick checks, etc.) and interim assessments designed by the instructional staff.



Upon review of Ignite Achievement Academy’s academic data, it appears that over time, the school has made some growth in ELA and Math. This was made evident in the school’s NWEA data across the school year as well as the data included from the Cambium assessment. The school currently has one school specific goal for OEI academic goal which states, “Overall increase in ELA proficiency for the ILEARN assessment will increase by 5% annually.” There is some evidence of how the school works towards meeting this goal aside from collecting assessment data from NWEA and Cambium from the previous school year. The school’s leadership team did denote that the aforementioned goal was not met in what they believe was due to learning loss from COVID.

Data collected (and submitted for audit) prior to the 21’ ILEARN did not indicate what standards scholars did not master. Data included overall proficiency in ELA and Math. Therefore, there was no clear indicator of how this data would have been used to guide instructional practices in the classroom. There do appear to be some systems in place to analyze data during whole school meetings as well as individual data team meetings with grade-level teams. Artifacts collected from last year suggest that teachers have had to complete deep data dives to analyze scholar performance on the NWEA assessment. Also, it was noted upon review of their assessment map that there is a lack of language proficiency standards (WIDA) driven instruction and no evidence of any type of analysis of the WIDA ACCESS assessment results on the part of teachers, admin, etc.

### Data/Artifacts Reviewed

- Classroom observations: all classrooms were observed by the site team members two to three times throughout the day with site team members spending on average 20 minutes per visit.
- Assessment Calendar.
- Assessment Map
- School leadership and Teacher focus group interviews.
- Teacher Surveys.
- Review of curriculum learning platforms.
- Formative and Summative Assessment Data.

### Summary of Elements

a) Assessments utilized are well aligned to learning standards.	<b>Emerging</b>
	Evidence indicates practice is place in some areas.
b) Assessments utilized are varied in order to support a wide range of scholar learning styles and abilities.	<b>Emerging</b>
	Evidence indicates practice is place in some areas.

c) Assessments utilized provide scholar-level data focused on growth and proficiency.	<b>Emerging</b>
	Evidence indicates practice is place in some areas.
d) Assessments are administered with sufficient frequency and results are provided in a timely manner.	<b>Emerging</b>
	Evidence indicates practice is place in some areas.
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>Emerging</b>
	Evidence indicates individuals are starting to create systems to support this practice in some areas.
Reinforcements	Refinements
<ul style="list-style-type: none"> <li>Weekly Data Protocol for Analysis is in place.</li> <li>Assessments (Cambium) align to rigor of the ILEARN state assessment.</li> <li>The school is committed to continued growth and celebrates all wins!</li> <li>The curriculum utilized at IAA comes with exit tickets, skills checks, mid-module, and unit assessments. Additionally, IAA uses Smarter Balanced for performance task practice.</li> </ul>	<ul style="list-style-type: none"> <li>Mastery of standards should be tracked weekly and housed in a data dashboard.</li> <li>Assessments have sufficient variety to guide instruction for a wide range of scholar learning abilities. Sixty percent of teachers surveyed agreed with this statement.</li> <li>The teachers survey and focus group results indicate a need for additional development in analyzing scholar data to better address scholars' individual needs. Especially, to inform instruction for scholars who are performing at a higher level.</li> </ul>
Recommended Next Steps	
<ul style="list-style-type: none"> <li>The teaching staff should build reteach plans based on data yielded from weekly exit tickets as well as interim data quarterly. This data must be continuously tracked and monitored by the school's leadership team.</li> <li>Given the restart status of IAA and in collaboration with OEI an academic goal of increasing ELA proficiency for the ILEARN assessment by 5% annually was created. The evaluation team recommends further discussion to determine strategic ways to align internal goals with those required from OEI.</li> </ul>	

