



Put your creative, innovative thinking caps on!

**Evaluation of Mayor Sponsored
Charter School:
Avondale Meadows Middle School (AMMS)
Site Evaluation Date:
September 20, 2022**

Prepared For:

Office of Education Innovation
Office of the Mayor-City of Indianapolis and
Kelly Herron
Executive Director
United Schools of Indianapolis (USI)

Evaluation Team:

Kimberly Ransom
Dr. Kathryn Eads
Tijana Davis
Jessica Dunn



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School Demographics

School Background

Avondale Meadows Middle School is a tuition-free public Charter School currently serving students in grades five through eight and is an extension of Avondale Meadows Academy. It is in its sixth year of operation as a Mayor’s authorized charter school in Indianapolis, Indiana. The school welcomed its first students (6th-8th grade) in the fall semester of 2017, becoming the third charter operating under the United School of Indianapolis (USI) network of schools. The USI Network also operates the Avondale Meadows Academy, founded in 2006, and the Vision Academy (2014). Avondale Meadows Middle School was founded to continue providing an equitable education to Avondale Meadows families through the 8th grade and prepare them for the most rigorous high schools in the city of Indianapolis. For the 22-23 school year, 5th grade was moved to the middle school to provide a content-based intermediate model to better prepare students for the traditional 7/8 middle school model and beyond.

Mission Statement

The mission of *Avondale Meadows Middle School* is to provide a rigorous and relevant college-preparatory program grounded in our belief in the ability of every child to succeed at high levels. Through well-coordinated support, a strong partnership with families, and close attention to results, our students will consistently meet and exceed academic standards, ensuring their success as future college graduates and lifelong learners.

Academic Program (Core Components/Philosophy)

Instructional Vision:

- We teach a rigorous, standards-based curriculum.
- We sustain student attention.
- We have a warm and structured environment for learning.
- We push the thinking and the doing onto the students.
- We respond to data in the moment.
- We are professional and prepared.

Student Demographics*

**This data was not yet available on the IDOE website at the time of the site evaluation and was self-reported by the school.*

Enrollment by Grade Level*	
5 th	52
6 th	52
7 th	50
8 th	43
Total Number of Students	195

Reporting Category	%
Free/Reduced Lunch	92%
Multilingual Learners	0%
Student with Disabilities	21%

Historical Academic Performance*

State Assessment (IREAD/ILEARN/ISTEP+)	2020-2021 School Performance	2020-2021 State Average	2021-2022 School Performance	2021-2022 State Average
Grades 3-8 English /Language Arts Proficiency (ILEARN)	18.4% (6-8)	40%	39% (6-8)	41.52% (6-8)
Grades 3-8 Math Proficiency (ILEARN)	7.2% (6-8)	37%	9% (6-8)	32.4% (6-8)
Grades 4 & 6 Science Proficiency (ILEARN)	17% (6 only)	38.8% (6 only)	16% (6 only)	38.8% (6 only)

Attendance Data*

Attendance Rates				
School Year 2017.18	School Year 2018.19	School Year 2019.20	School Year 2020.21	School Year 2021.22
95.32%	95.50%	93.34%	86.83%	91.72%

Discipline Data*

Discipline Data					
	School Year 2017.18	School Year 2018.19	School Year 2019.20	School Year 2020.21	School Year 2021.22
Suspension Rate	36.21%	44.02%	29.91%	14.7%	37%
# of Expulsions	0	2	3	1	2

* Data reported by the school.

Evaluation Process

As a part of the OEI accountability requirements, United Schools of Indianapolis (USI) commissioned Yellow Hat Consulting (YHC) to conduct a comprehensive assessment of Avondale Meadows Middle School's (AMMS) current organizational and academic progress. The focus of this evaluation was **OEI Performance Framework Core Question 4 (CQ4): Is the school providing the appropriate conditions for success?**

The school evaluation process was divided into four phases. YHC collected both quantitative and qualitative data to determine how the school met each indicator. The four phases were:

1. Pre-Evaluation Meeting
2. Document Upload and Review
3. On-Site Visit- Full Day
4. Follow-Up Meeting with Leadership

Before the site visit, Lead Consultant, Kimberly Ransom, had the pre-evaluation meeting with Kelly Herron, Executive Director for United Schools of Indianapolis; Jessica Kohlmeyer, Director of Academics; Kristen

Stratton; Director of Student Services, and Chrystal Westerhaus; Principal. They discussed logistics and the documents needed for the site evaluation.

After the meeting, YHC created an Artifact Upload Checklist and SharePoint for Avondale Meadows Middle School (AMMS) to upload documents and links for each indicator in the CQ4 Rubric. YHC asked AMMS to complete the report's School Demographics and Historical Academic Performance sections. Typically, these items are found on the INDOE website, but at the time of the pre-evaluation, some of the information was not current. YHC reviewed various documents uploaded by AMMS. The evaluation team also gathered information from AMMS's website, social media page, mission statement, family handbook, staff handbook, calendar, and survey data. Other artifacts are listed in the report under a specific indicator.

On the day of the site visit, YHC evaluators completed classroom observations, conducted focus group interviews with teachers, administrators, parents, and students, and reviewed files. A member of OEI was on-site during the evaluations. Each classroom observation ranged from fifteen to twenty minutes. Focus group session times ranged from thirty minutes to one and a half hours.

List of Focus Groups and Participant Roles:

- Focus Group #1 -Assessment & Instruction - Participants included the Principal, Assistant Principal, Instructional Coach, and Director of Academics
- Focus Group #2 - MTSS-Participants included School Counselor, City Connects Coordinator, Resource Teacher, Assistant Principal, Director of Student Services, and Dean of Students
- Focus Group #3 - Students- Participants included 5th through 8th-grade students
- Focus Group #4 - Teachers- Participants included 5th through 8th-grade teachers (various subjects)
- Focus Group #5 – Parents - Participants included parents of students in 5th through 8th grade
- Focus Group #6 - Operations/HR/Staff Support- Participants included the Executive Director of USI, Director of Operations, and Director of Business Affairs

YHC met with the AMMS leadership team at the end of the day and debriefed the site evaluation. During the debrief, YHC asked follow-up questions and notified AMMS about the next steps.

Following the site evaluation, YHC sent correspondence requesting a few additional documents. Then, YHC held a virtual meeting with AMMS to discuss the draft report and answer any questions. YHC submitted the final report to the Executive Director, Kelly Herron, and OEI.

OEI Ratings Summary

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.

Indicator Performance Ratings

YHC looked at the indicators in CQ4 to determine the performance rating. Performance ratings are highlighted to identify the overall rating for each indicator.

Core Question 4: Is the school providing the appropriate conditions for success?	Finding
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	Approaching Standard
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	Does Not Meet Standard
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Does Not Meet Standard
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Meets Standard
4.6. Is the school's mission clearly understood by all stakeholders?	Meets Standard
4.7. Is the school climate responsive to the needs of students, staff, and families?	Meets Standard
4.8. Is ongoing communication with students and families clear and helpful?	Meets Standard
4.9. Do the school's special education files demonstrate that it is in legal compliance and is implementing best practice?	Approaching Standard
4.10. Is the school implementing best practice related to access and services to students with limited English proficiency?	Does Not Meet Standard

4.3 was omitted because it only applies to secondary schools.

4.1 Curriculum and Materials

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

- Pacing Guides
- Curriculum Alignment Charts/Crosswalks
- LPI Documents
- Lesson Plans
- Focus Groups: Leaders, Teachers, Parents, and Students

Summary of Findings

The Yellow Hat Consulting (YHC) Evaluation team reviewed several artifacts provided by Avondale Meadows Middle School (AMMS.) YHC also conducted focus groups and interviews with school leaders, teachers, and students. The evaluation team concluded that AMMS is “Approaching Standard” for indicator 4.1.

4.1 a) The curriculum used across all academic areas is rigorous, evidenced-based and aligned with state standards.

There is a curriculum for all subjects.

Grade	Subject	Curriculum / Online/Resource
5-6	Reading	Wit & Wisdom (W&W)
7-8	Reading	Amplify ELA
5-8	Math	Eureka Math
5-8	Science	Amplify Science
5-8	Social Studies	Achievement First
5-8	Math	Zearn - Online
5-8	Math	ALEKS-Online
5-8	Personalized Instruction	Imagine My Path

YHC used EdReports to determine if the curriculum was evidence-based and rigorous. According to EdReports:

- [Eureka Math](#) - Instruction materials meet the expectations for alignment to CCSS standards because at least 65% of grade-level content focuses on the major clusters for the grade. Instructional materials are rigorous and partially connect the Standards for Mathematical Content and Standards for Mathematical Practice.
- [Zearn](#) - “The instructional materials for Zearn Grade 5 meet the expectation for alignment to the CCSS. In Gateway 1, the instructional materials meet the expectations for focus by assessing grade-level content and spending at least 65% of class time on the major clusters of the grade, and they are coherent and consistent with the Standards. In Gateway 2, the instructional materials reflect the balances in the Standards and help students meet the Standards’ rigorous expectations, but

they partially connect the Standards for Mathematical Content and the Standards for Mathematical Practice.”

