SCHOOL ORGANIZATIONAL SOLUTIONS
A DIVISION OF SYNERGISTIC TRANSFORMATIONS, INC.

Evaluation of the Indianapolis Mayor Sponsored Charter Schools

Hope Academy
2nd Year Site Visit
November 18, 2021

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

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.

ore Question 4: Is the school providing the appropriate conditions for success?	Finding
1. Does the school have a high-quality curriculum and supporting materials for each ade?	Exceeds Standard
2. Are the teaching processes (pedagogies) consistent with the school's mission?	Exceeds Standard
3. For secondary students, does the school provide sufficient guidance on and pport preparation for post-secondary options? *Only applies to schools serving ades 9-12	Exceeds Standard
4. Does the school effectively use learning standards and assessments to inform and prove instruction?	Exceeds Standard
5. Has the school developed adequate human resource systems and deployed its aff effectively?	Exceeds Standard

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

School Background:

The mission of Hope Academy is to provide a safe, sober, and challenging school experience for students who share a commitment to educational achievement and personal growth.

Hope Academy is a public, tuition-free Indiana charter high school serving students in grades 9-12, who are in recovery for alcohol and drug addiction, but who are also continuing their education in pursuit of Indiana's Core 40 Academic Diploma. Unlike any other school in the state of Indiana, Hope Academy has two major goals: Treating and providing support for teens in recovery from addiction *and* providing an education to these students in a safe, supportive environment, by teachers and staff who have been trained to educate and support students in recovery.

The inception of Hope Academy began when the current CEO was working with adolescents and teens in recovery at Fairbanks Hospital in Indianapolis, Indiana. She recognized that these teens needed treatment and support in recovering from addiction in combination with their academic education during a critical period in their lives. This mission, unlike any other, had two connected and powerful elements. Students would need to be surrounded by staff that were trained in the addiction recovery process, as well as teachers who were adept at individualizing curriculum to meet student needs, who understood the importance of social/emotional learning, and who were skillful at creating a calm, safe and supportive environment. A concept committee was formed to begin the process of opening such a school. This core group of people were strongly committed to the mission and applied to become a charter school authorized by the Mayor of Indianapolis in the year 2005/2006. Hope Academy's mission remains a beacon of

strength to families throughout Indianapolis, and beyond, in part because the CEO and members of the Hope Academy Board of Directors have remained involved in this unique school and have been strongly committed to its mission, since its founding 16 years ago.

During its first charter authorization, Hope Academy partnered with, and was housed in Fairbanks Hospital. When the school was approaching its charter school renewal in 2019, Fairbanks Hospital was merging with the Community Health Network of Indianapolis. At the time, Community Health Network decided to break ties with Hope Academy, because the focus of Community Health was healthcare, not education. Hope Academy leaders had been working toward becoming an independent recovery school for several years prior to this decision, understanding that to be independently sustainable, they would have to fully fund the school operation. They also needed to find a new location. They were successful in achieving both goals.

The school receives an ADM (Average Daily Membership) amount from the State of Indiana for each student who attends Hope Academy, as measured on a specific date in September each year. Hope Academy also receives an Alternative Education grant of $10,000.00 per student (based on August enrollment numbers).

In 2019 Hope Academy applied for, and was granted, a new charter authorization by the Mayor of Indianapolis, becoming Indiana's first independent Recovery High School. Hope Academy now has its own Board of Directors, with a few of the founding board members and the original CFO still committed to the school's mission and serving as directors of the new Board. In 2019 Hope Academy moved to a new building located in the southern portion of Marion County at 3919 Madison Avenue, Indianapolis, Indiana.

Academic Program:

Hope Academy is one of only 45 Recovery High Schools in the United States and it is the only such high school in the state of Indiana. It is one of seven schools in the country to be accredited by the Association of Recovery High Schools. Hope Academy is taking a leadership role in the Association, as the CEO of Hope Academy serves on the Board of Directors of the Association of Recovery Schools (ARS). In 2015 Hope Academy hired a principal who oversees the Curriculum, Credit Recovery and all Academic responsibilities which allows the CEO to focus on Recovery, Finance/Business, Advocacy, and Partnerships.

The curriculum is evidence based, aligned with the Indiana State Standards and highly individualized to serve the students who arrive at varying levels in the high school academic continuum. According to school leaders and teachers, the majority of students are at least a semester behind in credit attainment, due to issues surrounding substance abuse. Hope Academy

utilizes the digital platform PLATO, to provide a broad range of coursework that students can take for both credit recovery and credit advancement.

The school partners with Trine University and Indiana Vocational Tech (Ivy Tech) College to offer dual credit curricular options and is exploring further dual credit options with Vincennes University and the University of Indianapolis.

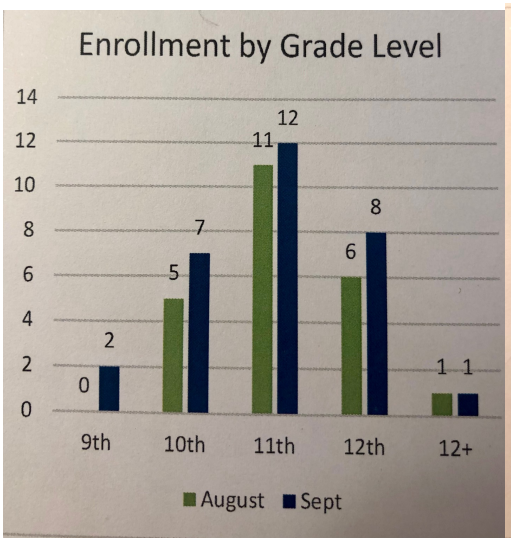
The academic program focuses on the necessary core subjects that lead to an Indiana Academic Core 40 diploma, but the school also requires students to complete both coursework and obligations focused on recovery from substance abuse. The dual mission of the school - recovery and academic achievement - is integrated throughout the school curriculum. Class sizes are smaller at Hope Academy which also promotes individualized education. Teachers are trained educators, but Hope Academy teachers are also trained to understand and work with teens who have physical, social, and emotional needs. Students are required to take a Recovery and Wellness class and must meet the requirements of a specific rubric to pass.

