

Clarity Education: CQ4 Report Prepared for the Office of Education Innovation

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October/November 2024



Mission

ILH exists to engage, inspire, and develop empathetic change-makers to have agency in defining their own success story in a world not designed for them to succeed.

Site Visit Overview

This report includes a performance evaluation of Invent Learning Hub completed by members of the Clarity Education Evaluation Team in October and November 2024. The review reflects the Office of Education Innovation Core 4 Question: “Is the school providing the appropriate conditions for success?”

The school evaluation team engaged in both quantitative and qualitative evidence gathering. A preliminary meeting was conducted with building leadership to discuss the overall context and logistics of the evaluation. ILH completed a comprehensive self-assessment responding to areas of improvement and strengths for each indicator within Q4. The ILH team also uploaded a significant amount of data and materials to support each indicator. In addition to the uploaded data, the evaluation team reviewed the school website and past OEI reports to provide further insight into historical context and growth.

As part of the evaluation process, the team visited ILH for a full day, (and a short backup visit to 5th and 6th grade as they were on a field trip to Biz Town in October), observing each classroom twice with a different evaluator (morning and afternoon) to see a variety of content areas taught. The team met in person with the Special Education team, ESL team, and school leadership. Focus groups took place during the visit and included students, parents/caregivers, teachers, and Board of Directors members. At the end of the visit, the evaluation team met with the leadership team to present informal findings and observations.

Next year, Invent Learning Hub will use Trine University’s Education One as a Charter School Authorizer for additional support and human resources (like a pipeline for student teachers or future hires).

In our introductory meeting, Aleicha Ostler, Executive Director of Invent Learning Hub, specifically asked for practical resources to support areas within the indicators, therefore, the evaluation team spent targeted time providing resources like contacts to community resources and curricular supports, community, and readings/articles/websites for potential professional development and more.

It was a pleasure getting to know the school community.

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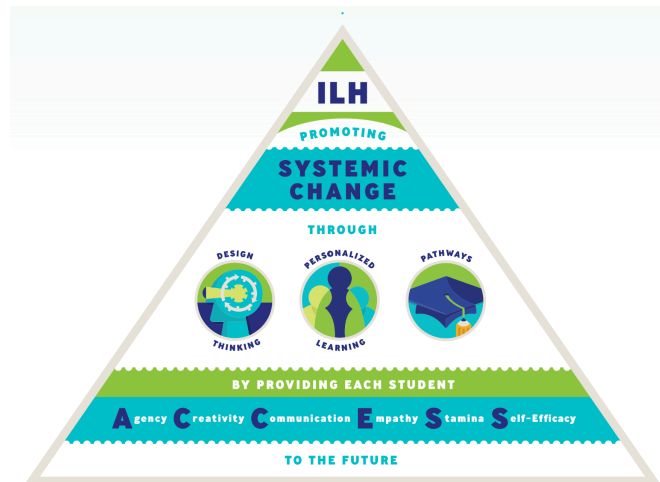
School Background

Mission Statement

ILH exists to engage, inspire, and develop empathetic change-makers to have agency in defining their success story in a world not designed for them to succeed.

Academic Program (adapted from ILH website, IDOE, and INView)

ILH uses a three-pronged academic model: Design Thinking, Personalized Learning, and Pathways. The focus areas are delivered through daily 90-minute blocks for math, literacy, and design thinking with personalized learning embedded. In 3rd grade, students begin taking pathways and all content area teachers starting in kindergarten have units to expose students to career pathways.



ILH envisions design thinking as the integration of science and social studies standards, real-world issues, and local partnerships. Personalized learning includes interventional programs via small groups and technology supports to address students behind grade level during literacy and math blocks. During the dedicated design thinking instruction, teachers used multi-age grouping and a flipped classroom approach supported by data-driven goal setting by students with support from adults. The third component of the academic model, Pathways, provides general exposure to career options for K-2 students and more explicit, dedicated class time for grades 3-8 during which students learn about career options, explore their strengths and preferences, and engage with the computer science curriculum.

The vision set forth by ILH is to break the cycle of generational poverty by ensuring all students leave eighth grade equipped for the future. ILH aspires to do this by exposing students to career options, empowering students with skills, and supporting families in becoming an active part of the student's post-secondary plan. ILH seeks to prepare students to navigate a changing job market and technological world by uniting the community, industry partners, and families. ILH believes that future success comes in many forms: college, internships, enlistment, or trade

pathways. By eighth grade, every student will have a post-high school plan that details potential pathways.

Student Demographics

Grade	Enrollment (as of 11/1/24)	Ethnicity % of grade level					Socioeconomic Status % of grade level	Special Populations % of grade level	
		White	Black	Hispanic	Asian	Multiracial		Free/ Reduced	SpEd
KG	31	23	39	39	*nr	nr	97	3	35
1	21	14	43	43	nr	nr	90	5	24
2	27	19	33	48	nr	nr	93	11	41
3	38	32	32	37	nr	nr	95	11	26
4	20	40	55	5	nr	nr	95	15	10
5	19	11	47	42	nr	nr	95	16	32
6	26	27	23	50	nr	nr	92	27	27
7	12	8	67	25	nr	nr	92	17	17
8	21	5	48	48	nr	nr	100	24	33

*not reported
Source: Invent Learning Hub staff

Academic Performance Data

	Percent Proficient by Grade											
	3rd		4th		5th		6th		7th		8th	
	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023
I-READ 3	61.9	58.3										
ILEARN ELA	9.1	25	16.7	10	13	11.8	7.7	13.3	8.3	50	50	33.3
ILEARN Math	13.6	25	25	15	4.3	0	0	0	4.2	33.3	12.5	13.3
ILEARN Science			23.1	5			7.7	6.7				