4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Approaching Standard
Summary of Findings	
<p>Ignite Achievement Academy has created a defined system/process for hiring. It utilizes a process that includes competency-based interviews aligned to their model. First, there is a resume screening and candidates complete an application. The candidates participate in an initial phone interview. The final interview process includes a campus visit where the candidate conducts a demo lesson, participates in a group interview, and a meeting with the school leadership.</p> <p>New teachers to IAA are supported during their first year through additional professional development opportunities, more frequent classroom observations, and support by the Instructional Coaches, who meet with them on a weekly basis</p> <p>During the leadership focus group, it was noted that professional development opportunities are based on scholar assessment data, with the professional development opportunities both driven by data and also focusing on the use of data in the classroom. A review of PD documents notes that Ignite Achievement Academy provides professional development for the leadership team during a week-long Summer Leadership Institute. The topics covered during this training included discipline and restorative practices, curriculum and instruction, an overview of special education and sessions on efficiency and collaboration. The teaching staff attended a three week-long Summer Staff Institute. Professional development offered during the staff institute included sessions on the responsive classroom, rigorous and relevant instruction, classroom management and engagement in a remote classroom, restorative breakout rooms, culturally responsive teaching, as well as training in the curricula being implemented at Ignite. There is also professional development during the school year which varies based on the needs of the teachers.</p> <p>Ignite Achievement Academy uses the Get Better Faster protocol to conduct formal observations once each month, and it is a part of a four-week coaching cycle rotation. These include module internalization, lesson internalization, data meetings, and observation feedback.</p>	
Data/Artifacts Reviewed	
<ul style="list-style-type: none"> <li>● School leadership and Teacher focus group interviews.</li> <li>● Teacher Surveys.</li> <li>● Staff handbook.</li> <li>● Professional Development materials.</li> <li>● Review of hiring document.</li> </ul>	
Summary of Elements	

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>Sustaining</b>
	Evidence indicates practice is fully implemented across all areas.
b) Hiring processes are well organized and used to support the success of new staff members.	<b>Sustaining</b>
	Evidence indicates shared systems to support the practice are embedded into the culture of the school, implement with fidelity, and the impact of systems are monitored by school leaders at defined intervals.
c) Staffing levels adequately allow staff to maximize instructional time and capacity.	<b>Planning</b>
	Evidence indicates practice occurs among 20% of staff.
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>Implementing</b>
	Evidence indicates practice occurs among 50-89% of staff.
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>Implementing</b>
	Evidence indicates practice is implemented in most but not all areas.
f) Professional learning opportunities are determined through analyses of scholar outcome data and clearly linked to strategic objectives and school improvement goals.	<b>Implementing</b>
	Evidence indicates practice is implemented in most but not all areas
g) The teacher evaluation process is explicit and regularly implemented with a clear process and criteria.	<b>Sustaining</b>
	Evidence indicates practice is fully implemented across all areas.
<b>Reinforcements</b>	<b>Refinements</b>

- Ignite Achievement Academy has created a defined system/process for hiring. It utilizes a process that includes competency-based interviews aligned to their model (e.g., plan, teach, and review). First, there is a resume screening and candidates complete an online application. The candidates participate in an initial phone interview. The final interview process includes on a campus visit where the candidate conducts a demo lesson, participates in a group interview, and a meeting with the school leader.

- The deployment of human resources at Ignite Achievement Academy is not designed to maximize instructional time and capacity. At the time of this site visit, the school was not fully staffed. When asked whether the school employs a sufficient number of teachers and staff to maximize instructional time and capacity, 60% disagreed. As noted earlier, IAA is facing shared challenges with schools throughout the city, state, and country with teacher vacancies. To combat these challenges, the school's leadership has placed instructional coaches and/or lead teachers in classrooms to provide scholars with the instruction they need to be successful. However, it was observed by evaluation team members that Instructional assistants assigned to classrooms to provide instructional assistance to scholars are unable to use the curriculum effectively to meet the needs of individual scholars.
- Sixty percent of teachers surveyed neither agreed/disagreed or disagreed that their professional development opportunities are determined through analyses of scholar attainment and improvement.
- While IAA has a clear process of evaluation, this process is not implemented with fidelity.