- The [Wit & Wisdom](#) “Materials meet the expectations of alignment to the standards to support students’ growing skills in reading, writing, speaking, and listening. The program is built on engaging and high-quality texts and presents strong multimedia options alongside printed texts. The materials provide strong opportunities for students to hone their writing, speaking, and listening skills throughout the content while demonstrating their growing content knowledge.”
- [Amplify Reading](#) - “Materials fully meet the expectations of alignment to the Common Core ELA standards. The materials include instruction, practice, and authentic application of reading, writing, speaking and listening, and engaging language work at an appropriate level of rigor for the grade.”
- [Amplify Science](#) - Partially meets expectations for Gateways 1 and 2 alignments to NGSS (Next Generation Science Standards). Meets expectations for Gateway 2: Coherence and Scope.
- YHC could not find evidence to determine if Achievement First, Imagine My Path, or ALEKS is evidence-based and rigorous.

Most of these curriculums meet expectations for being rigorous, evidence-based, and aligned to standards, according to EdReports. However, these ratings are for curricula aligned to Common Core State Standards (CCSS) or Next Generation Science Standards (NGSS), not Indiana Academic Standards (IAS). The Indiana Department of Education has given guidance to ensure strong alignment to IAS when utilizing curricular materials that are not aligned to IAS. This guidance can be found in INDOE Standards Correlation Guidance Documents.

YHC looked at curriculum map crosswalks, ILP documents, lesson plans, and listened to focus groups to determine if AMMS processes align with INDOE Standards Correlation Guidance and best practices. Curriculum maps showed pacing based on the module. None of the curriculum maps identified IAS. This can be problematic because there were lessons on the pacing guides that did not fully align with IAS. For example, the 6th Grade W&W spreadsheet had ten lessons in Module 1 that were orange on the W&W ISS Alignment Study document. Orange indicates that the lesson being taught may not completely align with IAS.

Eureka math crosswalk documents are color-coded. Blue indicates a discrepancy between the grade level at which the standard is addressed for IAS and Eureka Math. IAS 7.NS.3 is a priority standard on the ILEARN BLUEPRINT. There is no CCSS equivalent standard for 7.NS.3. Yet, the IAS 7.NS.3 is blue on the Eureka alignment document and is addressed in grade 8 Eureka lessons. Indiana standard 7.NS.1 is not addressed in Eureka math.

During the Assessment and Instruction Focus Group, leadership explained that they look up the Indiana Standards during weekly LPI (Lesson Plan Internalization) Meetings. YHC did not see IAS on Math, Social Studies, and Science LPI documents.

YHC recommends that AMMS create a map that addresses how often IAS are being taught. YHC recommends that LPI and lesson plans identify IAS and objectives.

4.1 b) Systematic reviews of curricula are conducted by administrators and school staff to identify gaps based on student performance across and within subgroups.

During the instruction and assessment focus group, school leaders shared that they will begin a process for identifying gaps during the October 21st weekly data meetings. They have looked at ILEARN data,

highlighted levels based on NWEA, and are comparing data points to see how students are performing. The plan is to have a process in place that ties closer to standards.

In the teacher focus group, staff told YHC that they must have three grades a week for the weekly data meetings. Teachers took turns explaining their process. Exit tickets are primarily used for social studies, and teachers look at the whole class to see if students are at 80% to determine if skills need to be retaught. Math uses performance-level descriptors similar to ILEARN. Student performance is based on four points: below proficient, approaching, at, or above. The math interventionist works with the math teacher to identify the students at 2 out of 4. W&W has a rubric for paragraphs. ELA interventionist works with ELA to determine who is below level and who are the bubble kids. Students who are low performing on foundational skills are pulled during “do now” activities to learn foundational skills.

YHC did not find a data management system for identifying student performance on lessons, units, and standards or within subgroups. However, AMMS submitted a TbT Tutoring document that showed students in subgroups for tutoring based on NWEA data. YHC recommends that AMMS strengthen its LPI process and data meetings by tracking student performance on core learning objectives addressed during LPI meetings. This will provide a big picture of student performance on standards and how they performed after differentiation/reteaching. YHC also recommends AMMS group students based on RIT performance within domains rather than overall RIT scores.

4.1 c) The school regularly reviews instructional curriculum maps to ensure presentation of content is aligned with learning objectives.

YHC reviewed AMMS curriculum maps. Each map identified modules and lessons for the entire school year. However, standards are not listed on the curriculum maps. The IAS learning objectives taught in modules are not identified, and the frequency in which IAS objectives are addressed throughout the curriculum was not shown.

AMMS leaders told YHC that they look at pacing weekly during LPIs and classroom observations. Teachers explained that they follow the pacing guides and meet weekly with leadership during LPI to discuss plans. They also look at unit tests to see what kind of problems they will need to solve. Additionally, they look at plans and see where the common formative assessments (CFAs) are in the lesson and find ways to build background knowledge (front loading).

YHC looked at lesson plans alongside the curriculum map and noted that not all plans aligned with pacing. For example, the 7th Grade math pacing calendar listed “module 2 for week 8. The lesson plan was for Module 1, Lesson 16. This indicates that math is about ten lessons or two weeks behind pacing. A 6th Grade W&W lesson plan was for Lesson 19, whereas the pacing guide listed Module 1, lesson 26 for week 8. The 6th Grade science lesson was lesson 1.3. The pacing calendar indicated the lesson should have been Lesson 1.19. YHC recommends leadership review pacing calendars and meets with teachers to determine the root cause of pacing issues.

4.1 d) The school has a well-defined horizontal and vertical alignment within and across grade levels and content areas that is prioritized and focuses on core learning objectives.

ISS_CC_Alignment documents identify K-8 priority standards for reading and math. These documents are color-coded based on “High, Medium, and Standard.” During LPI meetings, leadership and teachers identify core learning objectives.

4.1 e) Instructional staff have access to provided materials to deliver the curriculum effectively.

During the teacher and student focus groups, everyone shared that they had access to the needed materials. Parents also confirmed during their focus group that students have what they need. During the teacher focus group, teachers explained that they have integrated technology into their instruction using a smart notebook, guided notes, and Google Slides. Teachers said Google classroom and YouTube are used often.

4.1 f) Instructional staff understand and uniformly use curriculum documents and related program materials to effectively deliver instruction.

AMMS’s LPI process could be strengthened if planning is aligned to pacing documents and pacing documents are aligned to IAS. Some lesson planning documents did not match the pacing. Pacing documents may need to be updated to ensure content is covered before testing.

YHC noticed some program materials were not being used during instruction. For example, a science lesson required students to have a text and a visual aid; students did not have the text they needed. Students struggled with completing the lesson.

Rubric Rating	
a. The curriculum used across all academic areas is rigorous, evidenced-based and aligned with state standards.	Emerging
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.	Emerging
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.	Emerging

Strengths
<ul style="list-style-type: none"> ▪ Staff have the materials they need to deliver the curriculum effectively. ▪ ISS_CC_Alignment documents identify K-8 priority standards for reading and math.

Opportunities for Improvement
<ul style="list-style-type: none"> ▪ Instruction should align with pacing documents. ▪ IAS taught within modules should be identified on pacing documents and lesson plans. ▪ Curriculum mapping should identify the IAS being addressed and its frequency.

Recommended Next Steps
<ul style="list-style-type: none"> ▪ Review curriculum maps to identify lessons that don’t align with IAS. Adjust pacing to address modules that don’t fully address IAS and determine supplemental resources that need to be used. ▪ Consider adding IAS spiral review to pacing documents to address IAS throughout the year.

- Review pacing calendars and meet with teachers to determine the root cause of pacing issues.

Potential Partnerships/Organizations Moving Forward

4.2 Pedagogy

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

- YH Observation Notes
- Lesson Plans
- ILP Documents
- Interviews
- Focus groups-Teachers, Students, Parents, Leadership
- PLC Document
- Whetstone Observation Notes

Summary of Findings

Yellow Hat Consulting (YHC) conducted focus groups and observed classroom instruction at Avondale Meadows Middle School (AMMS). YHC observed a total of nine classrooms for about 20 minutes each. After reviewing artifacts and data collection from focus groups, YHC concluded that AMMS “Does Not Meet Standard” for 4.2.