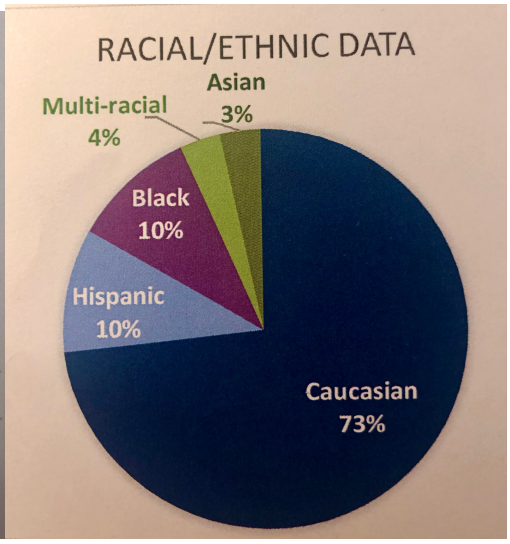
The school recently established a partnership with the Simon Youth Foundation, which offers additional incentives to motivate students to achieve a high school diploma and also provides professional development and grants to support teachers.

The site team found that the academic program at Hope Academy is delivered in a safe and supportive environment focused on the needs of students in pursuit of a high school diploma who also need the additional support and education to recover from substance abuse. Perhaps most importantly, the site team found that the students progressing through the school program were proud of their academic achievements, expressing hope in their futures, and making plans to complete school and move forward with productive careers.

Student Demographics:

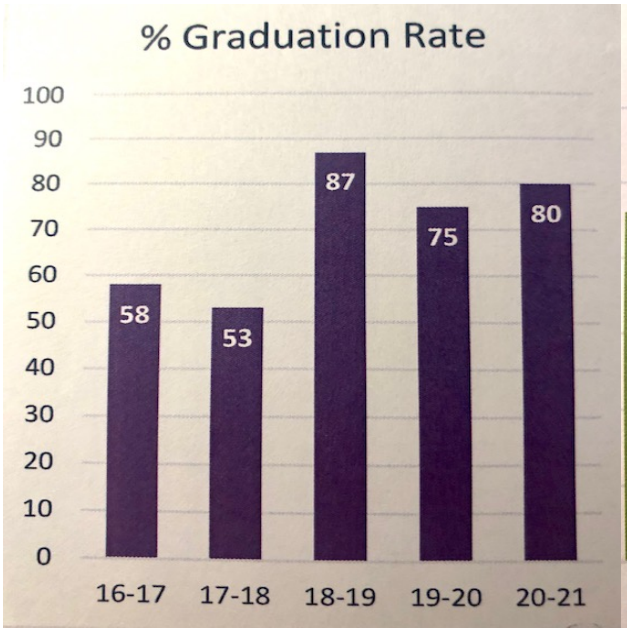
Hope Academy currently has an enrollment of 36 students, with 30% of the student population receiving free and reduced lunches.
School leaders acknowledged that the 2021 enrollment numbers were initially lower due to the pandemic and the school's move to its new location; However enrollment has continually increased each month since the 2021-22 school year started.

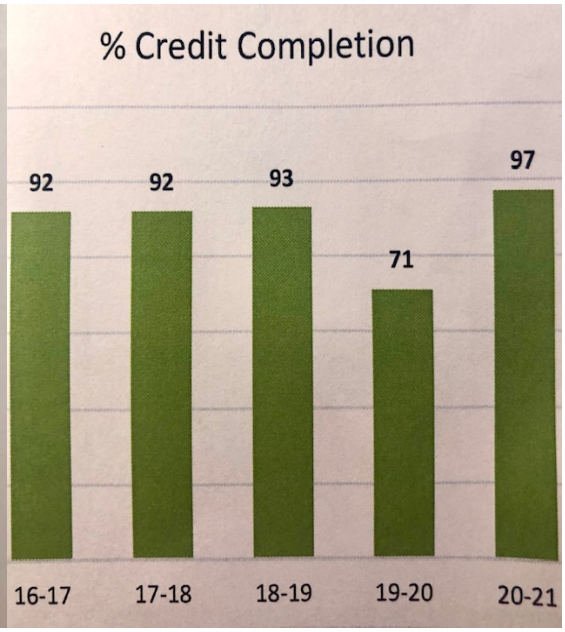




Historical Academic Performance:

With students arriving at Hope Academy with gaps in education due to substance abuse issues, and missing credits, it is not possible to measure Hope Academy's Academic performance simply by assessment data. Hope Academy has kept data that depicts the graduation rate of its students for the past five years, as well as the percent of credit completion by its students for the past five years, both measures which align with its mission of educational achievement and personal growth.





The Evaluation Process:

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

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

4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	
Does not meet standard	**Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.**
Approaching standard	**Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.**
Meets standard	**Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.**
Exceeds standard	**Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.**
Data/Artifacts Reviewed	
Curriculum Maps with 2020-21 Updates Lesson Plans Professional Development Schedule Classroom Observation Forms Course Offerings Student Work	

Corresponding Indiana Code or Law Violation (if applicable)	
N/A	
Rubric Rating	
a) The curriculum used across all academic areas is rigorous, evidenced-based and aligned with state standards.	Sustaining
b) Systematic reviews of curricula are conducted by administrators and school staff to identify gaps based on student performance across and within subgroups.	Implementing
c) The school regularly reviews instructional curriculum maps to ensure presentation of content is aligned with learning objectives.	Sustaining
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.	Implementing
e) Instructional staff have access to provided materials to deliver the curriculum effectively.	Sustaining
f) Instructional staff understand and uniformly use curriculum documents and related program materials to effectively deliver instruction.	Sustaining

Strengths

School Organization Solutions reviewed the documentation and interviewed focus groups (teachers, parents, administration, school board members, students) to collect data for determining that Hope Academy has a high quality curriculum and supporting materials for each student, at each grade level.

Hope Academy has a unique mission of helping students that are working to recover from addiction. The school is one of a handful of schools nationally that are accredited by the National Association of Recovery Schools. Their mission is to both save children (and families) from the life-altering devastation of addiction, combined with an equally important commitment to support students in gaining high school credits, graduating high school and moving on to college or career opportunities. This dual or two-track system has led to a unique approach to curriculum and teaching. Hope Academy has developed curriculum and lesson plans that directly relate to both academic standards and student recovery, which is necessary for the child's learning. The site team reviewed evidence that both areas are equally valued and students communicated their appreciation and excitement over both aspects of the school programming. The confidence and "hope" that students gain (usually for the first time in their secondary education progression) from earning credits and being able to plan for a future is clearly visible and invaluable to the recovery process and the success of the school.