<i>ILEARN Social Studies</i>					0	0						
Source: https://www.in.gov/doi/it/data-center-and-reports/												

Attendance Data

2024: 33.0%

2023: 40.6%

2022: 42.2%

Source: <https://indianaqps.doe.in.gov/Summary/School/6007>

Discipline Data

2023-2024	
# of OSS	89
# of ISS	33
# students expelled	2
Source: Invent Learning Hub staff	

OEI Ratings Summary

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

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

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?	Meets Standard
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	Approaching Standard
4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options? *Only applies to schools serving grades 9-12	N/A
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Approaching 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?	Exceeds Standard
4.9. Do the school's special education files demonstrate that it is in legal compliance and is implementing best practice?	Meets Standard
4.10. Is the school implementing best practice related to access and services to students with limited English proficiency?	Approaching Standard

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

<ul style="list-style-type: none"> ● Curricula choices document ● Curriculum maps ● Pacing guides ● Literacy playbook ● Classroom observations 	<ul style="list-style-type: none"> ● Scope and sequence ● Grade level summaries ● Professional development materials 	<ul style="list-style-type: none"> ● Instructional calendars ● Staff interviews ● Focus group data ● Self-assessment
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Summary of Findings

Invent Learning Hub (ILH) is approaching the standard with a total score of 20/24 (83%).

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

The evaluation team identified evidence suggesting that ILH's curriculum in most academic areas is aligned with state standards and incorporates aspects of evidence-based practices. There is a concerted effort to equip new teachers quickly so they can effectively implement the curriculum. Elements of universal design for learning are built into the curricular materials.

ILH has acceleration strategies for students who are behind. For example, programs such as Eureka Squared for math, CKLA for primary ELA, and Wit and Wisdom for intermediate ELA, and Project Lead the Way are used. Additionally, Find Your Grind and Kimochis Keys are used to support career development and social and emotional learning. Vista is used for newcomers and UFLI and Amira are used for students behind grade level.

For over a year, ILH has collaborated with both the literacy cadre and LIT to create structures that promote the delivery of the core curriculum, backed by a leadership team capable of providing coaching in core content.

Art and social studies are integrated into the Design Thinking class. Additionally, social studies concepts are addressed within literacy instruction through the content students read and the contextual knowledge they build. There is no dedicated physical education program as allowed by their charter.

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.

ILH conducts systematic reviews of its curricula through administrators and school staff to identify performance gaps among students, including those in various subgroups. Over the past two years, ILH has formed committees dedicated to enhancing literacy curriculum choices in response to previous underwhelming results. Currently in the second year of partnership with LIT, ILH is refining its comprehensive, evidence-based literacy program. ILH selects curricula based on reviews from EdReports.

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

ILH reviews curriculum maps to ensure content presentation aligns with learning objectives. Future adjustments to math mapping will be required to accommodate the new ILEARN blueprints. Additionally, pacing guides have been developed and are monitored weekly so that teachers adhere to the designated curriculum timeline and all content is adequately taught. Alignment to art, social studies, and physical education standards are an area for improvement.

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.

A review of documents indicates that ILH has established an alignment strategy that encompasses both horizontal and vertical integration across grade levels and content areas, focusing on core learning objectives. This year marks the first instance where two different curriculums are employed for reading in K-2 and 3-8, necessitating intentional alignment strategies from 2nd to 3rd grade to identify potential gaps. Uniformity in the math curriculum across grade levels ensures vertical alignment year-over-year. The K-2 alignment facilitates tracking of student growth over time and allows for skill-based grouping, while the ELA curriculum from 3-8 builds progressively in knowledge and complexity.

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

ILH ensures that instructional staff have access necessary for effectively delivering the curriculum. Training sessions are conducted for teachers on the curriculum, supplemented by weekly practice clinics. ILH's administrative team sends out weekly academic guidance to support staff.

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

At ILH, there is a dedicated effort to standardize the use of curriculum materials among instructional staff. Although delivering uniform instruction can be challenged by variations in experience and capacity, the school implements weekly walkthroughs to monitor pacing and content delivery across classrooms. Teachers receive monthly instructional "look fors" and engage in practice clinics to consistently meet instructional expectations. Coaches track progress on a weekly basis, using disaggregated data during team meetings to inform subsequent planning. There is not much flexibility to deliver and pace instruction based on learner needs.

Rubric Rating

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

Sustaining (4 points)

b) Systematic reviews of curricula are conducted by administrators and school staff to identify gaps based on student performance across and within subgroups.	Sustaining (4 points)
c) The school regularly reviews instructional curriculum maps to ensure presentation of content is aligned with learning objectives.	Implementing (3 points)
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 (3 points)
e) Instructional staff have access to provided materials to deliver the curriculum effectively.	Implementing (3 points)
f) Instructional staff understand and uniformly use curriculum documents and related program materials to effectively deliver instruction.	Implementing (3 points)

Strengths

- ILH has carefully selected their curriculum and has systems in place to monitor pacing and fidelity of implementation.
- Curricular materials are well-developed and supportive of new educators. The instructional guidebook is comprehensive and supports curriculum implementation.
- Based on observations, teachers are integrating technology into the curriculum without over-relying on it. Technology is used in many classrooms to complement the curriculum.