4.2 a) The curriculum is implemented in all classrooms with fidelity.

YHC classroom observations included:

- Grades 5-8 ELA
- Grades 5-8 Math
- 6th Grade Science
- Grades 7 and 8 Science
- Grade 7 Social Studies
- Grade 5 Social Studies
- Grade 8 Science

YHC referred to lesson plans, LPI documents, and an observation checklist during classroom observations. Implementation of curriculum varied across grades and subjects. Most of the curriculums are scripted or have specific teacher and student actions. YHC did not see any teachers carrying LPI documents or lesson plans to ensure key learning or instruction targets were being delivered.

Direct instruction and teacher-to-student interactions were most observed. Teachers used graphic organizers, guided notes, and supporting materials noted on the lesson plan or LPI document. A social studies class was taking an assessment, and students had the rubric and other resources to assist with

answering questions. In a math class, students watched a video and recorded answers to questions on a place value chart. In another math class, students were on computers doing various tasks.

The pacing of instruction was an issue in a couple of classes. Teachers were observed spending more than the recommended time on lesson sections.

4.2 b) A clearly documented lesson internalization process is used to explicitly target core learning objectives across all academic areas.

YHC collected lesson artifacts before and on the day of the site evaluation. YHC conducted a lesson plan analysis and noted inconsistencies in LPI documents and lesson plans. LPI documents and lesson plans varied in length and content. Some lesson plans and LPI documents listed objectives or standards. However, some standards did not align with IN standards and were not priority or grade level. Other documents listed learning outcomes and no standards. Here are a few examples:

- The 8th Grade LPI document listed IN standards, but the objectives section had questions listed instead of learning outcomes tied to standards.
- An English LPI document was 1 page and had sections for “Big Idea, Standard, Objective, Anticipated Pitfalls, Do Now, Closure and Reflection. The standard listed was a low-priority writing standard.
- Three science documents listed standards other than IN.
- 7th Eureka Math lessons did not have standards, but student outcomes were listed.
- 5th & 6th ELA W&W lessons listed CCSS and learning goals.
- 5th Grade History Preparing for Lesson document listed 4th-grade CCSS Reading standards.
- 5th Grade LPI document had 4th Grade SS standards listed for quarter-one lessons.
- The 6th Grade Social Studies LPI document had standards, objectives, Know, Show & Anticipated Misconceptions 6th grade standards, but a separate lesson plan didn’t list standards or objectives.

4.2 c) A clearly documented lesson internalization process is used to explicitly identify a wide range of instructional strategies that target core learning objectives across all academic areas.

YHC looked at the instructional strategies in the lesson plans and LPI documents submitted for AMMS. Strategies included annotating, scaffolding using sentence frames for discussion, and small group discussion. During observations, guided notes were used in many of the classes. A wide range of instructional strategies that target core learning objectives was not observed. Most interaction observed throughout the building was teacher-to-student, with teachers asking questions or giving directions and students responding.

4.2 d) Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles.

AMMS teachers have differentiation times embedded in their instruction blocks. 5th and 6th grade are expected to use the first twenty minutes of their blocks to reteach/differentiate instruction. 7th and 8th grade reteaching occurs during the last twenty minutes. During the Assessment and Instruction focus group, leadership explained this process. Leadership meets with teachers to look at student artifacts and place them in groups. Students who are approaching proficiency are provided additional support during the reteaching block.

Teachers explained how they differentiate instruction. Some work with students one-on-one. During advisory time, they ask students questions and try to connect learning to more relatable situations.

There are some shared systems in place to support differentiation. However, little evidence indicates this practice is done with consistency. YHC observed students using Zearn. AMMS submitted a document

entitled, “USI Innovation Plan” to YHC during the report draft debrief. YHC did not see evidence of implementation of this document during site evaluation. No exemplars were turned in that followed this protocol and there was not a date on the document showing when it had been used.

4.2 e) Instructional strategies used are designed to promote authentic learning to impact levels of student engagement.

During the teacher focus group, teachers told YHC that they use world scenarios, build background knowledge and use different platforms to engage students. Students told YHC that they are given opportunities to discuss their thoughts and learning a few times a week. During planning and coaching sessions, AMMS should provide more guidance on how student engagement should look during instruction.

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

Some students were able to provide examples of how teachers validated their cultures. They told YHC that they share about themselves and their culture during advisory time. During the parent focus group, parents told YHC that the school validates and affirms students during Black History Month and Monday clubs. Additionally, students can take College trips, job shadow, or participate in internships. Whereas some students in the focus group told YHC that they do not feel validated and respected by school staff. (See 4.7c)

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

AMMS uses Whetstone for the observation and feedback management system. Leadership told YHC that their process is similar to that of AMA (Elementary School). Teachers are observed weekly and given immediate feedback. Teachers confirmed that this practice happens frequently. They are given feedback and a “shout-out” when they implement the feedback.

Rubric Rating	
a. The curriculum is implemented in all classrooms with fidelity.	Emerging
b. A clearly documented lesson internalization process is used to explicitly target core learning objectives across all academic areas.	Emerging
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.	Emerging
d. Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles.	Emerging
e. Instructional strategies used are designed to promote authentic learning to impact levels of student engagement.	Emerging
f. Instructional practices are intentionally designed to validate and affirm the culture of students.	Emerging
g. Staff receive explicit feedback on instructional practices on an ongoing basis.	Implementing
Strengths	

- There is a system in place to provide teachers with feedback.
- Schedules have reteaching time embedded into daily instruction blocks.
- Some lesson plans identified differentiation strategies.

Opportunities for Improvement

- Documents produced during the LPI process should be consistent throughout grades and subjects. For example, LPI documents and lesson plans should have IN standards, learning objectives related to IN Standards, and components of 4.2 c, d,e, and f.
- Students should take an active role in learning. Most instruction observed was students responding to questions or tasks vs. students taking the lead in discussions and problem-solving.

Recommended Next Steps

- Annotate, and highlight instructional strategies that promote student engagement and are expected to be utilized during instruction.
- Configure the classroom in ways that promote student engagement.
- Provide more PLCs on how to implement the curriculum with fidelity.
- Provide PLC on student engagement strategies.
- Provide PLC on Math Process Standards and Effective Mathematics Teaching Practices.

Potential Partnerships/Organizations Moving Forward

4.4 Assessments

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

- Testing Schedule/Calendar
- Formative Assessments-
- Summative Assessments-
- Curriculum Assessments-
- Professional Development Calendar
- Curriculum Map
- Sample Lesson Plans
- Sample Assessments
- Focus Groups- School Leaders, Instructional Coaches, Teachers, Students

Summary of Findings

The YHC Evaluation team reviewed several artifacts provided by Avondale Meadows Middle School (AMMS), conducted focus groups, and interviewed school leaders, students, and teachers to determine that AMMS “Does Not Meet Standard” for indicator 4.4.

4.4 a) Assessments utilized are well aligned to learning standards.

AMMS uses student artifacts from the curriculum as formative assessments. YHC looked at documents submitted by AMMS and collected artifacts during classroom observations. Some artifacts included graphic organizers, guided notes, contextualizing the question (CHQ), exit tickets, and Eureka Math Problem Sets. AMMS formative assessments aligned to CCSS standards. During LPI, teachers align lessons to Indiana Academic Standards (IAS). Currently, AMMS does not have a system that tracks assessments based on IAS. Last year AMMS used a WDM tracker. YHC recommends that AMMS update the tracker to reflect the school year.

Summative assessments include ClearSight, NWEA, and end-of-module assessments. ClearSight and NWEA align with IN standards. Wit & Wisdom and Eureka Math summative assessments aligned to CCSS. Achievement First is not aligned with IAS. AMMS needs a system that explicitly shows how curriculum assessments align with IAS. For example, when students take formative and end-of-module assessments, systems in place should identify how students performed on a particular IAS within the module.

4.4 b) Assessments utilized are varied in order to support a wide range of student learning styles and abilities.

AMMS submitted five different assessments, and each varied in response type. AMMS also uses NWEA, an adaptive assessment that uses various response types. YHC observed students taking a mid-module assessment on the computer during a classroom observation. Students had handouts they could refer to while answering questions on the computer.

4.4 c) Assessments utilized provide student level data focused on growth and proficiency.