The site team reviewed lesson plans, curriculum maps and classroom instruction, as well as interviewing teachers, students, parents and administration focus groups, all of which confirmed that the curriculum is evidence based and aligned with state standards. Interviews also revealed that curriculum maps are reviewed and continuously updated by teachers during the year. Perhaps most importantly, it is clear that the curriculum is highly individualized as students frequently have intermittent relapses or responses to therapy which is an ongoing aspect of the dual-curriculum.

Documentation reviewed by the site team included curriculum maps with rigorous content aligned with Indiana Academic Standards and curriculum maps that have been updated within the last year, for 2021-22.

Opportunities for Improvement
The site team recommends that Hope Academy continue the revised curriculum mapping to identify a process for identifying both horizontal and vertical alignment of curriculum in order to prioritize the key learning objectives to thoroughly monitor student mastery of those skills and standards. A full accounting of high priority objectives would aid teachers in their lesson development and reteaching decisions. Although the site team viewed and discussed with students the effective delivery of the curriculum, students indicated that they would like more opportunities to complete hands-on experiments in science class.
Recommended Next Steps
The site team recommends that Hope Academy continue to document the processes that are used to maintain the dual curriculum based upon student academic and social emotional needs - a standard operating procedure. Although the teachers are very attentive to individualized student needs, it is important to document steps that are taken to differentiate and fill in academic gaps for students.
Potential Partnerships/Organizations Moving Forward
None noted.

4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	
Does not meet standard	**Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.**

Approaching standard	**Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.**
Meets standard	**Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.**
Exceeds standard	**Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.**

Data/Artifacts Reviewed

Updated curriculum maps
Classroom observation forms
Lesson plans
Student work
Walk-through observation forms
Examples of research-based strategies implemented across the curriculum
SEL specific strategies - use of journaling, discussion, prior knowledge

Corresponding Indiana Code or Law Violation (if applicable)

N/A

Rubric Rating

a) The curriculum is implemented in all classrooms with fidelity.	**Sustaining**
b) A clearly documented lesson internalization process is used to explicitly target core learning objectives across all academic areas.	**Sustaining**

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.	**Sustaining**
d) Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles.	**Sustaining**
e) Instructional strategies used are designed to promote authentic learning to impact levels of student engagement.	**Sustaining**
f) Instructional practices are intentionally designed to validate and affirm the culture of students.	**Sustaining**
g) Instructional practices are intentionally designed to validate and affirm the cultures of students.	**Sustaining**

Strengths

The site team reviewed documentation and conducted interviews with administration and teachers which provided evidence that the teaching processes at Hope Academy are consistent with the school's mission. Classroom observations and an overview of lesson plans demonstrated that the curriculum at Hope Academy was implemented with fidelity and centered around state academic standards.

Hope Academy is undergoing an extensive updating of curriculum maps led by the principal and academic leader. The revision process requires a regular, bi-weekly review of the maps and the progress being made toward both revision and extension. New maps integrate crucial elements of the curriculum that are specific to the mission of Hope Academy, such as SEL competencies established by the Indiana Department of Education, as well as teaching strategies that are culturally sensitive to the needs of Hope students. The curriculum revision plan is a three-year process with the overarching goal of establishing curriculum maps that may be used as a model for other Recovery High Schools.

Lesson plans, administration walk-through forms and classroom observations demonstrated the integration of at least three, varied teaching/student engagement strategies for each lesson developed. The site team observed numerous activities including small groups, games, guided questions, bell-ringers, exit tickets, discussion and videos.

Instructional practices and lesson content are both constructed to reinforce student engagement and validate and affirm the culture of the students. For instance, site team observers saw examples of side-by-side readings that were intentionally selected to reflect conflicting perspectives of an issue selected with the intention of building student social/emotional learning while providing rigorous reading and critical thinking skills.

While Hope Academy is in the process of updating and revising the curriculum maps, the newly revised maps are extensive in content and cover the following:

- Academic Standards
- Key Content
- Key Skills
- Instructional Strategies/Activities
- Resources
- Vocabulary
- Assessments

The mission of Hope Academy includes additional priorities which are detailed in the curriculum maps. These priorities are highly relevant to the mission of the school and the dual elements of the curriculum.

- Levels of Blooms
- Social Emotional Learning Strategies
- Culturally Responsive Teaching Strategies (which often overlap with with SEL & Key Content)
- Differentiation/Modifications

Teachers often work together to develop cross-curricular lesson planning and utilizing pedagogies that are consistent with the mission of the school.

Opportunities for Improvement

The site team recommends that Hope Academy develop a well-documented process for reviewing student data along with professional development to assist teachers in analyzing and utilizing student data for reteaching.

Recommended Next Steps		
None Noted		
Potential Partnerships/Organizations Moving Forward		
None Noted		

4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options? *Only applies to schools serving grades 9-12	
Does not meet standard	**Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.**
Approaching standard	**Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.**
Meets standard	**Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.**
Exceeds standard	**Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.**
Data/Artifacts Reviewed:	

Curriculum Maps with 2020-21 Updates Lesson Plans Professional Development Schedule Course Offerings Stakeholder Interviews
Corresponding Indiana Code or Law Violation (if applicable)
Rubric Rating

a) The school provides access to rigorous coursework and career planning experiences (e.g., Advanced Placement courses, internships, independent study) to prepare students for post-secondary opportunities aligned to their interests.	**Sustaining**
b) A system is in place to ensure school staff provide students with the supports they need to be effectively prepared for post-secondary opportunities.	**Sustaining**
c) The school provides opportunities for extracurricular engagement and activities, connected to student interests, (e.g., athletics, academic clubs, vocational) to increase post-secondary options.	**Sustaining**
d) The school offers a range of pathways that allow all students to meet or exceed Indiana Core 40 graduation requirements.	**Sustaining**