### Recommended Next Steps

- Sixty percent of teachers surveyed neither agree or disagree that the school **explicitly** and **regularly** implements its teacher evaluation plan with a clear process and criteria. One comment noted on the teacher survey "inconsistent process/criteria for evaluating." Though leadership noted that more than half of the teaching staff is new to IAA, the evaluation team recommends that administration conduct norming walkthrough exercises to **ensure** that each member shares the same standards of effective teaching and learning. In addition to what the leadership team already uses, the site team also recommends reviewing TNTP's Talent Toolbox as a resource for this exercise: [https://tntp.org/assets/tools/Set\\_Clear\\_Norms\\_TNTP\\_3JUN2013.pdf](https://tntp.org/assets/tools/Set_Clear_Norms_TNTP_3JUN2013.pdf).

4.6. Is the school's mission clearly understood by all stakeholders?

Meets Standard

### Summary of Findings

While the leadership, teachers, scholars, and community members outwardly showed/expressed they understood and believed in the mission of Ignite Achievement Academy, it was not the case for the parents. In fact, their belief and commitment to the mission were split 50/50 according to the parent survey, which is telling, especially because no parents showed for the parent focus group meeting. However, on the other hand, the community stakeholders were very well represented during the focus group. From university partners, clergy, community organization representatives, and board members all firmly believe that

procedures are in place for establishing meaningful partnerships with families/community stakeholders. All are working as a team to bring resources and enrichment to the scholars and their families.

### Data/Artifacts Reviewed

- School leadership and Teacher focus group interviews.
- Teacher surveys.
- Scholar focus group.
- Community focus group.
- Parent surveys.
- Staff handbook.
- Family handbook.

### Summary of Elements

a) Procedures are in place for <b>assessing all</b> stakeholder's perceptions, knowledge, and commitment to the intentions of the school mission.	<b>Implementing</b>
	Evidence indicates practice is implemented for most but not all stakeholders.
b) <b>Procedures are in place for establishing meaningful partnerships</b> with all families and community stakeholders to support the school's mission.	<b>Sustaining</b>
	Evidence indicates practice is fully implemented for all key families and stakeholders.

### Reinforcements

### Refinements

- Ignite Achievement Academy has emphasis on building community and has developed strong and lasting relationships with key community stakeholders. The commitment from the community stakeholders is to be commended.
- Ignite is a community-focused school with a holistic approach: providing food and housing resources, uniforms.

- The majority of parents surveyed expressed that they were committed to the mission. Though the majority stated they were committed to the mission, an overwhelming majority also expressed concern about communication, which questions just how committed parents are to the mission (incongruent data points).

### Recommended Next Steps

The evaluation team recommends that IAA offer more opportunities for families to provide feedback (i.e., focus groups, surveys, dedicated times/meetings).

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

**Approaching Standard**

### Summary of Findings

Ignite Achievement Academy has been implementing restorative practices as part of the school culture. School leadership, teachers, and scholars shared their knowledge regarding restorative practices during the focus groups. The disciplinary policy has a clear set of behavioral rules to enforce positive behavior and create high expectations. At Ignite Achievement Academy, restorative practices are in place to build and sustain community through restorative circles, affirmative statements, peer leaders, and restorative family meetings.

The restorative practice model is a part of their multi-tiered framework for behavioral expectations. In addition to restorative practices, Ignite implements several current best practices regarding socio-emotional learning and mental health, including using the Panorama platform to measure and support socio-emotional learning, trauma-informed teaching strategies, and training in cultural competency. Ignite Achievement Academy also implements daily meditations for scholars and staff and has taught both scholars and staff mindfulness and self-regulation techniques. Though scholars believe 100% that the school's discipline approach sets high expectations for scholar behavior, 40% for teachers and 50% of parents surveyed do not believe IAA holds high

expectations for scholars' behavior. And the same holds true when both stakeholder groups were surveyed regarding interactions between teachers and scholars are respectful and supportive.

At the time of this report, forty percent (40%) of teachers and fifty percent (50%) of parents surveyed do not believe interactions between teachers and scholars are respectful and supportive. It should be noted according to leadership that IAA tends to turnover 30%-40% of its student population yearly. Given this turnover rate, they typically see restorative practices bearing fruit nearer to Thanksgiving and Winter break as the processes have had time to develop.