NWEA reports provide growth data. During the teacher focus group, teachers explained that they had looked at NWEA's beginning of the year (BOY) data. They look at NWEA for both growth and proficiency data. During weekly data meetings, they look at student artifacts and end-of-unit assessments to determine mastery. Students who do not master the lesson are included in the reteach plan. Students get additional opportunities to master content during the "Do Nows." One teacher told YHC that students set goals during their advisory times. At the time of the site evaluation AMMS did not have a system to adequately track/prove that this process is happening regularly for both ELA and math.

Although NWEA provides growth data, using Grade Level Mean RIT scores may not be the best way to determine proficiency. Percentile scores, linking study documents, and projected proficiency reports should be used in tandem to determine MAP proficiency.

4.4 d) Assessments are administrated with sufficient frequency, and results are provided in a timely manner.

YHC looked for artifacts and asked specific questions to determine if pacing, schedules, and instructional blocks allow time for reteaching or reassessing. YHC could not determine the frequency of assessments because some curriculum calendars did not identify when assessing occurs. For example, 5th Grade W&W pacing listed only modules, and the 5th Grade Math pacing document had days for Mid Module assessments, End of Module Assessments, and Quizzes. USI Assessment Calendar lists dates for IREAD, ILEARN, and NWEA.

During the focus group, teachers told YHC they had a PD two weeks after NWEA was administered. During the student focus group, 5 out of 8 students told YHC they were retaught lessons they failed. Other

students said that teachers sometimes have conferences with them. Another student said that the teacher meets with the class when more than half of the class fails.

YHC could not determine if results are provided in a timely manner because AMMS does not have a system to adequately record and track assessments.

4.4 e) A system is in place to ensure that assessment data is analyzed across and within subgroups and used to guide decision-making related to instruction and curriculum.

YHC looked at a “Subgroup Data PowerPoint” submitted to the USI Academic Committee during a Board meeting. This document highlighted the beginning of the year (BOY) subgroup performance on NWEA. The subgroup identified was Exceptional learners. Teachers told YHC that they look at subgroup data during data meetings. AMMS has a TbT Student Tutoring Groups document that has students broken down by NWEA RIT. Students are assigned tutoring groups according to RIT bands. AMMS also submitted “5th/6th Neal ELA MS Sept 2022 NWEA DATA ANALYSIS PD” Document. The teacher looked at BOY NWEA data and created Independent Practice monitoring plan.

Rubric Rating	
a. Assessments utilized are well aligned to learning standards.	Emerging
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.	Emerging
d. Assessments are administrated with sufficient frequency and results are provided in a timely manner.	Emerging
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	
<ul style="list-style-type: none"> ▪ The Assessments AMMS utilizes vary in order to support a wide range of student learning styles and abilities. 	
Opportunities for Improvement	
<ul style="list-style-type: none"> ▪ AMMS uses NWEA data for proficiency. NWEA normative data is not an accurate indicator of grade-level proficiency. ▪ Some of the curriculum maps do not factor in assessments. This could be why some instruction pacing is behind. (See 4.2) 	
Recommended Next Steps	

- Use multiple data points to determine proficiency. NWEA uses norm data, and students whose RIT is at grade level are at the 50%tile. That level is not proficient, and performance at that level will not lead to passing ILEARN.
- Update pacing calendars to include when assessments are administered.
- Update the master Testing Calendar to include all assessments. This will help determine how taking time to administer assessments may impact instruction and pacing.
- Align assessments to IAS. This will not only help you identify student performance but also give you insight into how often students are being assessed on IAS.
- Create a system for capturing student performance on IAS.
- Have data meetings with students and create growth and proficiency goals.

Potential Partnerships/Organizations Moving Forward

4.5 Human Resource Systems

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

- Staff Handbook
- PD Calendars And Agendas
- Evaluation Articles
- Staff Roster
- List of Staff and Credentials
- Teacher Evaluation Summary Data
- Focus Group Interviews: Leadership Team, HR Director, Teachers

Summary of Findings

Yellow Hat Consulting (YHC) reviewed several artifacts and conducted one-on-one and focus group interviews to determine how Avondale Meadows Middle School (AMMS) has developed adequate human resource systems and deployed its staff effectively. Based on the evidence gathered, YHC determined that AMMS “Meets the Standard” for indicator 4.5.

4.5 a) A standard recruitment/ hiring policy and procedure process is in place and is designed to ensure human resources are leveraged to reflect the needs of the school population.

YHC conducted a focus group with the Operations team. Participants included Kelly Herron, Executive Director of USI, Carvis Herron, Director of Operations, and Janie Sievers, Director of Business Affairs.

AMMS hiring policies reflect the needs of the school population. During the Operations Focus Group, the Executive Director stated that they ‘hire for mission alignment,” believing that the right mindset is key for teachers at AMMS. Per the draft professional development calendar and the MTSS Team focus group

participants, the MTSS team meets weekly to determine students' academic and behavioral needs. Progress monitoring, unit assessments, mid and final assessments, NWEA scores, and weekly data meetings also provide information for staffing and professional development needs.

YHC also reviewed the USI Teacher Competencies and Indicators provided on the employment tab of the website. They state:

"We're looking for team members who are mission-aligned and committed to ensuring all scholars succeed." They identify four core values teachers must possess:

1. Excellence
2. Relationships
3. Growth Mindset
4. Integrity

AMMS's hiring practices also reflect the needs of the school. The executive director also mentioned that AMMS is working to increase the number of minority teachers at the school to match the school population. The current staff is 50% minority. The current student population is almost 100% minority.

The AMMS website states that its purpose is to provide quality education to the most underserved communities in Indianapolis to prepare students for college. According to Kelly Herron, Executive Director, to support student needs in underserved communities, AMMS provides one teacher in each content area (Math (one open position), ELA, Social Studies, Science) with an additional intervention teacher assigned to Math and ELA. There are three special education teachers and one special education interventionist (one open SPED IT position). One instructional coach certified in math and ELA content areas supports staff effectiveness. There is one PE teacher. Music instruction is currently being provided through a partnership with the Indiana Urban Music Academy. A principal (position open), assistant principal, counselor, and dean complete the administrative staff. A review of the current staff list confirms staff in these roles.

There are currently two open positions at AMMS; however, a new math 5/6 math teacher starts on 9/26/2022.

YHC reviewed a DEI policy dated 9/20/2020, and during the Operations Focus Group, the Director of Business Affairs made a point to mention that the interview team reviews resumes without names to minimize bias.

The Operations Focus Group participants also shared that teachers participate in weekly professional development every Friday after early dismissal. They also receive coaching at least once per week from content area experts. Teachers confirmed this during their focus group.

According to Kelly Herron, AMMS retained 30% of its staff after the 2021-2022 school year.

4.5 b) Hiring processes are well organized and used to support the success of new staff members.

At AMMS, hiring processes are consistent and used to support the success of new staff members. YHC reviewed the AMMS website (employment tab). A hiring protocol for school year '22-'23 is posted there. This protocol outlines the hiring process and guides how the review of candidates and interview team will score specific aspects of a candidate's experience. During the teacher focus group, teachers confirmed that the hiring practices are followed and consistent with each hire.

AMMS has a system in place to recruit and onboard instructional staff under the umbrella of the United Schools of Indianapolis (USI). USI recruits through partnerships with Teach for America, Indianapolis Teaching Fellows, and Relay and through participation in job fairs and college/university recruiting days. They also post open staff positions on Nimble and Indeed.

To orient new staff members to the culture of AMMS, they must participate in two weeks of onboarding before the school year begins. The first week is dedicated to their success. The second week includes the whole staff. Additional support for new teachers includes being paired with a mentor during the first week of classes and weekly meetings with an instructional coach throughout the school year.

4.5 c) Staffing levels adequately allow staff to maximize instructional time and capacity.

AMMS submitted a staff roster that included staff members' names and positions. Most staffing positions were filled. AMMS is currently seeking to hire one SPED interventionist and a school principal.

YHC looked at the 2022-2023 Master Schedule and noted that time is allotted for daily instruction and teacher planning. Differentiated reading time is scheduled every day. Teacher planning time occurs during specials.

AMMS has schedules for interventionists, and during the MTSS Group, teachers confirmed that the schedule is followed. Depending on the day and the needs, intervention is provided in classrooms for some students, while others are pulled out for one-on-one support. Interventionists adjust assignments based on student needs and complete weekly lesson planning for the students they support. MTSS team meetings and weekly data meetings point to what interventions are working. A SPED teacher with a dual license supports ENL students.

4.5 d) Faculty and staff are appropriately certified/sufficiently trained in areas to which they are assigned and possess the instructional proficiencies needed for the school population served.