Strengths
The site team reviewed evidence (documentation) and interviewed focus groups concluding that Hope Academy provides specific guidance on and support for students' post high school opportunities, including; College and Career Readiness course, college visits, pre-college and pre-military testing, as well aa Guidance Counselor who conducts one-on-one discussions with each student. Hope Academy provides a wide range of courses through Plato to allow for credit recovery and to allow students to pursue interests toward post-secondary decisions, including AP coursework, SAT and ACT preparation, computer technologies and foreign languages. Time to work and receive support for Plato classes is included in student weekly schedules. Dual credit courses are also available to students through a partnership with Trine University and Indiana Vocational Technical College. Hope Academy is currently working toward additional partnerships with Vincennes University and the University of Indianapolis. Hope Academy has an upcoming Career Day, resuming an event that was held regularly prior to the Covid pandemic. Progress reports and focus group discussions verified that students take a College and Career Readiness course in addition to Recovery and Wellness which is central to their ability to make post-secondary decisions. Students visit local colleges that have Collegiate Recovery programs. Prior to the pandemic, these visits took place during the school year, since the pandemic college visits are part of the Guiding Paths to Success (GPS) program. GPS is an after-school activity program and an important element of the recovery process. Recovery and Wellness is a class for which students receive credit and through GPS, students earn points toward their Recovery and Wellness grade. GPS provides many activities for students that include college visits, social events, a parks and community day, recreation days and hobby days. The site team reviewed documents relating to GPS events, including a letter to parents giving credit to students who participate in "Hawk Walk" Seniors at Hope Academy complete a Capstone Project as a graduation requirement. Capstone projects are designed to connect students with the larger recovery community. Projects require community service that involves peers and a presentation to share and discuss the project. Prior projects have included the organization such as Dove House and a local food pantry. Students at Hope Academy take the NWEA test three times a year and teachers utilize the data gleaned from those assessments to reteach and retest standards on an individual basis. Additionally, teachers assess students within the classroom regularly, particularly as they enter school or after both a short or extended absence to determine what teaching/learning has been missed and address the gap. Reteaching and retesting are organized by teachers who often use

the Exact Path system, a digital application that focuses on a particular skill or standard and is individualized to meet student needs.

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Opportunities for Improvement
Recommended Next Steps
Potential Partnerships/Organizations Moving Forward

4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	
Does not meet standard	**Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.**
Approaching standard	**Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.**
Meets standard	**Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.**
Exceeds standard	**Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.**
Data/Artifacts Reviewed	
School Assessment Calendar, Lesson Plans, Assessment documents, Professional Development Agendas, Classroom Observations; Focus group interviews with students, teachers, and school leaders, Student data charts;	
Corresponding Indiana Code or Law Violation (if applicable)	
NA	
Rubric Rating	
a) Assessments utilized are well aligned to learning standards.	**Sustaining**

b) Assessments utilized are varied in order to support a wide range of student learning styles and abilities.	**Sustaining**
c) Assessments utilized provide student level data focused on growth and proficiency.	**Sustaining**
d) Assessments are administrated with sufficient frequency and results are provided in a timely manner.	**Sustaining**
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.	**Implementing**

Strengths

Hope Academy has an established assessment calendar that includes a variety of assessments that are aligned with the Indiana State Standards and core learning objectives and are given with frequency to Hope Academy students. These assessments include:

- NWEA given to all students, 3 times per year
- ASVAB (Armed Services Vocational Aptitude Battery) given 2 times per year in grades 10, 11, 12
- ISTEP+/GQE given to grade 12
- PSAT given in grades 10 and 11
- SAT given in grade 11
- I-Learn Biology given in All Biology classes

In accordance with the mission of the school, Hope Academy also administers the Gain SS assessment three times per year in order to screen students for one or more behavioral health disorders. Teachers spoke knowledgeably about the frequency, timing, and usefulness of these assessments during focus group interviews. Students also spoke about the battery of tests they were given at Hope Academy and the value of the tests, especially the ASVAB which helped students see their strengths in terms of deciding on a career pathway.

Additionally, teacher-made quizzes, student gallery walks, and restorative circle examples were viewed by site team members as evidence that assessments are varied and support a wide range of student learning styles and abilities. These assessments were incorporated into

lesson plans that aligned with core learning objectives and the Indiana State Standards. Site Team members also observed rubrics for project based learning assessments such as a script writing project resulting in a video, story, PSA, or commercial, which were aligned with core content objectives and Indiana state learning standards.

According to teachers and school leaders, the school uses the results from the NWEA assessment to track student skills mastery, measure academic growth and identify gaps in student learning. EXACT PATH, an online digital learning platform is then utilized to provide individualized learning that adapts to each students' needs and to re-teach standards that have not been mastered, through adaptive and individualized instruction, practice, and assessment. Site team members observed evidence of charted data showing levels of student growth.

Opportunities for Improvement

While Hope Academy has a shared digital system in place that is utilized by all students to track their individual mastery of learning standards and provide digital instruction and assessment, the site team did not observe a documented process in place for teacher data-driven analysis of student standards mastery resulting in follow-up instruction and re-teaching of standards not met. The site team understands that the small enrollment numbers of students inspires the rich individualized and personalized attention given by the Hope Academy teachers during classroom instruction but there would be further advantages for students if teachers identified and utilized the knowledge of learning standards not met by students and, in response, planned intentional instruction to re-teach those standards to sub-groups of students who were not meeting the same standards.

Recommended Next Steps

The site team recommends that, following the results of quarterly or semester assessments, a regular system of student data analysis, with the purpose of identifying sub-groups of students who are not meeting the prioritized (power) standards, be

implemented, and instruction planned among the Hope Academy teachers, in order to re-teach and reinforce student mastery of key standards.
Potential Partnerships/Organizations Moving Forward
None Noted

4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	
Does not meet standard	**Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.**
Approaching standard	**Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.**
Meets standard	**Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.**
Exceeds standard	**Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.**
Data/Artifacts Reviewed	
Hope Academy Staff Handbook, Data from Focus group interviews with students, parents, teachers, and school leaders, Human Resource Organizational Chart, Professional Development Agenda, Classroom Observations, List of school staff and credentials, IDOE	

teacher certification website, PD Calendar, School Improvement Goals and Strategies to Achieve Goals, Teacher Orientation Agendas,
Corresponding Indiana Code or Law Violation (if applicable)
NA

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.	**Sustaining**
b) Hiring processes are well organized and used to support the success of new staff members.	**Sustaining**
c) Staffing levels adequately allow staff to maximize instructional time and capacity.	**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.	**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.	**Sustaining**
f) Professional learning opportunities are determined through analyses of student outcome data and clearly linked to strategic objectives and school improvement goals.	**Sustaining**

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

Strengths

Through an intense review of documents provided by the school, classroom observations, and interviews with school leaders, staff, and board members, the School Organizational Site Team determined that Hope Academy has developed adequate human resource systems and deployed its staff effectively.