Opportunities for Improvement

- While the current system provides structure, it could better accommodate learner variability and contextual factors. Adjustments to allow for greater flexibility in pacing may support teachers in meeting diverse student needs while maintaining high standards.
- It is suggested that administrators and educators read and discuss the article "[Elementary Teachers' Perceptions and Reported Enactment of Autonomy From Prescribed Pacing Guides](#)" (Hemmler et al., 2023, Journal of Education). This article offers insights into the impact of pacing guides on teacher autonomy and provides strategies for balancing mandated curricula with the need to tailor instruction to diverse student needs.
- Providing teachers with greater autonomy to design and adjust curriculum and pacing could help align instruction with the school's mission while addressing the unique needs of each student.
- Social studies, physical education, and art have the potential to play a more prominent role in instruction and curriculum mapping. Enhancing their integration could enrich the overall educational experience for students.

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

<ul style="list-style-type: none"> ● Mission statement ● Focus groups – parent/caregivers, students, Board of Directors, teachers ● Lesson Plans (need access) ● Student Work ● Assessment Results -2024 I Learn and I-Read ● Instructional Coaching Data 	<ul style="list-style-type: none"> ● Observations in all classrooms – (with documentation) ● Professional Development Choices ● Instructional Framework Guide ● ILH Charter School Application ● Smore Newsletter ● Observation Feedback Document 	<ul style="list-style-type: none"> ● 24-25 Schedule ● ILH Math Pacing Guide ● ILH ELA Foci and Look-Fors ● School Calendar ● Internalization Meeting Protocols ● ILH Curricula Choices ● Weekly Walkthrough Prep ● Staff Compliance Task Tracker ● Performance Improvement Plan ● School Improvement Plan
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Summary of Findings

Invent Learning Hub is approaching the standard with a score of 20/28 (71%).

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

- Curricula includes Wit and Wisdom, Eureka Math, CKLA Skills and Knowledge, I-Ready's Personalized Learning Curriculum for Math and ELA, Pathways: Find Your Grind, Kimochis Keys to Communication (SEL for K-5), and Project Lead the Way, Curriculum specific to English Language Learners includes Amira and Vista.
- Weekly trackers indicate accountability processes for fidelity, although most trackers are not fully filled out according to the data received (Cycle 2). See recommendation below for ideas.
- Coaching data is specific and begins with celebrations of students. Performance Improvement Plans also address fidelity when supporting teachers who are in extra need of professional support.
- While strong supports are in place, and administrative and coaching drive is present for all staff to implement curricula with fidelity, turn over and "newness" of the staff makes this difficult. This will become a "meets standard" with growth of the staff over time because the foundation for success is evidenced and curricular choices are high quality.

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

- Lesson internalization process is evidenced through specific lesson internalization protocols in Math, ELA, and SoR. Specific evidence is needed regarding the integration of Indiana Academic Standards in social studies in CKLA and specific science standards addressed in Design Thinking within each grade level. Focus groups shared that they missed learning about history. See recommendation for ideas.

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.

- Evidence of lesson internalization was provided for ELA, math, and newly adopted CKLA. Lesson plan internalization for PTLW was not provided. Curriculum timelines for reading and math were evidenced.

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

- Instructional differentiation stemming from formative assessment that guides process, content, interest and/or learning needs was minimal. *The team acknowledges the complexity and difficulty of attaining 4.2 with high teacher turnover. See recommendations for future ideas in this area.

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

- Based on our visit day(s), all but one 3rd grade classroom reflected a teacher-led, direct instruction model based on a textbook (or chapter book). In Design Thinking, students were working in a hands-on way guided by teacher direct instruction. The Executive Director and team discussed this element and it is noted below. See recommendation ideas.

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

- Evidence provided in the Instructional Guidebook highlighted "School Wide Practices" and Belief Statements that are designed to validate and affirm the cultures of students.
- Effective Instruction Indicators are clear and specific within the Instructional Guidebook.
- Evidence around the building and classroom environments illustrated a focus on affirmation of student identities.
- Focus group conversations highlighted a sense of care surrounding student identity and academic growth.

- It was observed that continuous direct instruction with students seated for such a long time was challenging for attention spans. See recommendation ideas.
- Staff recently engaged in “Badge Work” creating beads representing privilege and non-privilege with regard to their own identities to better support students.

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

- A robust system of feedback is present at IHL reflective of quick, real-time informal feedback as well as formalized teacher evaluations and long-term goals.
- Feedback includes: “Weekly Walkthroughs,” a documented process highlighting specific action steps for staff to focus on and data and internalization meetings, a process in which curricula and lesson planning are analyzed. Educators engage in coaching meetings and formal observational feedback meetings.
- System walkthroughs provide immediate feedback. Coaches also provide “Practice Clinics.” Huddles and System PD Days are also part of the discussions regarding instructional practice.
- Smore newsletters address ways for staff to engage instructionally.

Rubric Rating

a) The curriculum is implemented in all classrooms with fidelity.	Sustaining (4 points)
b) A clearly documented lesson internalization process is used to explicitly target core learning objectives across all academic areas.	Implementing (3 points)
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.	Approaching (2 points)
d) Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles.	Approaching (2 point)
e) Instructional strategies used are designed to promote authentic learning to impact levels of student engagement.	Approaching (2 point)
f) Instructional practices are intentionally designed to validate and affirm the culture of students.	Implementing (3 points)
g) Staff receive explicit feedback on instructional practices on an ongoing basis.	Sustaining (4 points)

Strengths

- Strong teacher evaluation support through multiple methods of feedback tools including real-time, formative, and summative
- The school community (staff and administrators) are working hard on the core curriculum. It is the first year with CLKA.
- The support systems for curricular fidelity are present and accountability systems are in place. The new teachers need time to “grow into” the curriculum and they will!
- Student identity is supported by staff and administrators.
- Administrators are working to break the “2 year cycle” of teacher turnover.
- Due to high teacher turnover, administrators are aware of the significant learning curve when engaging in new curriculum with several elements and acknowledge the prevalence of direct instruction. They are working toward more active learning but currently want new teachers to not deviate from the curriculum as it stands until familiarity with the content grows.