YHC used the [Indiana Educator License Lookup](#) and identified staff members with valid licenses in the area where they were assigned or whose licenses had expired. YHC submitted the names of these staff members to Kelly Herron, Executive Director, and asked her to submit license information. YHC then cross-referenced AMMS's list with the names in the INDOE license look-up. YHC concluded that 13/14 members (92%) of AMMS's Instructional Staff have valid licenses or emergency permits. One is waiting on a Charter School permit.

Although AMMS has a significant number of staff with valid permits, during observations, it was noted that some teachers need additional training on differentiating during instruction. Given the high population of students with diverse needs and the percentage of new staff, AMMS staff would benefit from PBIS training and Universal Design for Learning.

4.5 e) Professional learning opportunities are offered regularly in order to support the staff in delivering culturally relevant and differentiated instruction to meet the needs of all learners.

YHC examined AMMS's 2022-2023 Professional Development Calendar (in draft form). It shows scheduled professional learning time for AMMS through December 2022 dedicated to data review and instructional/content needs (MTSS). No additional or specific topics are noted for these weekly meetings.

YHC interviewed teachers and leadership, who confirmed in their focus groups that they meet every Friday after early dismissal for two hours. During these meetings, they review data and work on student supports. Every quarter, a day is dedicated to a different professional learning topic. The two first semester days are dedicated to wellness and child abuse identification.

During their focus group, the Operations Team noted that the staff had incorporated social-emotional learning steps based on Dr. Ross Green's collaborative problem-solving approach. Professional learning provided by outside organizations includes:

- Beloved inclusion training provided by The Mind Trust;
- Professional learning from the Lives in the Balance Network; and,
- Professional learning on school-wide Zones of Regulation.

PE teachers are attending a seminar offered through INShape. Other specials teachers receive professional learning from outside organizations/presenters.

According to Kelley Herron, Executive Director, Dr. Simon, assistant principal for AMMS, has a doctorate in cultural relevance and has done some training with the staff.

4.5 f) Professional learning opportunities are determined through analyses of student outcome data and clearly linked to strategic objectives and school improvement goals.

YHC interviewed the Operations Team and AMMS teachers. According to Kelly Herron, Executive director and confirmed by teachers, AMMS uses weekly classroom data meetings, NWEA data, instructional coaching, and observation feedback to identify student and staff needs for professional learning. Additionally, teachers complete a survey after each professional development opportunity that allows them to share areas of need.

The Operations Team shared that student data, coaching, and formal/informal observations helped AMMS identify school improvement goals relating to culture (both staff and school), academic growth, and engaging families. These goals are on the agenda for Board approval the week of 26-30 SEP 2022.

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

YHC conducted focus group interviews and reviewed PLC agendas and Observation Calendars to identify the current teacher evaluation process and how it is being implemented. United Schools of Indianapolis uses its own USI Teacher Evaluation System that combines data from formal observations (2-4 per year) and weekly coaching visits (logged into Whetstone) to evaluate teacher effectiveness. Teachers and Leadership explained the observation and feedback cycle during their focus group interviews.

According to the USI Teacher Evaluation Form, teachers are also assessed on their efforts toward family and community engagement (school/community engagement, parent-teacher conference) (10%) and personal and professional responsibility (attendance, preparation, action step mastery, professional communication) (40%). Student data assessed as part of teacher effectiveness includes NWEA Reading and Math and ILEARN scores (50%). All of these data points are included on a rubric to provide a comprehensive picture on which an evaluation of performance can be made. Results are shared with teachers during a review at the end of each semester.

YHC looked at the staff handbook and PD Agenda and noted that AMMS had developed a PPT presentation that is presented to all staff at the same time to ensure that the evaluation process is explicit to staff. The staff handbook mentions *Performance Evaluation* and provides information about the number of formal evaluations a staff should expect, but it does not clearly explain the evaluation process and feedback cycles.

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.	Implementing
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

<p>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.</p>	<p>Implementing</p>
<p>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.</p>	<p>Emerging</p>
<p>f. Professional learning opportunities are determined through analyses of student outcome data and clearly linked to strategic objectives and school improvement goals.</p>	<p>Implementing</p>
<p>g. The teacher evaluation process is explicit and regularly implemented with a clear process and criteria.</p>	<p>Sustaining</p>
<p>Strengths</p>	
<ul style="list-style-type: none"> ▪ The teacher evaluation process is explicit. ▪ Hiring processes are well organized and used to support the success of new staff members. ▪ Staffing levels adequately allow staff to maximize instructional time and capacity. 	
<p>Opportunities for Improvement</p>	
<ul style="list-style-type: none"> ▪ Despite being noted in some of the curriculum lesson plans, differentiation was almost non-existent in the classroom. Teachers may need more support in this area. ▪ YHC classroom observation data suggests teachers need professional learning on student engagement strategies. 	
<p>Recommended Next Steps</p>	
<ul style="list-style-type: none"> ▪ Administer staff surveys of instructional needs and use observation data to create professional learning and coaching cycles based on staff needs. 	
<p>Potential Partnerships/Organizations Moving Forward</p>	
<ul style="list-style-type: none"> ▪ The SwiFT Education Center provides resources for equity-based Multi-tiered Systems of Support. Link: http://swiftschools.lsi.ku.edu/talk 	

4.6 School's Mission

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	
<ul style="list-style-type: none"> ▪ Teacher Communication ▪ Student Handbook ▪ Staff Handbook ▪ Hallway Bulletin Boards, Classroom Boards, Postings ▪ Classrooms ▪ Parent Communication ▪ Focus Groups: Teachers, Leadership, Students, Teacher ▪ Website ▪ Newsletters 	
Summary of Findings	
<p>Avondale Meadows Middle School's (AMMS) mission is to "provide a rigorous and relevant college-preparatory program, grounded in our belief in the ability of every child to succeed at high levels. Through well-coordinated support, a strong partnership with families, and close attention to results, our students will consistently meet and exceed academic standards, ensuring their success as future college graduates and lifelong learners."</p> <p>Yellow Hat Consulting (YHC) met with stakeholder groups and reviewed artifacts to determine how the school ensures that all understand the mission. YHC determined that AMMS "Meets the Standard" for indicator 4.6.</p> <p>4.6 a) Procedures are in place for assessing all stakeholder's perceptions, knowledge, and commitment to the intentions of the school's mission.</p> <p>Based on a review of Staff (Insight), Student (Panorama), and Family (Panorama) surveys, focus group responses from teachers, students, parents, the operations team, and an email from Bill Harris, Board Member, procedures are in place for assessing most stakeholder's perceptions, knowledge, and commitment to the intentions of the school's mission.</p> <p>Procedures are in place for assessing Board perceptions, knowledge, and commitment to the intentions of the school's mission.</p> <p>For Board perceptions, each year, the Board completes a skill assessment to measure the talent of the Board and where it may be deficient. The members also complete a self-assessment which allows board members to address its functionality in meetings and determine how it addresses the needs/mission of the Network Schools. Per Bill Harris, the self-assessment is reviewed annually by the Board. The Director of Development sends investor reports, quarterly advancement journals, and annual investor reports to further encourage engagement.</p>	

Procedures are in place for assessing Student perceptions, knowledge, and commitment to the intentions of the school's mission. Students complete a Panorama survey annually. Results are compared against other United Schools of Indianapolis schools. At AMMS, the student summary for 2021-2022 shows that:

- 34% of students feel a sense of belonging
- 36% feel the classroom climate is positive
- 66% feel their teachers have high expectations for their academic performance
- 48% feel psychologically safe at school
- 49% feel a social connection with their teachers

Procedures are in place for assessing Parent perceptions, knowledge, and commitment to the intentions of the school's mission. Parents complete a Panorama survey annually. Results are compared against other United Schools of Indianapolis schools. At AMMS, the parent summary for 2021-2022 shows that:

- 86% do not feel many barriers to engagement
- 78% feel confident in their parenting skills
- 74% feel they can support the learning of their scholar/s
- 56% feel the school matches their child's developmental needs
- 80% feel that the school is safe

Procedures are in place for assessing Staff perceptions, knowledge, and commitment to the intentions of the school's mission. The staff completes an Insight survey annually. Results are compared against other United Schools of Indianapolis schools. At AMMS, the staff summary for 2021-2022 shows that in school improvement goal areas:

- Family and Community Engagement (3.2/10)-This category scored third lowest of all the domains.
- School Culture (5.3/10)-Peer culture is significantly below the benchmark.
- Academic Expectations (3.5/10)-Only 17% of teachers are confident that students can master grade-level standards by the end of the year. 17% feel they spend nearly all their time teaching standards from earlier grades.