The Hope Academy Staff Handbook includes a comprehensive hiring policy following the mandates of the Fair Labor Standards Act that lists a hiring protocol stating an applicant must submit an application and provide a resume that includes training and experience. If the applicant meets the requirements, then an interview, questionnaire, and background check is conducted, followed by interviews with management, prior to the official hiring. Applicants must provide all required documentation including a valid license, certification, and diploma.

Site team members not only observed an organizational chart that included ample human resource positions to meet the specific needs of the Hope Academy school population, such as Recovery Coaches, Peer Support Specialists, a Graduation Coach and a GPS (Guiding Pathway to Success) Coordinator but site team members also spent two days observing and interviewing a multitude of auxiliary staff serving in those specific HR positions, who provided extraordinary support in meeting the academic and emotional needs of the Hope Academy students.

During focus group interviews teachers reported that new teachers are greatly supported at Hope Academy, through weekly staff meetings (one time a week) and regular PLC meetings (one time a week). The new staff members said they were well informed of the expectations at Hope Academy during the interview process and said they receive targeted professional development on recovery strategies as well as academic professional development to insure job success at Hope Academy. Documents showing that each new employee attends both a formal orientation and an informal orientation that is focused on job performance, duties, and expectations prior to the start of school, were observed by site team members. All teachers said the support “was definitely there” and you could ask the school leaders anything.

Staffing levels at Hope Academy are a true strength of the school. The current ratio of

students to teachers at Hope Academy is approximately 5 students per teacher. Additionally the teaching staff is supported by peer support specialists, a Director of Curriculum and Student Services, as well as recovery coaches - all positions that are aligned to the mission of the school. Site team members were impressed to learn that teachers are able to use an APP named FLOCK to send a text asking for help and/or support for any issue with students, or otherwise. The text goes to a number of school leaders and support staff who will respond immediately which also allows every Hope student to have one-on-one counseling or support whenever it is needed.

The Hope Academy school leader provided an IDOE check of the licensure status of each employee on the teaching and support staff. The site team observed that all of the teaching and support staff at the school had valid licenses and were sufficiently trained in the areas in which they are assigned.

A professional development calendar was observed by site team members that listed regular professional development on Tuesdays and Fridays and included culturally relevant topics, as well as topics focused on differentiated instruction, such as MTSS, Powerschool, PLATO, Child Abuse and Neglect, High Potency THC, EXACT PATH, Sucicide Prevention, Social Emotional Learning Strategies, Restorative Practice, SEL Critical Thinking, and Racial Equity. Teachers also reported that they feel they have exceptional training on dealing with students with substance abuse and addiction problems, in support of the school's mission.

Professional learning opportunities at Hope Academy are linked to Strategic objectives and School Improvement Goals. Site Team members viewed evidence that showed the school has set 5 school improvement goals through the 2022-23 school year that are focused on raising students' grades, increasing student SAT scores, increasing enrollment, retaining enrollment, and having 80% of the teaching staff rated as Effective or Highly Effective on the RISE evaluation. Corresponding Professional Development and strategies to meet these goals were aligned with each specific goal. PD and strategies to meet the goals included restorative practices, SEL strategies, Assessment Strategies, Curriculum mapping, partnering with parents and families, summer programs, teaching strategies, etc. Teachers confirmed that they had had PD on many of these topics and family meeting agendas also showed that topics relating to recovery and wellness, as well as academic success were presented during regular family nights.

Site Team members observed evidence that the Hope Academy utilizes a modified version of the IDOE RISE teacher evaluation system. A minimum of two 30 minute classroom observations, one each semester is conducted for each teacher. The principal or designee then meets with the teacher to review the observation and offer feedback. If needed the evaluator and the teacher develop a plan for instructional improvement including strategies, PD and

timelines. Teachers are evaluated using the rubrics for all four Domains from the modified RISE Evaluation tool and are required to submit a portfolio containing documents as evidence for Domains 1 and 3. The four domains include rubrics for Planning, Instruction, Leadership, and Professionalism. During focus group interview teachers confirmed that there were at least three informal observations per semester and one formal observation each semester. They also said there were many walk-through observations. They reported that they received numerous "notes" with encouraging feedback for improvement, in addition to the more formal interview and discussion following the formal observation each semester.
Opportunities for Improvement
None noted
Recommended Next Steps
None Noted
Potential Partnerships/Organizations Moving Forward
None Noted

4.6. Is the school's mission clearly understood by all stakeholders?	
Does not meet standard	**Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.**
Approaching standard	**Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.**
Meets standard	**Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.**
Exceeds standard	**Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.**

Data/Artifacts Reviewed

Review of Parent, Student, and Alumni surveys; Data from Focus Group Interviews with Parents, Students, Teachers, School Leaders, and Board Members; School website; Parent Back to School Night agenda; Flyers for Family Education night; GPS powerpoint; Counselor Corner newsletter; Hope brochure; Staff Meeting agenda, School Improvement Plan; Parent Pledge; Student Pledge: Email from Simon Youth Foundation;

Corresponding Indiana Code or Law Violation (if applicable)

NA

Rubric Rating

a) Procedures are in place for assessing all stakeholder's perceptions, knowledge, and commitment to the intentions of the school's mission.	**Sustaining**

b) Procedures are in place for establishing meaningful partnerships with all families and community stakeholders to support the school's mission.	**Sustaining**

Strengths

The Mission of Hope Academy is to provide a safe, sober, and challenging academic experience to students who share a commitment to educational achievement and personal growth.

Following interviews with key stakeholders, including parents, students, teachers, school leaders, and board members, as well as reviewing multiple sources of evidence, the School Organizational Solutions Site Team found that the Hope Academy mission was not only understood by all stakeholders, it is one of the greatest strengths of Hope Academy in that all stakeholders are strongly committed to this mission.