### Data/Artifacts Reviewed

- School leadership and Teacher focus group interviews.
- Teacher surveys.
- Parent surveys
- Scholar focus group interviews.
- Family Handbook.
- Responsive classroom materials.
- Classroom culture materials.
- Review of behavior and discipline data.

a) A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of scholars is implemented with fidelity.	<b>Implementing</b>
	Evidence indicates some shared systems exist to support the implementation of the practice in most areas and/or evidence indicates that data obtained is not used by all instructional staff.
b) Culturally responsive and evidenced based interventions are explicitly identified and implemented throughout the school to support the needs of scholars.	<b>Sustaining</b>
	Evidence indicates practice occurs among 90-100% of staff
c) Explicit procedures for facilitating the development of strong, positive relationships between adults and scholars are clearly communicated to and implemented by all staff.	<b>Implementing</b>
	Evidence indicates practice occurs among 50-89% of staff.
d) Procedures are in place for assessing staff, scholar, and family perspectives to ensure a sense of connectedness and engagement	<b>Implementing</b>
	Evidence indicates practice is implemented for most but not all stakeholders.

### Reinforcements

### Refinements



- Ignite Achievement Academy has emphasis on building community and has developed strong and lasting relationships with key community stakeholders. The commitment from the community stakeholders is to be commended.

N/A

#### Recommended Next Steps

No recommendations at this time.

4.8. Is ongoing communication with scholars and families clear and helpful?

**Approaching Standard**

#### Summary of Findings

School leadership indicated parents were invited multiple times to join the focus group, unfortunately though, the evaluation team did not have the opportunity to meet with parents. This is the first time, according to leadership, that parents did not participate in an evaluation parent focus group and therefore wondered if there were technical issues joining the call. It should be noted that during the leadership team meeting, leadership did share that parent engagement and communication is an area of growth for them. IAA leadership does communicate with families through a variety of ways. Communications takes the form of school newsletters, classroom newsletters from teachers, behavior reports, parent-teacher conferences, automated messages, emails, phone calls, face to face discussions and home visits. All of these communications methods are used throughout the school year. It was noted by leadership and community stakeholders that they believe it's important to include parents and families in the life of the school by offering a Parent University, a food pantry, Muffins with Moms and Donuts with Dads, as well as providing resource fairs for the community.

#### Data/Artifacts Reviewed

- School leadership and Teacher focus group interviews.
- Teacher surveys.
- Parent surveys.
- Family handbook.

Summary of Elements	
a) An active and ongoing system of communication between the school and family members in place.	<b>Emerging</b>
	Evidence indicates practice occurs among 26-49% of staff.
b) Procedures for responding to concerns of families are clearly defined and implemented by all school staff and validated by families	<b>Emerging</b>
	Evidence indicates practice is place for some stakeholders.
c) Families are regularly informed in their native or home language of their scholars' academic and behavioral strengths and areas of need.	<b>Emerging</b>
	Evidence indicates practice is place for some stakeholders.
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>Implementing</b>
	Evidence indicates practice is place for some stakeholders.
Reinforcements	Refinements
<ul style="list-style-type: none"> <li>IAA has numerous ways in which it communicates with its families.</li> </ul>	<ul style="list-style-type: none"> <li>Overwhelming (70%) of parents surveyed identified communication as an issue. Point blank, they do not believe that communication to families is either timely and relevant to parent concerns and they do not believe that the school communicates student academic progress and achievement in a timely manner. Below are a few of the comments shared by parents: <ul style="list-style-type: none"> <li>"Some of the communication between the parents teachers &amp; the staff there is a lot of lack of communication &amp; order of how they handle things."</li> <li>"The staff, the long wait line for pick up and drop off. The communication and rude traits you get when reaching out to staff."</li> <li>"Just keep the communication lines open keep parents in the loop this would keep the school better."</li> <li>"That it's a good school but it has a lot of lack of communication between the parents &amp; staff members &amp; some staff members don't know how to take parents &amp; communication to parents with greeting them."</li> </ul> </li> </ul>
Recommended Next Steps	

- The feedback provided by the parents presents Ignite Achievement Academy with an opportunity to re-think and re-visit interactions with parents at a systems level. Parents have entrusted their scholars in your care, and in doing so, their hope is not only that their scholars receive a high-quality education, but they are communicated with and respected as well. That respect is shown not only in the interactions with Ignite staff but also in how communication is handled.