Opportunities for Improvement

- Many of the feedback forms were partially filled out and not up to date (Solution - streamline forms for data that may be superfluous or too much to address in relation to the overall goal). Recommendation is below.
- Although measures for curricular accountability in fidelity are evidenced and supported, high teacher turnover is problematic for staff to get a firm grasp of curricular complexities therefore impacting fidelity (especially for a curriculum like CKLA, which takes some time to feel comfortable with all the moving parts within the curriculum). However, as mentioned above, all supports are present and the drive is there from administrators. Time in engagement with curriculum will easily move this indicator from an “approaching” to a “meets.”
- It was observed that seated, direct-instruction for the full day is challenging for attention-spans and growing bodies. Experimentation has been taking place with seating arrangements (kidney tables vs. the floor). See recommendation ideas.
- PD on Differentiation was requested in focus groups across areas.

Recommended Next Steps

- **Connect with community resources** to assist in embedding more social studies within the CLKA framework or science within the math or DT curriculum.
 - Roger Hardig, VP of Education at the [Benjamin Harrison Presidential Site](#), is a wealth of knowledge and resources. He will go “on the road” with workshops and resources K-6 and can help with standards alignment. His email is rhardig@bhpsite.org The organization goes way beyond the presidency and they have a Canvas page for teachers for easy access for resources.
 - Jacob Apollos, former teacher and new Director of Education of the Indianapolis Motor Speedway museum has a plethora of new lesson plan designs with incredible full class sets of materials to embed more engineering design into general math classes (and design thinking). He is eager to partner with schools.. His email is: japollos@brickyard.com

- The Indiana State Museum’s Director of School Programs is Bethany Thomas and she is always interested in school collaborations and could help with curricular needs in science and social studies. They have strong teacher professional development too. Her email is: BThomas2@indianamuseum.org
- Your new teachers (1-5 years of experience) are welcome to join the next cohort of the **STEM New Educator Academy**. It is a 5 month intensive STEM PD in collaboraiton with the Indianapolis Zoo, Children’s Museum, Nextech, IMS museum and Butler. Teachers receive resources and innovative curricular ideas from teach organization (for free) and also receive a voucher to take the STEM for Educators licensure add-on, and professional growth points. Catherine will send the flyer with information.
- You might consider creating a PLC around community resources that would be beneficial for curricular support or hands-on learning. Don’t hesitate to reach out to Catherine in the future if you need a contact or idea for collaboration. Indiana has a NASA representative out of Cleveland and they also offer excellent PD.

Document Suggestions:

- **Streamline forms for faster input:** The forms have strong specificity, but redundancy was noticed for a few of the documents. For example, on the Observation Feedback Document, you might consider deleting “Meeting Goals” and “Agenda” since those specific elements are clear within the document. (Many of those title boxes weren’t filled out also illustrating the lack of necessity for some of the information). While it isn’t critical, it is a way to save a bit of time for coaches and administrators with so many data trackers.
- **Create a “Crosswalk” spreadsheet of Indiana Academic Standards** for Science and Social Studies where it is embedded in curricula (specifically CKLA and Design Thinking). This would be highly beneficial for onboarding new staff, families, and for for future school evaluations.
- **Onboarding article:** [The Joy of School, Steven Wolk](#) - Corresponds well with the mission statement.
- Differentiation articles and resources by Carol Ann Tomlinson are practical and supportive. Her book, [Differentiation and the Brain](#), would be in alignment with the applied educational neuroscience happening in classrooms.

4.3 - N/A High School Only

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

<ul style="list-style-type: none"> ● Curricula choices document, ● literacy playbook instructional guidebook ● data internalization meetings agendas/notes 	<ul style="list-style-type: none"> ● Data reports ● Assessment calendar ● Assessment materials ● Professional development agendas 	<ul style="list-style-type: none"> ● Data trackers ● Focus group data ● Staff interviews ● Self-assessment ● Classroom observation
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Summary of Findings

Invent Learning Hub (ILH) is approaching the standard with a total score of 15/20 (75%).

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

ILH utilizes assessments that are aligned with learning standards, supporting rigor and relevance in instructional practices. Assessments have received approval from the Indiana Department of Education (IDOE) for meeting formative assessment requirements. Classroom assessments are derived from a highly-rated curriculum as evaluated on EdReports.org, reinforcing the educational framework in place. No evidence was found that shows how ILH assesses or aligns to physical education and art standards.

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

ILH employs a varied approach to assessments to accommodate a range of student abilities. The school employs a mix of one-on-one performance-based assessments, whole-group, and small-group evaluations to assess different skills. DIBELS is used as a literacy screening assessment and follow-up by curriculum based progress monitoring assessments. There is evidence of academic goals in Individualized Education Programs (IEPs) that align with grade-level standards, ensuring that students with disabilities receive a curriculum and instruction that is appropriate for their grade level.

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

At ILH, assessments are utilized to generate student-level data that emphasizes both growth and proficiency. I-READY assessments are effective in tracking these metrics. The school monitors curriculum data for K-2 ELA, 3-8 ELA, and 3-8 Math, focusing on student proficiency rates as well as growth trends throughout the academic year. I-READY offers instructional insights as students engage with the personalized learning platform, allowing for explicit and systematic instruction. Some data sources suggest that data-driven decision making in assessments is an area for improvement.

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

Weekly data meetings are conducted, with teachers given clarity on what data should be submitted and when. While ILH recognizes the need to improve the culture of data analysis among teachers, it maintains a structured approach to the administration of assessments. Although teachers are encouraged to analyze their students' performance proactively, fostering this culture is ongoing. The IREADY assessment data is immediately available, while DIBELS data is reviewed following each progress monitoring and benchmark assessment.