Students who attend Hope Academy, and their parents, are well informed regarding the school's dual purpose mission. Both parents and students must sign pledges declaring their commitment to the mission of the school. Parents must sign a pledge committing to provide an encouraging home environment in support of their student's recovery from drug and alcohol abuse, and in support of their student's educational achievement goals. The parent pledge outlines specific mandates by which parents must abide in order to maintain the pledge. Students must also sign a pledge that includes a detailed list of requirements that must be met, which are in support of recovery from drug and alcohol abuse and also supportive of completing the school's education requirements.

Site team members observed evidence of parent, student, and alumni surveys that had been routinely given to Hope Academy stakeholders. Questions to help gauge whether parents and students were committed to the Hope Academy mission, why they had chosen Hope Academy, if they felt safe, who they turned to for help and advice, etc., were listed on the survey. Responses viewed from the surveys showed that almost all stakeholder groups understood and were supportive of the mission of Hope Academy.

The school provides many events and activities that are aligned with the school's mission, such as Recovery Expectations by the Recovery Coaches, regular GPS (Guiding Pathways to Success) after school peer groups that provide informal recovery meetings, AA speakers, and social activities every Monday, Thursday, (3:30 - 4:30 PM), Friday (3:30 - 6:30 PM) and one Saturday/month.

Regular parent workshops (Wednesday evenings) with topics relevant to the school's dual

purpose mission, such as: Adolescent development, Adolescent substance abuse issues, Parenting Pointers, Recovery Skill Building, Plato, PowerSchool, and Testing Schedules, are held to educate and inform parents in supporting their children. During focus group interviews parents spoke positively about the regular parent workshops and the opportunities for parental involvement. Students spoke knowledgeably about the expectations for recovery and the opportunities for involvement at Hope Academy during interviews with site team members.

Additionally, the school holds a Back to School night, student-led conferences, Recovery Month, Open House for students and families, and numerous other opportunities to encourage family/school partnerships.

Most impressively, site team members saw ample evidence that Hope Academy has many community partnerships such as a prestigious partnership with the Simon Youth Foundation, which provides incentives to motivate students to pursue and achieve a high school diploma. SYF provides grants to support teachers, offers professional development to the school staff, and sponsors a speaker series on leadership. Students also have opportunities to participate in educational trips, as well as attend an annual SYF conference.

Hope Academy also partners with IPS, and the University of Indianapolis, which owns the lease on the building Hope Academy is in and provides the maintenance for the Hope Academy space, in addition to hosting the Hope Academy graduation each spring, providing lunch for the students at a reduced fee, and also fostering UIndy student internships for social work majors, guidance, and Master's students who assist at Hope Academy. All partners are also stakeholders who are committed to Hope Academy's mission.

Opportunities for Improvement

None at this time.

Recommended Next Steps

NA

Potential Partnerships/Organizations Moving Forward		
NA		

4.7. Is the school climate responsive to the needs of students, staff, and families?	
Does not meet standard	**Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.**
Approaching standard	**Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.**
Meets standard	**Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.**
Exceeds standard	**Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.**
Data/Artifacts Reviewed	
Classroom Observations, Focus Group Interviews with teachers, students, parents, school leaders, and recovery coaches, Student and Family Handbook, MTSS Handbook, Restorative Practices Documents, SEL Training Agendas, Professional Development Agendas, Teacher Orientation Agenda, Parent and Teacher Surveys	

Corresponding Indiana Code or Law Violation (if applicable)	
Rubric Rating	
a) A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity.	**Sustaining**
b) Culturally responsive and evidenced based interventions are explicitly identified and implemented throughout the school to support the needs of students.	**Sustaining**
c) Explicit procedures for facilitating the development of strong, positive relationships between adults and students are clearly communicated to and implemented by all staff.	**Sustaining**
d) Procedures are in place for assessing staff, student, and family perspectives to ensure a sense of connectedness and engagement with the school.	**Sustaining**
Strengths	
Following a review of a wealth of supportive evidence and interviews with all key stakeholders, the School Organizational Solutions Site Team members judged that the Hope Academy's school climate is responsive to the needs of students, staff, and families.	

The Student and Family Handbook for Hope Academy lists in detail, tiered consequences for more serious behavior infractions. For classroom disruptions and misbehavior, teachers told site team members during focus group interviews that they follow the following steps:

1. Talk to student individually
2. Enter a detailed record of incident in School Discipline Log
3. Email or Phone Call to parents
4. Send the student to the Principal or use FLOCK App to notify the counselors that assistance is needed.

Site team members determined, through document reviews, that Hope Academy has integrated the various aspects of Social Emotional Learning throughout their academic & recovery responses to students. In focus group interviews, students reported to the site team that the teachers & staff demonstrated the calm and concern that is necessary in what can sometimes be a highly charged environment. Students feel safe (and parents also reported they feel their children are safe) in the Hope school environment, because they can depend on all situations being handled immediately. They rely heavily on the staff and recovery counselors to provide support and safety when they need it.. Teachers reported that SEL was an important aspect of lesson planning and site team members observed an SEL Program agenda for 2021-22

The site team saw ample evidence that Hope Academy has many evidence based interventions for both positive, proactive and reactive support of the students. The recovery focus of Hope Academy is a very specific need of all students who attend the school. Addiction recovery and the many associated social/emotional needs of students who are working toward recovery establishes a particular culture and focus for the school. Therefore, the school has established Recovery Coaches who meet weekly, one-on-one with each student.

Students take a graded class in Recovery and Wellness. This class has a rubric, which was observed by site team members, with specific expectations for progress on Personal Recovery, Meeting Attendance, Support of Community, Class Assignments and Daily Participation.

Site team members reviewed documents focused on Restorative Practices such as asking questions of students: “What happened?” “What were you thinking at the time?” “What have you thought about since?”, etc. Students reported to the site team that they were happy with the new approach to conflicts that sometimes arise. Restorative & recovery questions and ideas are posted throughout the school.

Restorative Circles, both large (twice weekly) and small (on Fridays) meet each week to allow students to discuss their social and emotional needs regularly, with the guidance of the recovery coaches. Although the large group meets twice a week, providing opportunities to address overall needs of students, the students requested small groups in order to focus on more specific, personal needs. The school was responsive to this request and the small group meetings have proven to be beneficial to students’ social & emotional health by

building community and a safe space to talk to others.