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

**Does Not Meet Standard**

### Summary of Findings

Ignite Achievement Academy is in its fifth year of operation, two (2) years in a pandemic). While the pandemic was arduous for all demographics and schools across the city/nation, the critical nature of the socio-economic status within the Diggs School boundary is of note because it compounds the impact and exacerbates the effects of the critical conditions caused by the pandemic for all students and especially students who need special education services. There is a total enrollment of 385. This number often shifts due to a transient population, according to school leadership. PowerSchool is used to store scholar information. There are currently 51 scholars who have individualized education plans or IEPs. The caseload is divided between two teachers based on grade levels, k-3 and 4-6. There is one scholar who has a 504 plan. Thirteen of the fifty-one scholars have speech-language as their primary disability, which means the contracted SLP is their teacher of record and responsible for their IEPs, including progress monitoring, goals, services, and provisions. Additionally, six (6) scholars are currently being evaluated to determine if they will need special education services. Finally, at the time of this report, five scholars need a move-in conference because they are new to Ignite.

Ignite employs one Special Ed Director, one self-contained teacher, one inclusion teacher. There is one open TOR position. Additionally, there are 2 ½ paraprofessional positions. The part-time para comes in Mon, Tues, Thurs mornings, and Wednesday afternoons. Ignite contracts with *Kids Count* for a School Psych, O.T., P.T. However, *Progressive Therapy* is being used for speech-language services.

Most scholars have a Least Restrictive Environment (LRE) of 50 and are included in the general education setting 80% or more of the time. Specifically, there are forty-one scholars with an LRE of 50, one with an LRE of 51, and nine with an LRE of 52. Mrs. Cockrell primarily instructs these nine scholars in a self-contained special education setting with the assistance of one paraprofessional for behavior support from Kids Count. None of the kids push into general education classes at this time. The teacher believes that inclusion is not always appropriate. Low Vision has a TOR Indiana School for the Blind. Inclusion TORs push into classes 16 different times a day for 20-30 min a day. Services are mostly given during small group time. Mainly the model of *one teach, one assist* is implemented. Co-Teaching was successful in the past, but due to staff shortage, this practice is not in use at this time. Scholars are sometimes pulled out of the general education setting and taught in the resource room or 'brain room.'

Ignite currently has an MTSS team that meets on Monday mornings. Also, there is a multidisciplinary team that meets Thursday Mornings and includes Director, Principal, School Psych, SLP, ABA (if relevant), O.T., P.T., DHH School rep, (if relevant) Blind School rep (if relevant).

Teachers are engaged in three weeks of summer institute. During this time, the Special Education Director has one full day with ALL staff. Professional Development includes special education laws around the 13 federal special education indicators, MTSS, FAPE, UDL, Differentiation, Accommodations/Modifications. The Self-contained teacher explained that she attends all general education professional development. Project Success P.D. has been useful, but the teacher stated that she could benefit from more hands-on training. This teacher is currently creating all lesson plans based on scholar IEP goals. She also uses a monthly theme and builds activities around that.

According to the Special Education Director, IEP files are reviewed every ten weeks or so. During this review, communication is generated with Gen ed, TORs, and Paras about findings, updates, or concerns. The Special Education Director uses a main 'Omega' spreadsheet, Accommodations Spreadsheet, an internal 'at a glance' document, and a Google spreadsheet to document services given in school and services provided during a COVID quarantine.

Some Covid considerations are employed to ensure scholars have access to curriculum and services. In contrast, in a pandemic: scholars go home with a laptop or iPad, Schoology lessons and videos are used asynchronously, times are arranged to receive special ed services from the TOR - 1 On one or in small groups (synchronously). Finally, telehealth is used for SLP, O.T., and P.T. services.

Currently, Ignite TORs rely on ACRs and Progress monitoring to review goals and the evolution of goals. If a goal is changed or evolves, this should be noted in IEP notes.