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.

ILH has established a system for analyzing assessment data across and within subgroups to inform instructional and curriculum decision-making. While there is a solid system in place, implementing it appears to be an area of growth. There is an emphasis on ELA data and the school leadership acknowledges the necessity to expand its focus on K-2 math data tracking and analysis. As teachers develop their data analysis skills, coaches provide weekly support to strengthen their capacity in this area. Some data trackers used in the school are equipped with disaggregated data by subgroup, allowing educators to identify gaps among diverse demographic groups.

Rubric Rating

a) Assessments utilized are well aligned to learning standards.	Implementing (3 points)
b) Assessments utilized are varied in order to support a wide range of student learning styles and abilities.	Implementing (3 points)
c) Assessments utilized provide student level data focused on growth and proficiency.	Implementing (3 points)
d) Assessments are administrated with sufficient frequency and results are provided in a timely manner.	Implementing (3 points)
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 (3 points)

Strengths

- Assessments are aligned with ELA and Math standards.
- A range of assessments is used, particularly for literacy.
- Weekly data review and internalization meetings promote continuous improvement.
- Most data trackers are disaggregated by student subgroups.
- Coaching sessions and system walkthroughs ensure the fidelity of implementation.

- Weekly meetings provide teachers with opportunities to analyze data, collaborate, and plan targeted small-group instruction or instructional adjustments based on insights.

Opportunities for Improvement

- There is a need for more consistent and regular analysis of student performance data across different subgroups to identify trends, patterns, and areas for improvement, with a stronger emphasis on academic outcomes.

Recommended Next Steps

- Provide additional training and resources to strengthen data analytics skills and foster data-based decision making across the school.
- Make regular data analysis a routine part of the school culture, ensuring ongoing reflection on student performance.
- Establish a system for tracking and analyzing K-2 math data to identify early trends and areas of need.
- Continue to hold data meetings to look at data across subgroups and identify academic interventions, including differentiated instruction, that will support reaching the goal to address the goal to narrow the achievement gap.
- Use data insights to guide the implementation of specific interventions and instructional adjustments aimed at improving student outcomes.

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

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • On-site Observations & Focus Groups | <ul style="list-style-type: none"> • ILH Discipline Framework • ILH Staff and Credentials spreadsheet | <ul style="list-style-type: none"> • Sample Observation Feedback Documents • ILH Evaluation Guidebook |
|---|---|---|

<ul style="list-style-type: none"> ● 2024-25 ILH Staff Handbook ● Hiring and Onboarding Plan ● Staff recruitment materials ● ILH Safety Plan ● ILH Org Chart 	<ul style="list-style-type: none"> ● ILH website ● Weekly Walkthrough Prep Document ● Sample School Newsletters ● Staff HR Tracking Document ● LVIS database 	<ul style="list-style-type: none"> ● ILH Instructional Coaching Data ● Sample Performance Improvement Plans ● Staff Compliance Task Tracker
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Summary of Findings

Invent Learning Hub (ILH) meets the standard with a total score 23/28 (82%).

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.

Standard recruitment/hiring policies and procedures are articulated and documented. Recruitment and hiring procedures reflect the needs of the school population.

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

Hiring processes are well organized and comprehensive. Onboarding procedures for new staff are intentional and well-documented.

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

ILH experienced an influx of students with an ILP during the fall of 2024. Many of the newly enrolled students were newcomers. Because of this rapid increase in English Learners, the number of TELL-licensed teachers is inadequate for the student population.

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.

ILH employs 24 certified staff. Two certified staff hold a license that does not align with their current teaching assignment (grades 3 and 4 reading teacher with an early childhood license; ESL teacher with a generalist license and no TELL add-on license in LVIS). According to the data and documents available, five teachers have no record of a license or hold a substitute license only.

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.

There is some evidence of professional development targeted at culturally relevant and differentiated instruction to meet the needs of all learners. The school has used the adopted curricula as an entry point for teachers to ensure the representation of students in materials and to explore student identities. Additional professional development for classroom teachers focused on differentiation and sheltered instruction for English Learners is needed.

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

Practice Clinic meetings offer regular, data-informed coaching and professional development for teachers. Additionally, focused leadership team walkthroughs provide data on instructional areas of need and areas of strength that inform professional development and coaching.

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

The teacher evaluation process is summarized in Section VII of the ILH Staff Handbook and further explained in the ILH Evaluation Guidebook. There are explicit expectations and processes documented in the ILH Evaluation Guidebook. Data collected by the team suggest the teacher evaluation process is regularly implemented.

Rubric Rating

a) A standard recruitment/ hiring policy and procedure process is in place and is designed to ensure human resources are leveraged to reflect the needs of the school population.	Sustaining (4 points)
b) Hiring processes are well organized and used to support the success of new staff members.	Sustaining (4 points)
c) Staffing levels adequately allow staff to maximize instructional time and capacity.	Approaching (2 points)
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.	Approaching (2 points)
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.	Implementing (3 points)
f) Professional learning opportunities are determined through analyses of student outcome data and clearly linked to strategic objectives and school improvement goals.	Sustaining (4 points)
g) The teacher evaluation process is explicit and regularly implemented with a clear process and criteria.	Sustaining (4 points)

Strengths

- Hiring practices are clear and standardized.
- Teacher evaluation processes are clear.
- The Leadership Team serves as visible, instructional leaders and uses data to inform school instructional practices.
- Teachers demonstrate commitment to the students and the school's goals.
- Staff support is intentional, systematic, and strong.