Students at Hope Academy are provided a Serenity Room for 15 minutes of respite from schoolwork if it is needed. Site team members reviewed documents listing the Serenity Room expectations (Phones left at front desk, sign-in, 15 minutes of time, vaping/sleeping/food/drink are prohibited.) If a student opts to use the Serenity Room, they are provided with time to talk to their Recovery Coach before returning to the classroom.

Documents focused on Culturally Responsive practices in teaching, were viewed by site team members and classroom observations revealed that the Hope Academy teachers have incorporated many of the recommended strategies in the classrooms, such as:

1) Empowering students to share thoughts, 2) Integrating diverse work and study practices,3) Understanding individual learning styles and needs, 4) Implementing Culturally significant instruction styles, such as oral storytelling and project-based learning.
2) In addition to these practices, site team members also observed that the Hope Academy teachers truly personalize and individualize instruction based on each individual student's needs.

Wrap-around services for students are based on individual need, but often include as many as seven adults (social worker, court appointed official, therapist, nurse, recovery coach, teacher, etc.) who meet together to provide service and support for students.

Additionally, Hope Academy recently formed a partnership with Aspire Indiana Health to provide specific mental health services to students needing or desiring an individual therapist.

During focus group interviews, all students said the strong, positive relationships between adults and students, as well as between most students, were the greatest strength of Hope Academy. One student said, "Teachers help us talk out our anxiety, our troubles, and the petty stuff." Another student said, "If someone messes up, we all feel the "rumble". We come together and grow together." Students also said the restorative circles that are held on Mondays and Fridays contribute in fostering strong, positive relationships between staff and students, and between students.

Parent and student surveys, administered each year at Hope Academy to help determine connectedness and engagement by students and parents, were viewed by site team members with the majority of students and parents indicating they felt extremely connected to the staff and students at Hope Academy. During focus group interviews, parents said, not only were students more engaged at Hope Academy than they had ever been at a traditional public school, but parents also found support and connectedness to the school through the weekly parent meetings and the outreach to families.

Opportunities for Improvement			
While some of the early social emotional learning agendas are documented and some of the restorative practices are documented, the newly modified Social-Emotional-Learning practices are not well documented and some of the amazing culturally responsive strategies that site team members observed regarding instructional practices, are also not well documented. The school leaders told site team members they have started a "living" document and are recording what is working, for the purpose of creating an integrated SEL/Cultural Responsive/MTSS/document that incorporates all of the "pieces".			
Recommended Next Steps			
Site team members recommend that the school prioritize creating and documenting these practices in an SOP (Standards of Procedures) document which would be useful to the school for sustainability, new teacher orientation, and advocacy.			
Potential Partnerships/Organizations Moving Forward			
NA			

4.8. Is ongoing communication with students and families clear and helpful?	
Does not meet standard	**Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.**
Approaching standard	**Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.**
Meets standard	**Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.**
Exceeds standard	**Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.**

Data/Artifacts Reviewed
Focus group interviews with Hope Academy parents, students, teachers,board members, and school leaders; School Newsletters, Student and Family Handbook in English and translated into Spanish; Phone Call logs, Flyers, Parent Meeting Agendas, Discipline logs, School website, Student progress reports; Parent and Student Surveys;

Corresponding Indiana Code or Law Violation/Artifacts Reviewed on (if applicable)
None Noted

Rubric Rating	
a) An active and ongoing system of communication between the school and family members is in place.	**Sustaining**

b) Procedures for responding to concerns of families are clearly defined and implemented by all school staff and validated by families.	**Sustaining**
c) Families are regularly informed in their native or home language of their students' academic and behavioral strengths and areas of need.	**Sustaining**
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.	**Sustaining**

Strengths

The site team reviewed documentation of robust communication between Hope Academy and family members, including many modes of communication such as: emails, phone call logs, newsletters, notices for after-school activities, flyers, discipline/behavior logs, and letters of information.

Hope Academy issues a comprehensive Student and Family Handbook to all students and families that includes information on Student Health and Wellness, Recovery Requirements, Clinic information, Drug Testing, Attendance Policies, Grading, Behavior Management, and many more relevant topics. The handbook also includes a Student Pledge and Parent Pledge that must be signed by both parents and students.

Parents reported that there is a weekly parent meeting (virtual or in-person) on Wednesday evenings, to help families become an essential part of the student recovery. The Director of Curriculum reported that the school pays a therapist to lead these meetings to assist and coach parents and families. Site team members observed evidence that some topics covered in the parent meetings include Adolescent development, Parenting Pointers, and Drugs of Abuse.

Site team members observed a detailed and extensive discipline log with dates and times, listing all interactions between teachers and students, which included texts of emails between parents and teachers.

During a focus group interview with parents, site team members were told that there was frequent communication from Hope Academy teachers and personnel and one parent said he felt he could communicate at any time with any staff member.

Site team members observed copies of school newsletters that included a full list of school personnel and the phone number and email address for each one.

Site team members observed evidence that the Student and Family Handbook is translated into Spanish for EL Learners and there are other systems set up to translate pertinent information for EL learners, however there are no ELL students enrolled at Hope at this time.

Hope Academy was described by all stakeholders as a community where there was constant, ongoing communication between families, students, and staff.

The school utilized many modes of communication, listed above, to meet the needs of a diverse set of parents.

Opportunities for Improvement
None Noted
Recommended Next Steps
None Noted
Potential Partnerships/Organizations Moving Forward

4.9. Do the school's special education files demonstrate that it is in legal compliance and is implementing best practice?	
Does not meet standard	**Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.**
Approaching standard	**Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.**
Meets standard	**Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.**
Exceeds standard	**Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.**

Data/Artifacts Reviewed

2021 Results Driven Accountability (RDA) Determination Matrix.
2020 Results Driven Accountability (RDA) Determination Matrix.
File review of the IEPs for the SWDs at Hope Academy.
Rosters for the SWDs which include grade level, primary disability category, and Least Restrictive Environment (LRE) Federal placement code.
IDOE Indicator 13 checklist.

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

None noted.