Specially designed instruction is an area of growth for the school. The Special Education Director indicated that 'the most important thing we do well is differentiated instruction.' She explained that when scholars are in small groups, teachers can learn about their needs and regroup them the next day. TOR is pushing in, but school leadership wants the scholars pulled out to work on their IEP goals. Indiana state standards drive what is rigorous. Ignite asks 'how do they take that standard and build it out for scholars who are behind academically. They are using real-world applications - I.E., buying mulch for the courtyard. The Special Education Director did not readily know the overall school goal for special ed pass rate on standardized assessments but indicated that the pass rates are low but are higher on IREAD. Some evidence-based interventions and use of technology to support learning are Reading A-Z, Nearpod, Zearn, and Promethean Boards.

## Data/Artifacts Reviewed

- Teacher interview
- Leadership interviews
- Document Analysis
- Special Education File Review
  - Thirteen Individualized Education Plans were reviewed using a four tiered rubric to determine the following five specific criteria:
    - Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs of the scholar.
    - IEP plans include scholar specific goal and plan for ongoing assessment of scholar progress.
    - IEP goals are rigorous and based on state and national learning standards.
    - IEP goals are reviewed and revised annually as determined by present levels of scholar level of performance.
    - IEP plans explicitly identify requirements for specifically designed curriculum and instruction to align with scholar needs.

Each IEP reviewed, from the sample collected, contained goals and a statement for ongoing assessment of scholar progress. Although there was evidence in some cases, there was an apparent inconsistency with all reviewed IEPs that the services matched the exceptional needs of the scholar over time. IEP goals were based on national learning standards but inconsistent with rigor. Specifically, there was a lack of evidence that the IEP goals were reviewed and revised annually as determined by present levels. Rigorous goals based on state standards that evolve each year and specifically designed instruction were areas of growth.

Summary of Elements	
a) Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs of the student.	<b>Implementing</b>
	Evidence indicates practice occurs for 50-89% of students with IEPS.
b) IEP plans include student specific goal and plan for ongoing assessment of student progress.	<b>Sustaining</b>
	Evidence indicates practice occurs for 90- 100% of students with IEPS.
c) IEP goals are rigorous and based on state and national learning standards.	<b>Implementing</b>
	Evidence indicates practice occurs for 50-89% of students with IEPS.
d) IEP goals are reviewed and revised annually as determined by present levels of student level of performance.	<b>Emerging</b>
	Evidence indicates practice occurs for 26-49% of students with IEPS.

e) IEP plans explicitly identify requirements for specifically designed curriculum and instruction to align with student needs.	Planning	
	Evidence indicates practice occurs for 0-25% of students with IEPs.	
Reinforcements	Refinements	
<ul style="list-style-type: none"><li>● Responsiveness to scholars' needs as well as a reflection of an inclusive mindset was evidenced by the formation of a self-contained life skills classroom for scholars, opportunities for scholars to engage in curriculum and services remotely or in person because of Covid-19, and school wide professional development that includes special education staff.</li></ul>	<ul style="list-style-type: none"><li>● <b>IEPs</b> Many of the IEPs reviewed were redundant from the previous year. There may have been some redundancies because of the extent of the pandemic and the impact school closures had on progress monitoring. However, areas such as scholar strengths, present levels, parent concerns, progress monitoring should have been updated to reflect the current realities. In addition, explanations of case conference committee decisions, including parent agreement or absence from the case conference, should be outlined in IEP notes. Because of this, parent voice was notably missing from year to year, specifically in <i>present levels</i>, <i>concerns of the parent</i> and <i>scholar strength</i> sections.</li><li>● <b>SDI</b> The special education teacher, paraprofessional, and general education teachers could use more time learning about and practicing SDI. In practical terms, specially or specifically designed instruction (SDI) is the instruction that is tailored to a specific scholar. It addresses their Individualized Education Program (IEP) goals, accounts for their disability, provides modifications or adaptations to content, and encourages access to the general education curriculum. This is specifically about what is uniquely being taught to the scholar. This deep thinking about scholar needs will make the IEP more of a teaching tool and less a box to check for generic accommodations.</li></ul>	
Recommended Next Steps		
<ul style="list-style-type: none"><li>● The evaluator recommends professional development opportunities and time for general education and special education to understand SDI; how this instruction can be used in both general education and special education settings to meet IEP goals and curricular objectives. In addition, careful IEP writing, including updating all sections of the IEP, writing SMART goals, and highlighting the parent and or scholar when age-appropriate voice should be supported.</li></ul>		