Opportunities for Improvement

- Increase support for push-in and pull-out services for English Learners
- Provide professional development on language acquisition, sheltered instruction, etc. for all teachers who serve English Learners, perhaps using the existing trainer in SIOP.
- Ensure teachers progress toward needed licensures as relevant to their teaching assignments.

Recommended Next Steps

- Follow the IDOE's I-TELL initiative and recommend qualified teachers apply for funding found here: [I-TELL Initiative Information](#)

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

- Mission statement
- Observations in classrooms and hallways
- Strategic Plan
- Focus groups – parents, students, educators
- ILH Charter School Application to Trine University
- Board sample agendas and meeting minutes
- ILH School Improvement Plan
- Smore Newsletters
- School Team Self-Assessment
- Staff Handbook

Summary of Findings

Invent Learning Hub (ILH) meets the standard with a total score of 7/8 (87.5%).

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

Generally, parents, staff, and students demonstrate knowledge of and alignment with the mission statement. The school's mission statement is posted on the school website. The school mission statement is read aloud daily using the school announcements system. Upon enrollment and during regular conferences, parents and caregivers are informed of the mission statement and how it is manifested within the school. Systematic procedures for the assessment of stakeholder perceptions, knowledge, and commitment were not observed within the provided documents.

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

ILH partners informally and formally with families and local community stakeholders to support the school's mission. Community partners including individual community members, Achievement Project, and Biztown are examples of partnerships that support the school's mission.

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 (3 points)
b) Procedures are in place for establishing meaningful partnerships with all families and community stakeholders to support the school's mission.	Sustaining (4 points)

Strengths

- Evidence of energy, motivation, and commitment to animate the school's mission
- ILH has created routines and systems for stakeholders to internalize key components of the mission statement including daily verbal reminders, written documents, and ACCESS attributes.

Opportunities for Improvement

- Unclear if systematic data related to the school's mission are collected from stakeholders

Recommended Next Steps

- ILH could explore the use of “proof points” to document how the mission statement informs key student outcomes (ex: how are ILH students/alumni demonstrating entrepreneurial problem-solving?)

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"> ● ILH Way Guidebook ● SEL Discipline Framework ● Attendance Policy 	<ul style="list-style-type: none"> ● Focus Group Data ● Demographic Data ● Attendance Tracking 	<ul style="list-style-type: none"> ● Progress Reports ● HUB Scope and Sequence ● IDoE Dashboard ● IHL Attendance Policies
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Summary of Findings

Invent Learning Hub (ILH) meets the standard with a total score of 14/16 (88%).

4.7 a) A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity.

- Extensive data was provided regarding social emotional, academic, and behavioral support for students.
- Focus group responses were positive in this area, acknowledging room for growth (regarding testing data and challenging behaviors).
- HUB (Help Us Build) is used to support classroom culture and SEL. Aspects of neuroscience are taught and amygdala reset/calming stations were observed in the majority of classrooms.

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

- The SEL Discipline Framework includes several aspects of evidence based interventions in practice at IHL including Applied Educational Neuroscience, EFT, HUB, Restorative Practices, ILH Student Attributes, the Lanyard Program, and School Counseling.

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.

- Within the SEL and Discipline Framework, background and content knowledge are provided along with an explanation of practices and strategies.
- In classroom observations, many teachers used parts of these strategies for behavior management or student support.

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.

- Did not see evidence of assessing school community perspectives of connectedness, however, anecdotally, teachers check-in with parents during drop-off and pick-up, make phone calls home.

Rubric Rating

a) A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity.	Sustaining (4 points)
b) Culturally responsive and evidenced based interventions are explicitly identified and implemented throughout the school to support the needs of students.	Sustaining (4 points)
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 (4 points)
d) Procedures are in place for assessing staff, student, and family perspectives to ensure a sense of connectedness and engagement with the school.	Approaching (2 points)

Strengths

- Positive SEL indicators were present in the majority of the school including amygdala reset/calming stations and reference to SEL techniques (breathwork and tapping) in the morning message to start the day.
- Hub Scope and Sequence covers a variety of impactful topics throughout the year in SEL.
- Families in focus groups were appreciative of SEL efforts and the impact it was making on their children's school experience.

Opportunities for Improvement

- Formal assessment of staff, student, and family perspectives data was not provided. See recommendation idea.

Recommended Next Steps

- Create a school-wide, short **“School Snapshot Survey”** or other mechanism to go out monthly or quarterly to assess different aspects of the school. Topics like technology, sense of belonging, communication, or other topics could be a focus of each month. Other schools who do a “snapshot” keep it short (1-3 questions) to promote a high response rate. A Googleform or other easy mechanism helps keep the data manageable.
- A professional note to “noodle on” (possibly a topic for a future PD discussion or survey topic question): Class Dojo has several pros and cons and is quite controversial in behavior management conversations around the topics of equity, shaming, and negative compliance but very positive in communication efforts. It might be interesting to compare perceptions from students, teachers, admin, and families about its use. It may not be in alignment with Restorative Practices, but is good for parent communication. It would be worth digging into this juicy topic.

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"> ● Parent/Caregiver Focus Group ● Public Comment Presentation 	<ul style="list-style-type: none"> ● Social Media (Facebook, Instagram) ● Attendance Policy 	<ul style="list-style-type: none"> ● Demographic information ● Progress Reports/Report Cards ● IHL application
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Summary of Findings

Invent Learning Hub (ILH) meets the standard with a total score of 15/16 (94%).

4.8 a) An active and ongoing system of communication between the school and family members in place.

- Class Dojo is the primary mechanism for quick family/school communication.

- Families noted that the teachers talk at drop off and pick up to check in
- In Focus groups, families commented extremely favorably about communication efforts

4.8 b) Procedures for responding to concerns of families are clearly defined and implemented by all school staff and validated by families.