Rubric Rating

a) Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs of the student. **a)**	**Sustaining**

b) IEP plans include student specific goal and plan for ongoing assessment of student progress. **b)**	**Sustaining**
c) IEP goals are rigorous and based on state and national learning standards. **c)**	**Sustaining**
d) IEP goals are reviewed and revised annually as determined by present levels of student level of performance.	**Emerging**
e) IEP plans explicitly identify requirements for specifically designed curriculum and instruction to align with student needs.	**Sustaining**

Strengths

At the time of the site visit, the leadership team at Hope Academy reported 13 Students with Disabilities (SWD). This represents 25% of the total school enrollment. A comprehensive review was conducted on all of the students' individual education plans (IEPs). This review provided critical information regarding the trends in the documentation and delivery of special education services at the school. The educational benefit of each case conference report/IEP was noted.

The results of the file review at Hope Academy are listed below:

- 100% of the Notices of Case Conference were evidenced.
- 100% of the Case Conference Report/IEP were evidenced.
- 69.2% of the Educational Evaluations were evidenced.
- 90% of the IEP Goals were measurable.
- 92.3% of the Progress Reports were evidenced.
- 84.6% of the SWDs had a federal placement code/LRE 50 (where 80% or more of the student's time is spent in general education classes). 15.3% of the student's had a federal placement code/LRE 57 (where the students are instructed in a homebound setting as determined by the case conference committee).

Hope Academy received a Needs Assistance on the 2021 Results Driven Accountability (RDA) Determination Matrix. This rating was based on a finding on indicator 13 where schools are required to have an IEP (for students age 14 and/or entering grade 9) that includes coordinated, measurable goals and transition services that will reasonably enable the student to meet the post-secondary goals. Hope Academy has completed a corrective action plan with the IDOE and the site team evidenced the IDOE Indicator 13 Checklist.

On the 2020 Results Driven Accountability (RDA) Determination Matrix, Hope Academy received a Meets Requirements. This determination matrix serves as the school's report card and guidepost from the IDOE and Office of Special Education Programs (OSEP). The RDA determination matrix measures compliance but has an increased emphasis on results for SWDs.

Hope Academy utilizes the IN IEP program which is compliant by statute and ensures that the necessary and required topics of the case conference are addressed. The case conference process is sequenced by the IN IEP and Hope Academy had completed all the required topics. The site team evidenced 100% of the Notices of Case Conference Meeting were completed and timely and 100% of the Case Conference Reports/IEP were completed and timely. The site team noted that each IEP was detailed with accommodations and services on how the student will have access to the core curriculum in the specially designed instruction section of the IEP.

Opportunities for Improvement

92.3% of the IEP goals were the same (almost verbatim) from the year's previous IEP. This causes the site team examiner to question whether there is educational benefit for the students and/or are the goals just being "cut and pasted" case conference to case conference. This site team examiner also realizes the nature and background of the learners at Hope Academy and understands the struggles and challenges for these students on the road to sobriety. Attendance, work completion, time on task, and behavior are constant struggles for these learners and impede their progress on the IEP goals. Therefore moving forward toward best practice, each case conference committee must make a concerted effort when writing goals to have rich, data-filled present levels. Also the case conference committee needs to determine what accommodations and services are necessary for the student to make progress.

During this pandemic time and the absence of statewide testing, it is recommended that Hope Academy review its curricular measures that can be used in the Present Levels of Educational Performance as data for writing SMART goals. It is critical that the reporting of present levels of educational performance is rich with current data and assists the goal-writing process.

Recommended Next Steps
The site team evidenced that 10% of the IEP goals were not measurable and lacked a plan to note progress. An example of such a goal was "the student will reduce their absences by 50%." Hope Academy should consider writing the goal using a positive approach such as "the student will attend school on a weekly basis 90% of the week as measured by daily attendance records." Continue using the SMART goal format ensuring that the case conference report is "stranger friendly" in that anyone could read and understand.
Potential Partnerships/Organizations Moving Forward
None noted.

4.10. Is the school implementing best practice related to access and services to students with limited English proficiency?	
Does not meet standard	**Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.**
Approaching standard	**Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.**
Meets standard	**Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.**
Exceeds standard	**Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.**

Data/Artifacts Reviewed
Guidebook for English Learners provided by the IDOE. All required forms (Home Language Survey, Parent Notification Letter, ILP, and assessments). Translated school forms and family/student communications. Availability of translation services.
Corresponding Indiana Code or Law Violation/Artifacts Reviewed on (if applicable)
None noted.

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.	**Sustaining**
b) Staff have a knowledge of the process of language acquisition and the skillsets needed to differentiate instructional strategies to meet the needs ELL students.	**Sustaining**
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.	**Sustaining**
d) ILP plans include student specific goal and plan for ongoing assessment of student progress.	**Sustaining**
e) ILP plans explicitly identify needs for targeted instruction to align with student needs.	**Sustaining**

Strengths
At the time of the site team visit, the Hope Academy leadership team reported that they did not have any English Language Learners enrolled. It was evidenced that the school is in legal compliance and poised to implement services when needed. Hope Academy utilizes the Guidebook for English Learners provided by the IDOE and all of the required forms. Site team members observed evidence that the Student and Family Handbook is translated into Spanish for EL Learners and there are other systems set up to translate pertinent information for EL Learners.
Opportunities for Improvement
None noted.
Recommended Next Steps
None noted.
Potential Partnerships/Organizations Moving Forward
None noted.

Closing and Recommendations:

The School Organizational Solutions site team found overwhelming evidence that Hope Academy is exceeding expectations in meeting its mission of "providing a safe, sober, and challenging school experience for students who share a commitment to education and personal

growth". More importantly, Hope Academy fills a need in both our community and the state of Indiana that is not being met in any other school. Research shows that 80% of students relapse from recovery upon returning to their high school after having primary treatment for substance use disorders. Hope Academy is, quite simply, saving lives. During focus group interviews with Hope Academy students, one 15 year old girl stated, "Hope Academy saved my life. I returned to my home school last year and tried to take my life. I am now back at Hope Academy and, not only in recovery, but I have also earned 8 high school credits and I only had 1 credit when I came here."

The school leaders at Hope Academy are documenting their curriculum and recovery initiatives in an ongoing process designed to assist with the development of other schools throughout the country. The site team found this school to be a model for the development of more, highly-needed recovery schools for young people and recommends that they continue to document and create Standards of Procedures, in order to preserve the many best practices that Hope Academy is utilizing in treating and educating students in recovery.