Currently, there are no procedures in place for assessing Partner perceptions, knowledge, and commitment to the intentions of the school's mission.

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

Procedures are in place for establishing meaningful partnerships with all families to support the mission of AMMS. During the Parent Focus Group, parents noted that Parent University had been a great way to establish meaningful relationships within the school community and learn how to help their children succeed. They noted the school's incentives for participation, like gas cards and food. The school offers workshops to help families support learning at home and connect with parents on a first-name basis. Other opportunities to connect include Family Nights.

Parents also shared that teachers communicate well and will reach out if needed to address an academic or behavioral concern. Most communication between teachers and parents occurs through Class Dojo, but parents shared that their doors are always open.

On the Panorama Survey 2021-2022, only 49% of parents indicated that involvement in the school is "not a problem at all." Family engagement is one of the school improvement goals for AMMS.

The Operations staff believes teachers demonstrate commitment by building relationships, engaging families, and attending family nights. School leaders track which staff members attend family events.

Procedures are in place for establishing meaningful partnerships with community stakeholders to support the school’s mission. AMMS has recently hired a City Connect Coordinator (licensed MSW) who does outreach in the community to gather needed resources for families and students. The school partners with the YMCA for before and after-school care and with RISE to facilitate family engagement. Monday clubs at the school offer Girl Scouts, Men of Distinction, and a Robotics Club, and BKD provides math tutoring.

Parents at AMMS demonstrate commitment to the school’s vision and core beliefs by supporting their scholars outside of school hours. They also demonstrate commitment by:

- Being supportive of teachers and staff;
- Helping their scholar or reaching out if their scholar needs help;
- Answering/returning phone calls;
- Upholding high expectations; and,
- Consistently ensuring their scholar completes 10 minutes of reading each day.

On the Panorama Survey 2021-2022, 74% of families felt confident they could provide academic and social support to their children outside school.

According to Kelly Herron, Executive Director, during the Operations Focus Group, community Partners demonstrate commitment to the school vision and core beliefs by answering the call when a need is identified.

AMMS’s current community partners include those supporting Monday Clubs, i.e., girl scouts and robotics, Men of Distinction, and BKD Learning for in-school tutoring in math. AMMS also partners with RISE Indy to support family engagement. These partnerships are consistent with the school’s mission.

On the Panorama Survey 2021-2022, 81% of parents indicated that childcare is “not a problem at all.”

The local YMCA, walking distance from the school, provides before/after school care focusing on homework help, physical activity, literacy, math, science, arts, and service learning. The YMCA is featured on the website in the parent link under Quick Links.

Rubric Rating	
a. Procedures are in place for assessing all stakeholder’s perceptions, knowledge, and commitment to the intentions of the school’s mission.	Implementing
b. Procedures are in place for establishing meaningful partnerships with all families and community stakeholders to support the school’s mission.	Implementing

Strengths
<ul style="list-style-type: none"> ▪ AMMS has a strong partnership with the local YMCA that aligns with the mission supports families and students. ▪ A new City Connect Coordinator will help AMMS establish additional community partnerships. ▪ RISE Indy will assist with family engagement.

Opportunities for Improvement

Recommended Next Steps
<ul style="list-style-type: none"> ▪ Schedule family engagement events at times that both families and teachers can participate. ▪ Determine why some families are not engaging and seek remedies.

- Hold quarterly reviews after Parent University to continue to grow parents’ abilities to assist students at home.

Potential Partnerships/Organizations Moving Forward

4.7 Climate & Culture

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	
<ul style="list-style-type: none"> ▪ Student Handbook ▪ Classroom Observations ▪ Family Engagement Plan ▪ Pre-Evaluation Responses ▪ Surveys: Student, Teacher ▪ Examples of Tools for Family Communication (Parent University, Dojo, phone calls, after-school activities, and clubs) ▪ Focus Group: School Leaders/Instructional Coaches/Teachers/Students ▪ USI MTSS Framework 	
Summary of Findings	
<p>The YHC Evaluation team reviewed several artifacts provided by Avondale Meadows Middle School (AMMS), conducted focus groups, and interviewed school leaders, teachers, parents, and students. The evaluation team concluded that AMMS “Meets Standard” for creating a school climate responsive to the needs of students, staff, and families for indicator 4.7.</p> <p>4.7 a) A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity.</p> <p>AMMS uses a systematic process for screening that includes valid data for identifying students who may be at risk for poor learning outcomes, including academic, behavioral, social, emotional, school completion, and college and career readiness outcomes. The MTSS team consists of Admin, a Culture team, Special Education (SPED) staff member, and a grade-level team. The team meets every eight weeks, with Mid-cycle meetings every four weeks to identify students, review behaviors, and determine what interventions are needed.</p> <p>The intervention process starts with a universal screener. Once the universal screener has been taken, Tier 1 systems are implemented, and differentiation is provided. Classroom teachers drive the implementation and plan for differentiation within the classroom, and they are supported by coaches, admin, ITs, Counselors, and Deans. Then students are referred for supplemental and intensive interventions. Tier I and students moving up or down after four weeks. Teachers use NWEA to identify students who are struggling academically. The SPED</p>	

identification process is outlined in the student handbook. Depending on the behaviors, a Functional Behavior Assessment or Behavior Intervention Plan may be implemented to address behaviors.

AMMS does have procedures in place to monitor the fidelity of the implementation of MTSS, and time is set aside for the team to meet regularly. Professional Learning has been provided on MTSS and its essential components. The training includes an overview of MTSS, the AMMS MTSS referral process, interventions, progress monitoring, and implications for special education. Students with IEPs may receive interventions based on the results of the Functional Behavior Assessment or be placed on a Behavior Intervention Plan.

The school's behavior management system includes but is not limited to a progressive discipline system with demerits. It is expected to be used universally around the school and utilizes a continuum of interventions, supports, and consequences that are developmentally appropriate and include opportunities for students to focus on understanding their need for positive change. In combination with Class Dojo, this process also informs parents, bringing to their attention awareness of the situation and asking for their supportive involvement.

Classroom progressive disciplinary plans are designed to handle minor offenses within the classroom, such as talking out of turn, not following directions, and being out of uniform. Students are sent to the office when they have gone through the Progressive Classroom Management Plan steps and have not had a positive outcome on student behavior. Consequences are determined by each grade level and implemented for students who choose not to demonstrate appropriate behavior. Consequences may include time out, loss of recess, note home, loss of incentive, lunch/recess detentions, before/after school detentions, individual behavior plans, parent/teacher conferences, etc.

Behavior expectations were posted in all classrooms and common areas. The family handbook has specific behavior expectations and details how teachers are to respond to behavior concerns. However, male students indicated that some teachers and administrators do not consistently enforce behavior expectations during the student focus group.

4.7 b) Culturally responsive and evidenced based interventions are explicitly identified and implemented throughout the school to support the needs of students.

AMMS does have instructional materials to reflect and support a variety of learners. The MTSS focus group highlighted the use of community partnerships that are reflective of the demographics of their student body as successful culturally responsive interventions that were explicitly identified and implemented throughout the school. Disaggregated discipline was not provided for review to determine if this practice occurs among 90-100% of staff. Culturally responsive interventions were not explicitly identified in the USI MTSS Framework document.

4.7 c) Explicit procedures for facilitating the development of strong, positive relationships between adults and students are clearly communicated to and implemented by all staff.

AMMS has procedures for developing strong, positive relationships between adults and students. All parents in the parent focus group shared that communication between the school and parents has improved. Some students in the focus group described staff as being "mean, while other students described interactions between staff as trying to be funny in a sarcastic way or funny in a nice way. Students gave mixed responses of "Yes and No" when asked if they felt validated and respected by staff.

4.7 d) Procedures are in place for assessing staff, student, and family perspectives to ensure a sense of connectedness and engagement with the school.

AMMS conducts the Panorama survey in the fall. The Panorama Student Survey gathers feedback from students about their experience in the classroom and at school in general and gathers feedback from parents and

guardians about their satisfaction with their school system. In addition, the parent focus group noted how Parent University and after-school clubs and sports ensure a sense of connectedness and maintain their engagement with the AMMS.