- Families (from the focus groups) feel comfortable talking with teachers about issues that arise.
- Family Hub is used to communicate with administrators

4.8 c) Families are regularly informed in their native or home language of their students’ academic and behavioral strengths and areas of need.

- Evidence was provided in multiple areas reflecting native or home languages.
- Dojo Translate is also used with families.

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.

- Recently had Hispanic Heritage activities and “Mega Party”
- Documents are presented in English and Spanish
- Videos for family workshops are recorded to allow for convenience with schedules.

Rubric Rating

a) An active and ongoing system of communication between the school and family members in place.	Implementing (3 points)
b) Procedures for responding to concerns of families are clearly defined and implemented by all school staff and validated by families.	Sustaining (4 points)
c) Families are regularly informed in their native or home language of their students’ academic and behavioral strengths and areas of need.	Sustaining (4 points)
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 (4 points)

Strengths

Strengths families noted included:

- “Communicaiton is amazing.” Families appreciate the “whole school approach” to communication and stated they feel comfortable asking anyone for information.

- Several families appreciate the SEL work and amygdala reset centers and like the emphasis on educational neuroscience
- The focus group was complementary regarding IEP measures that were addressed for the family.
- Several mentioned Miss Krandel and her helpfulness.

Opportunities for Improvement

Items for administrators' "radars" that came up during our focus groups from families included:

- Don't like teachers giving out candy as rewards (unhealthy model - families want to be in control of monitoring sugar. Stickers are great)
- Do not like loss of recess as punishment. Families would prefer the option to walk around the track instead or some movement outside, but not to take recess away.
- Some students are losing Dojo points for using the bathroom. Families did not appreciate that model.
- More outdoor time was mentioned by several in the focus group

Recommended Next Steps

- See "Short Snapshot Surveys" from 4.7
- Consider creating a Parent Advisory Group to meet every other month to check in with administrators/teachers to provide feedback
- For future evaluations, more data is needed for 4b and 4d within this indicator.

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"> ● Reviews of IEPs, ● M-Team Tracker ● Present level of performance ● Teacher input form 	<ul style="list-style-type: none"> ● Progress monitoring goal reports ● Conference notifications ● Staff interviews 	<ul style="list-style-type: none"> ● Focus group data ● Self-assessment ● Curricula choices document
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Summary of Findings

Invent Learning Hub (ILH) meets the standard with a total score of 17/20 (85%). However, some Individualized Education Plans (IEPs) did not include all the required participants in the IEP meetings.

4.9 a) Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs in present level of performance of the student and are being delivered as outlined.

Based on the file review, IEPs are adequately individualized to students' needs. They include well-developed present level of performance statements and incorporate assessment data, services, and goals aligned with each present level of performance. It was noted that the school leadership recognizes that challenges arise due to limited staffing and resources, which hinders the IEP development process.

4.9 b) IEP plans include student specific goals and plan for progress monitoring of student goals. Evidence of ongoing assessment is present.

The Individualized Education Plans (IEPs) specify services that encompass customized goals for students and outline a strategy for continuous progress assessment. The goals set in the IEPs are appropriately challenging, progress from year to year, and are aligned with state standards.

4.9 c) IEP goals are rigorous, based on state and national learning standards, and related to present levels of performance.

At ILH, all IEP goals are developed with benchmarks that align with state standards. IEP goals support the students in progressing towards grade-level expectations. Specialized curricula are used to support goal attainment, including: Step Up to Writing, Sonday System 2, and UFLI for ELA, I-Ready Toolkit and Eureka Math Squared for Math.

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

ILH has established a systematic process for the annual review and revision of IEP goals, which is based on the present levels of student performance. There is an ongoing effort to allocate more time for collaboration with grade-level teachers, facilitating better integration of special education services. The school maintains an IEP tracker to ensure compliance with all timelines for meetings and reviews, reflecting a commitment to adhering to regulations.

4.9 e) IEP plans explicitly identify requirements for specifically designed curriculum and instruction, as well as accommodations that align with student needs. Evidence of specifically designed curriculum, instruction, and accommodations is present.

The IEP plans at ILH identify the requirements for specially designed curriculum and instruction tailored to align with student needs. However, the unique challenges include sourcing specialized resources that cater to the diverse needs of its students. Over the past year, ILH has dedicated effort to defining and implementing special curriculum resources aimed at effectively supporting the attainment of IEP goals, thereby enhancing the educational experience for students with exceptional needs.

Rubric Rating

a) Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs in present level of performance of the student and are being delivered as outlined.	Sustaining (4 points)
b) IEP plans include student specific goals and plan for progress monitoring of student goals. Evidence of ongoing assessment is present.	Sustaining (4 points)
c) IEP goals are rigorous, based on state and national learning standards, and related to present levels of performance.	Implementing (3 points)
d) IEP goals are reviewed and revised annually as determined by present levels of student level of performance.	Implementing (3 points)
e) IEP plans explicitly identify requirements for specifically designed curriculum and instruction, as well as accommodations that align with student needs. Evidence of specifically designed curriculum, instruction, and accommodations is present.	Implementing (3 points)

Strengths

- IEP goals are aligned to state standards.
- Accommodations, assistive technology, and related services were individualized based on student need.
- The school uses a systematic method for general education teachers to share data regarding the present level of performance (ACR PLOP Form).

Opportunities for Improvement

- *Several IEPs did not include all legally required representatives, specifically the general education teacher.

- Build additional time into the schedule for grade-level teachers to collaborate, share best practices, and plan cohesive instruction to better support student learning.