4.10. Is the school fulfilling its legal obligations related to access and services to scholars with limited English proficiency?	Does Not Meet Standard	
Summary of Findings		
<p>There was no evidence of parent notification letters sent for any scholars in the last five years of the school’s life. The ELL Director was not aware of parent notification or HLS policies. Home Language Surveys are electronically administered to all families via their registration system (they are only to be administered to those beginning school in Indiana for the first time). The ELL paraprofessional is not in the practice of actively utilizing the WIDA scores or ILP goals to plan nor drive instruction. Classroom teachers interviewed (4) were able to discuss some specific strategies utilized in their classroom for ELLs, however, had not received the scholar’s ILPs. ILPs did not include language goals, strategies, modifications, or accommodation for the classroom.</p> <p>The ELL paraprofessional does differentiate support for scholars, collaborate with classroom teachers informally and collect anecdotal and formative assessment information to drive her instruction. She provides mostly pull-out support labeled “intervention” on scholar ILPs, but also pushes-in occasionally to observe how the scholars are progressing in the general education setting. She also maintains relationships with parents, providing her contact information during parent night and staying in contact with them throughout the school year.</p>		
Data/Artifacts Reviewed		
<ul style="list-style-type: none"><li>● Confidential scholar file review.</li><li>● ILP review.</li><li>● General education classroom teacher focus group.</li><li>● Interviews with EL coordinator and EL paraprofessional.</li><li>● Observation of pull and push support.</li></ul>		
Summary of Elements		
a) Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the provision of services for ELL scholars.	Planning	
	Evidence indicates practice occurs among 0-25% of instructional staff.	
f) Staff have a knowledge of the process of language acquisition and the skillsets needed to differentiate instructional strategies to meet the needs ELL scholars.	Planning	
	Evidence indicates practice occurs among 0-25% of instructional staff.	

g) Procedures are in place to ensure relationships with ELL scholars, parents, and external providers are well-managed and in compliance with Indiana law and regulations.	<b>Planning</b>
	No evidence to indicate practice is backed up by systems.
d) ILP plans include scholar specific goal and plan for ongoing assessment of scholar progress.	<b>Planning</b>
	Evidence indicates practice occurs for 0- 25% of scholars with ILPs.
e) ILP plans explicitly identify needs for targeted instruction to align with scholar needs.	<b>Planning</b>
	Evidence indicates practice occurs for 0- 25% of scholars with ILPs

Reinforcements	Refinements
<ul style="list-style-type: none"> <li>• IAA is part of the local WIDA Consortium.</li> <li>• Administration has identified the need for an ELL certified teacher and posted the position prior to the evaluation review.</li> <li>• Scholars are getting scaffolded services from the ELL paraprofessional.</li> <li>• Classroom teachers interviewed (4) have an inclusive mindset around language and work to collaborate with the ELL paraprofessional to provide comprehensive support for the MLs.</li> <li>• All ILPs included the specified language program for each scholar.</li> <li>• ELL paraprofessional provides consistent support and communication with and for parents of ELLs.</li> <li>• Parent communications are conducted in the home language of the families.</li> </ul>	<ul style="list-style-type: none"> <li>• Dr. Foshee and Sra. Adela should attend all IDOE sponsored EL Director meetings.</li> <li>• The ELL scholar registration/intake process must be revised. The registration packet can only include the HLS if a scholar is a first-time enrollee in Indiana schools.</li> <li>• Annual parent notification letters must be sent home within the first 30 days of the beginning of school or within 2 weeks of the start of school for a transfer scholar/late enrollee receiving ELL services (pp. 23-24 IDOE EL Guidebook).</li> <li>• Leverage support for ELLs through Sra. Adela by providing time, space, and/or resources for her to develop (ELL licensure courses first and foremost).</li> <li>• Leverage expertise of teachers through internal “language committee” or other professional development venue for teachers to share strategies and supports for ELLs.</li> </ul> <p>Intake process must include:</p> <ul style="list-style-type: none"> <li>• HLS administration to scholars entering school in Indiana for the first time</li> <li>• Documentation of the “good faith” effort to obtain original HLS</li> <li>• Support for guardians to assist in understanding and fully completing the HLS</li> </ul> <p>*HLS guidance found on pages 7-8 of IDOE EL Guidebook linked below.</p> <p>Intake process recommendations:</p> <ul style="list-style-type: none"> <li>• Initial creation of the EL cumulative folder (see IDOE Cumulative Folder Checklist)</li> </ul> <p>Note: Ignite is the process of changing to the LINK system for data management. This has caused a chasm in ELL records. As discussed with the admin team, I do recommend keeping EL specific cumulative folder inserts with hard copy back-ups of all the files.</p>