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.	Implementing
c. Explicit procedures for facilitating the development of strong, positive relationships between adults and students are clearly communicated to and implemented by all staff.	Sustaining
d. Procedures are in place for assessing staff, student, and family perspectives to ensure a sense of connectedness and engagement with the school.	Implementing
Strengths	
<ul style="list-style-type: none"> ▪ A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is in place. ▪ Explicit procedures for facilitating the development of strong, positive relationships between adults and students are clearly communicated to and implemented by all staff. 	
Opportunities for Improvement	
<ul style="list-style-type: none"> ▪ Student feedback in the focus group indicates positive interactions between staff and students could be improved. ▪ Student feedback in the focus group suggests that discipline between boys and girls may differ. 	
Recommended Next Steps	
<ul style="list-style-type: none"> ▪ Integrating patterns of learning, knowing, and doing that are familiar to culturally and economically diverse students and academic content to connect to their lives and understand them on a deeper level utilizing the Funds of Knowledge Toolkit. ▪ Review Culturally Responsive Response to Intervention Considerations and Critical Questions ▪ Start a Student Council to provide students the opportunity to display leadership skills. 	
Potential Partnerships/Organizations Moving Forward	
<ul style="list-style-type: none"> ▪ Greater Lakes Equity Center 	

4.8 Communication

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	
<ul style="list-style-type: none"> ▪ Website ▪ Social Media: Facebook ▪ Newsletters ▪ Focus Group-Leadership, Teachers, Parents, Students ▪ Parent Communication Log ▪ Handbook 	
Summary of Findings	
<p>Yellow Hat Consulting (YHC) conducted several focus groups and reviewed the evidence submitted by Avondale Meadows Middle Academy (AMMS). AMMS “Meets Standard” for indicator 4.8.</p> <p>4.8 a) An active and ongoing system of communication between the school and family members in place.</p> <p>YHC spoke with family members during the parent focus group. In attendance were four parents: two 8th Grade parents, a 6th Grade parent, and a mother of a 5th and 7th Grader. During the parent focus group, it was discovered that there are several ways that the school communicates with the families. They have a weekly Sunday message, a school newsletter, a family handbook, and a dedicated school website. In addition, individual staff members communicate directly with family members using the Dojo application, text, phone calls, and emails. Parents shared that staff and teacher communication occurs within 48 hours but normally much quicker and within a 24-hour time frame.</p> <p>Finally, AMMS has a robust Facebook page that shares updates with families and ways that families can engage with their children around the community. For example, a recent post shared that Garfield Park is a wonderful place for families to take their children.</p> <p>4.8 b) Procedures for responding to concerns of families are clearly defined and implemented by all school staff and validated by families.</p> <p>The family handbook describes how families can share concerns with the school. Teachers and families reported that staff responds to families with a concern within the 48-hour time frame. Building administration shared the school phone log used to document family contact.</p> <p>4.8 c) Families are regularly informed in their native or home language of their students’ academic and behavioral strengths and areas of need.</p> <p>AMMS determines the family’s preferred language during registration, which is captured in PowerSchool. The main communication tool at the school is Dojo, which translates messages into 36 different languages. There was no evidence that report cards were translated into the family’s preferred language.</p>	

The Director of Student Services indicated that interpretation support at conferences would be provided, yet a vendor has yet to be identified.

4.8 d) The school’s communication methods are designed to promote family-school partnerships in ways that meet the needs of a diverse set of families.

During the family focus group, families shared that they feel like the school treats them as family members and appreciate how the school supports their students.

YHC asked parents during the focus group session if they wanted to share any other information. Parents said they are extremely happy at the school and appreciate the communal feel.

Rubric Rating	
a. An active and ongoing system of communication between the school and family members in place.	Implementing
b. Procedures for responding to concerns of families are clearly defined and implemented by all school staff and validated by families.	Implementing
c. Families are regularly informed in their native or home language of their students’ academic and behavioral strengths and areas of need.	Implementing
d. The school’s communication methods are designed to promote family-school partnerships in ways that meet the needs of a diverse set of families.	Sustaining
Strengths	
<ul style="list-style-type: none"> ▪ AMMS does a wonderful job of communicating with families regarding their children. A school-wide communication log assists with communication, and the staff is responsive to families. 	
Opportunities for Improvement	
<ul style="list-style-type: none"> ▪ As the ENL population grows across the city, continue to think about how the school communicates to those that may have a preferred language other than English. 	
Recommended Next Steps	
<ul style="list-style-type: none"> ▪ Find a translation/interpretation service that can support speakers of other languages besides English. ▪ Continue to provide opportunities for families to engage with outside partners and the school. 	
Potential Partnerships/Organizations Moving Forward	
<ul style="list-style-type: none"> ▪ AccIndy provides translation services, including on-demand. 	

4.9 Exceptional Learners

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	
<ul style="list-style-type: none"> ▪ Confidential Student File reviews ▪ Parent Correspondence ▪ Conference Notifications ▪ Survey Data ▪ Focus Groups-Parents, Teachers, Students, Leadership ▪ SPED File Review Checklist 	
Summary of Findings	
<p>Yellow Hat Consulting (YHC) conducted file reviews, focus group interviews, classroom observations, and reviewed artifacts to determine if the special education files for Avondale Meadows Middle School (AMMS) demonstrate that they are in legal compliance and are implementing best practice. AMMS demonstrates that they are "Approaching Standard" for indicator 4.9.</p> <p>YHC reviewed approximately 20% (5 files) of the Special Education files for AMMS. Special Education files are maintained electronically in Indiana IEP, and hard copies are kept in the Resource Room. Electronic files included the most current IEP, previous IEPs, Evaluations, Progress Monitoring data, and other Special Education data. All the files reviewed, electronic and hard copies, had been updated with the most current IEP, previous IEPs, Evaluations, and Case Conference invites were available in each file.</p> <p>A caseload of approximately 15 students per Teacher of Record (TOR) was noted; however, one TOR has a smaller caseload due to the intensity of students' needs. Contract services are in place for the speech-language pathologist, occupational therapist, and physical therapist. YHC noted that the IEPs explicitly identify requirements for specifically designed instruction to align with student needs.</p> <p>4.9 a) Services outlined within Individualized Education Plans (IEPs) adequately match the exceptional needs of the student:</p> <p>60% of files had services that matched the needs of the students.</p> <p>4.9 b) IEP plans include student-specific goal and plan for ongoing assessment of student progress:</p> <p>50% of files included specific student goals that appeared to match the needs of the students.</p> <p>4.9 c) IEP goals are rigorous and based on state and national learning standards:</p> <p>80% had student-specific goals with some level of rigor. 100% reviewed were based on state and national standards.</p>	

4.9 d) IEP goals are reviewed and revised annually as determined by present levels of student level of performance:

The present levels were not being used to determine goals consistently. In 20% of the files reviewed, the present level of academic achievement and functional performance did not adequately describe the following:

- the student’s needs in academic and/or functional skill areas
- state the impact of the student’s disability on their involvement in the general education curriculum
- documents the student’s current levels of performance, which would serve as baseline data to measure her/her subsequent progress
- inform the annual goals and the appropriate special education services and supports required to meet those goals.

An example of a best practice:

- **Student Needs:** K is a 9-year-old, 4th-grade student who is eligible for special education services under the category of Specific Learning Disability. K has strong expressive and receptive language skills and a large vocabulary. As a result, he actively engages in class discussions and performs well on tasks that require auditory comprehension (e.g., following multi-step directions and answering comprehension questions about class discussions or about passages that are read to him). His strong communication skills have also earned him the friendship and respect of his peers, many of whom look to K as a class leader.
 - K’s learning disability negatively affects his decoding skills at a low 2nd-grade level. His broad reading scores on standardized tests are:
 - Grade equivalent score: 2.2
 - National percentile rank: 27
 - In addition to school-based concerns, K’s parents worry about the effects of his learning disability outside of school. For example, K avoids games that involve even a little bit of reading, resulting in some conflicts during weekly family game nights, which often involve board games. When the family eats out, K prefers one restaurant whose menu he has memorized and protests if a new restaurant is selected due to anxiety about reading an unfamiliar menu.
- **Effect on Progress in General Education:** The 4th-grade curriculum involves many independent reading activities. K’s decoding problems affect his performance in the general education setting because he cannot independently read items like written instructions, worksheets, or content area texts. He is self-conscious about his reading difficulties and works hard to hide his reading struggles from his classmates. As a result, he is unwilling to utilize text-to-speech technologies on his tablet, even with headphones, or partner with a peer reader.
- **Baseline Information:** K reads 54 correct words per minute (wpm) on a 2nd-grade reading probe, slightly higher than the 2nd-grade fall benchmark of 50 wpm. The 4th-grade fall benchmark is 95 wpm on a 4th-grade reading probe.
- **Connection to Goals and/or Services:** There is enough information to determine annual goals and/or services and supports.