Recommended Next Steps

- Ensure that all legally mandated representatives are present for IEP meetings to comply with regulations and support effective planning.
- Dedicate professional development time to support PLCs, data-based decision making, and providing teachers with resources to enhance instructional effectiveness.
- Offer training on IEP development for school administrators and special education staff, especially as it relates to legal requirements. Resources include free training from <https://www.iepta.org/>.

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

- Reviews of student Individual Learning Plans (ILP)
- ILH Multilingual Learner Guidebook
- Documents/resources listed in MLL PD Supports
- Sample WIDA Access scores
- DIBELS reports
- CKLA Assessment Tracker
- 2024-2025 MLL Compliance Guide
- Classroom Observations
- Teacher focus groups

Summary of Findings

Invent Learning Hub (ILH) does not meet the standard with a total score of 9/16 (56%)

4.10 a) Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the provision of services for ELL students.

The legal obligations of ILH for the provision of services for ELL students are outlined in the documentation available to all ILH staff. There is evidence of native language support and discrete language skill development during pull-out services for ELL students, both research-based practices. There is limited evidence of research-based instruction practices, such as sheltered instruction, occurring meaningfully and consistently in ILH general education classrooms.

4.10 b) Staff have a knowledge of the process of language acquisition and the skillsets needed to differentiate instructional strategies per the modifications and accommodations listed in the ILP to meet the needs of ELL students. Lesson plans and/or lesson internalizations and observations include evidence that these differentiated strategies are implemented in classroom instruction.

Documentation from and interactions with general education teaching staff suggest a lack of knowledge and confidence in providing services, including differentiated instruction and sheltered instruction, to ELL students. Lesson plans and classroom observations did not provide evidence of differentiated strategies for ELL students. Pull out services provided by the ESL teacher appeared to be organized by reading level and included native English speakers. When discussing this aspect with the Executive Director, she shared that in professional development, SLOP strategies were targeted and staff engage in EL topics frequently. Again, the newness of the staff impacts growth and sustainability in this area.

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 ILH Multilingual Learner Guidebook outlines requirements for including students and parents per Indiana law and regulations. There was no specific documentation within ILPs or other documents of parent or other stakeholder involvement, however, more generally, the school staff communicate clearly and effectively with stakeholders, including students and parents. The evidence reviewed suggests ILH meets this sub-standard.

4.10 d) ILP plans include “strategies, instructional and assessment accommodations, modifications, goals for the student, the student’s English language proficiency levels, state and local assessment data, and details on their EL services (i.e. program model, frequency)” (IDOE EL Guidebook, 2023-2024). Evidence of academic progress is evident through student subgroup analysis.

The ILPs reviewed included all required components as noted in the IDOE EL Guidebook. The school tracks academic progress for ELL students through subgroup analysis.

Rubric Rating

a) Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the provision of services for ELL students.	Approaching (2 points)
b) Staff have a knowledge of the process of language acquisition and the skillsets needed to differentiate instructional strategies per the	Does not meet (1 point)

modifications and accommodations listed in the ILP to meet the needs of ELL students. Lesson plans and/or lesson internalizations and observations include evidence that these differentiated strategies are implemented in classroom instruction.	
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.	Implementing (3 points)
d) ILP plans include “strategies, instructional and assessment accommodations, modifications, goals for the student, the student’s English language proficiency levels, state and local assessment data, and details on their EL services (i.e. program model, frequency)” (IDOE EL Guidebook, 2023-2024). Evidence of academic progress is evident through student subgroup analysis.	Implementing (3 points)

Strengths

- Classroom teachers are interested in and committed to growing in the skills needed to provide instruction to ELL students
- School staff collect and analyze data to track student growth
- Curriculum that is intended for ELL students.

Opportunities for Improvement

- More attention to WIDA scores and ensuring differentiation within the content areas
- Classroom teachers need further professional development to feel confident in serving ELL students
- Maximizing instructional time for ELL students in pull-out ESL services

Recommended Next Steps

- There has been a dramatic increase in English Learners, including newcomers at ILH. Staff are, understandably, still assessing and responding to the influx. A priority is to enhance sheltered instruction for ELL students within general education classrooms to best maximize ELL students’ learning time, language development, and content attainment.
 - Short, digestible, just-in-time professional development to help teachers build heightened awareness of the profiles of individual ELL students in their classroom and how to provide meaningful content and language instruction. Micro-sessions in which teachers learn one

piece of information and are expected to implement it the next day would likely be well-received.

- Longer-term more in-depth study of language acquisition processes and the research on long-term positive outcomes for ELL students.
- WIDA-focused professional development that can chunk the information into accessible components
 - WIDA ACCESS scores- what do they mean; what are our goals
 - Time for very specific and “in the weeds” lesson planning that supports teachers in thinking about differentiation for individual ELL students.
- As resources allow, hire additional ESL staff or encourage classroom teachers to pursue TELL licensure. Follow I-TELL for opportunities for subsidized tuition.

A debrief conversation with administration occurred after IHL received the report and comments were shared with OEI.

Main points of the conversation included:

- Inconsistency with OEI review teams (specifically what they were looking for) in each CQ4 report.
- Progress with EL staffing and instruction has occurred since the visit in October. They are engaged in hiring an EL assistant to address growing needs.
- Curricular growth has also occurred with staff getting more experience with the new curriculum.
- Legal obligations with ILPs have been resolved.

Thank you for the opportunity for the team to take part in Invent Learning Hub’s Q4 evaluation and providing such a welcoming atmosphere. It was a pleasure spending time in classrooms and getting to know the community within the focus groups. Please don’t hesitate to contact us if you need further information regarding resources or community members in the field for guest speakers, technology, classroom support, or further ideas for some of the recommendations. We are happy to help connect you.

With gratitude,

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