- ILPs \*ILP guidance found on page 13 of IDOE EL Guidebook.
  - All ILPs included general scholar information, WIDA scores, ELL program, and state testing accommodations
  - None of the ILPs included specific language goals for the scholars. These goals are housed in separate spreadsheets and should be included in the ILPs themselves.
  - None of the ILPs contained strategies, accommodations, and modifications for the scholar to be implemented in all classes.
  - Dr. Foshee shared two Google spreadsheets worth of ILP goals for grades 3-6 ELLs (22 total). These goals should be embedded within ILPs and shared with classroom teachers.

IDOE English Learner Guidebook: <https://www.doe.in.gov/sites/default/files/elme/idoel-guidebook.pdf>

### Recommended Next Steps

- Refer to the refinements section for next steps.

## Closing

Ignite Achievement Academy is in its fifth year as an Innovation School. Like many schools across the city, state, and nation, two of these years have been spent facing significant challenges due to the global pandemic of COVID-19. It is evident that Ignite recognizes that school is not solely an academic enterprise; communities rely on schools to do much more than that. After analyzing school artifacts, staff survey results, engaging in interviews and focus groups with key stakeholders, and completing classroom observations, the evaluation team concluded that Ignite Achievement Academy is working hard to provide a culturally responsive learning environment that addresses both the school community's socio-emotional needs and the broader community's need of resources.

Overall, Ignite Achievement Academy is staffed with diverse and dedicated school administration, teachers, and staff who care deeply about their students. Their commitment is manifested in the regular moments of mindfulness throughout the day, the effort placed in hiring practices to make sure the staff reflect the student demographics, the intentional teaching of self-regulation skills, the focus on financial literacy, neuroscientific research and the brightness and care of the school.

As Ignite Achievement Academy continues to develop and attempt to meet the vast needs of its students and community, there are opportunities for growth **that must be addressed** to strengthen and catapult instruction to a rigorous level:

1. Pedagogy
  - a) Conduct norming exercises during classroom walkthroughs to determine instructional non-negotiables.
2. Assessment and Instruction
  - a) Backwards planning with specific steps to meet their academic goals.
  - b) Differentiated PD based on teacher strengths and areas in need of refinement.
  - c) Create lesson internalization protocols for instructional coaching 1:1's and reserve PLC time for deep data dives and re-teaching plans.
3. Specific professional development for special education staff to improve IEP writing with attention to parent and student voice and appropriately evolved goals based on student present levels.
4. Build capacity in the area of English Language Learning. Begin with a fine tune review of the Indiana Department of Education's EL Guidebook and resource site. Immediately address the areas of noncompliance: parent notification and HLS policy. Next, consider funding sources to support licensure for the current ELL paraprofessional. Then, move towards building the capacity of a small group of teachers interested in piloting ELL strategies and being teacher leaders in the area of language learning.

The evaluation team would like to thank the Ignite Achievement Academy community for the kindness shown by all during our visit. We are incredibly grateful for the opportunity to serve IAA.