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

100% of the files reviewed explicitly identified requirements for specially designed curriculum and instruction (SDI) that aligned with the student’s individual needs. In the files reviewed, IEPs noted how content would be adapted, methods and/or instructional delivery to address the unique needs of a student to ensure access to grade-level academic standards

a. Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs of the student.	Implementing
b. IEP includes student-specific goal and plan for ongoing assessment of student progress.	Implementing
c. IEP goals are rigorous and based on state and national learning standards.	Implementing
d. IEP goals are reviewed and revised annually as determined by present levels of student level of performance.	Planning
e. IEP explicitly identifies requirements for specifically designed instruction to align with student needs.	Sustaining
Strengths	
<ul style="list-style-type: none"> ▪ Processes are in place to make sure services are being provided ▪ IEP plans include a student-specific plan for ongoing assessment of student progress ▪ IEP goals are based on state and national learning standards ▪ IEP goals are reviewed and revised annually as determined by present levels of student level of performance 	
Opportunities for Improvement	
<ul style="list-style-type: none"> ▪ Develop challenging, ambitious, and measurable annual IEP goals based on the identified educational needs of the student. 	
Recommended Next Steps	
<ul style="list-style-type: none"> ▪ The IDOE has excellent resources regarding Specially Designed Instruction: https://www.indianaieprc.org/images/lcmats/SDI/SpeciallyDesignedInstructionSTWBT-Edits.pdf ▪ Recommended Instructional Approaches Resources ▪ The Indiana IEP Resource Center offers many workshops on goal development, behavior intervention plans, transition assessments, and progress monitoring that may be of value: https://www.indianaieprc.org/index.php 	
Potential Partnerships/Organizations Moving Forward	
<ul style="list-style-type: none"> ▪ The Indiana IEP Resource Center offers free virtual office hours weekly for specific technical assistance: https://www.indianaieprc.org/index.php/technical-assistance ▪ The Indiana Department of Education Special Education website has resources that may help enhance available resources and supports: https://www.in.gov/doe/students/special-education/ 	

4.10 English Language Learners (Multilingual Learners)

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	
<ul style="list-style-type: none"> ▪ Reviews of ILPs ▪ Confidential Student File reviews ▪ Focus Groups- Teachers, Parents, Leadership ▪ INDOE EL Guidebook ▪ Lesson Plans ▪ Classroom Observations 	
Summary of Findings	
<p>Yellow Hat Consulting (YHC) conducted a file review of Avondale Meadows Middle School (AMMS) ILP files, conducted focus group interviews, classroom observations, and reviewed artifacts to determine that AMMS “Does Not Meet Standard” for indicator 4.10.</p> <p>The YHC evaluator looked at the one student ENL file. EL files are kept in a classroom along with SPED files. The ENL file had copies of the ILP and the parent notification letter. However, it did not have the Home Language Survey (HLS) or ACCESS results (screener or annual assessment). A note stated they had requested the HLS from the receiving school twice but did not receive the documentation.</p> <p>4.10 a) Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the provision of services for ELL(ML) students:</p> <p>AMMS shared that teachers received ILPs during the beginning of the year meetings; however, there is no evidence that teachers clearly understand legal obligations, current legislation, research, and effective practices. The school did share that teachers working with ENL students engaged in a case conference where best practices as well as specific practices that have been supportive of EL needs were discussed. Tiered instruction is happening in class that is based on EL students’ needs by utilizing programs like Kami, Beep (w/Google Docs), and other scaffolding based on lessons. The resource teacher shared that they use the Word Their Way curriculum to support vocabulary development. This program has specific instruction of EL students embedded. Development was done on UDL in October for staff that addressed ELL needs as well.</p> <p>4.10 b) Staff have a knowledge of the process of language acquisition and the skillsets needed to differentiate instructional strategies to meet the needs of ELL(ML) students.</p> <p>In the classes visited, YHC did not see evidence of instruction being differentiated for the one English learner. ENL support staff indicated that the teachers had been given ILPs at the beginning of the year PD; however, there was no evidence that they were being implemented with fidelity.</p>	

There were six participants in the MTSS focus group (counselor, City Connects Coordinator, 5th, and 6th Grade resource teacher, assistant principal, Director of Student Services, and Dean of Students) indicated that ILPs are fluid and are updated annually, if not more frequently.

4.10 c) Procedures are in place to ensure relationships with ELL students, parents, and external providers are well-managed and in compliance with Indiana law and regulations:

The school shared that documents are sent home in Spanish and English; however, the only evidence provided that correspondence is multilingual was the Sunday family message example. The website and parent handbook are not translated into other languages. Evidence showed that the parents were provided the annual Parent Notification letter in Spanish.

In the MTSS focus group, the assistant principal indicated that 60% of the families are signed up for Dojo. It has a translation feature to ensure that families with a preferred language other than English can access shared information.

4.10 d) ILP plans include student specific goal and plan for ongoing assessment of student progress:

One student had an ILP with student-specific goals. The progress monitoring indicated in the goals was ‘teacher observation.’ In order to have a more holistic understanding of students’ English language proficiency, other assessment tools should be utilized that are specific to English learners. In addition, there was a lack of sheltered instruction practices being executed in the classroom, and there was no evidence of teacher observation protocols in place specifically aligned to the student’s ILP goals.

4.10 e) ILP plans explicitly identify needs for targeted instruction to align with student needs:

Goals are written for the student; however, the way that the school is assessing (via teacher observation) should not be the only measure of assessing growth in reading, writing, speaking, and listening. A more robust way to assess would leave more opportunities for targeted instruction aligned to needs. Teachers during the focus group indicated that they had not received specific professional development on how to implement the ILP. The focus group of teachers indicated that they would use visuals to support English learners and differentiate; however, this was not observed in the classes where there were English learners.

<p>a. Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the provision of services for ELL students.</p>	<p>Implementing</p>
<p>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.</p>	<p>Planning</p>
<p>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.</p>	<p>Implementing</p>
<p>d. ILP plans include student-specific goal and plan for ongoing assessment of student progress.</p>	<p>Emerging</p>

e. ILP plans explicitly identify needs for targeted instruction to align with student needs.	Emerging
Strengths	
<ul style="list-style-type: none"> ▪ The school knew that the new student was dually identified. During the move-in conference, the school proactively discussed support with the family. 	
Opportunities for Improvement	
<ul style="list-style-type: none"> ▪ In the MTSS focus group, there was a discussion about the intentionality that the school has in vertical articulation between the elementary and the middle school in the areas of responsive classrooms and zones of regulation. As the ENL student population grows at the elementary level, ensuring that all staff is aware of best practices for ELs is an appropriate next step. ▪ Training could be over comprehensible input (modeling, gestures, visuals) that is best practice for all students. 	
Recommended Next Steps	
<ul style="list-style-type: none"> ▪ Professional development on sheltered instruction for the Director of Student Services and/or ENL TOR so that they can train teachers on ENL best practices (which are also best practices for non-ENL students). 	
Potential Partnerships/Organizations Moving Forward	
<ul style="list-style-type: none"> ▪ Central Indiana Educational Service Center (CIESC) https://ciesc.org/ has hosted SIOP training locally. AccIndy LLC offers over 200 translation services and provides on-demand translation. 	

Closing and Recommendations

AMMS has begun creating systems to ensure that the school provides the appropriate conditions for success. Teachers have the resources they need to deliver instruction effectively. Additionally, teachers are given time to plan for instruction and to internalize lessons. Classroom observations and perception survey data indicate that AMMS should provide additional professional development on how to increase student engagement and plan for on-level instruction. Information learned during focus groups indicates that AMMS should provide additional professional development on classroom management.

YHC recommends AMMS place urgency on aligning all systems to IAS and utilize data to plan for instruction within the first few weeks of school. Systems should clearly identify Indiana Academic Standards (IAS) and student performance on IAS across grades and subgroups.

The process AMMS uses for curriculum pacing and instruction should be modified. Instruction does not fully align with pacing, and pacing does not always consider the days it takes to administer assessments. Curriculum pacing should account for assessment days. AMMS should identify which IAS standards are being addressed/assessed within each module. Additionally, AMMS may need to adjust pacing to ensure IAS standards are addressed before ILEARN. Furthermore, AMMS should identify which IAS are not addressed in curriculum modules and find supplemental resources. YHC also recommends that AMMS look at MAP percentile ranks and linking study documents to predict student ILEARN performance. AMMS would benefit from using MAP and curriculum data to plan for differentiation during LPI.

The leadership at AMMS appear to have a growth mindset. After the first draft of the report was submitted, AMMS produced documents to show that some systems that were in place were starting to be implemented, and other processes that were not in place began to emerge.

