

**Indiana Math and Science Academy West  
THIRD YEAR REVIEW**

Prepared for: Office of Education Innovation  
Office of the Mayor, City of Indianapolis

Site Visit Dates: November 7, 2023; November 9, 2023

Superintendent: Mustafa Arslan

School Leader: Adam Atlihan

Evaluation Team: Dr. Jacob Tandy  
Dr. Okyoung Lim  
Dr. Francita McMichel  
Dr. Karen Wright

**MDR Consulting, LLC**



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## Part I: School Evaluation Overview and Methodology

### Process

The school evaluation process involved three phases of data collection and synthesis – (1) pre-site visit with school leadership to preview site visit and discuss school’s evidence of Core Question 4 prior to site visit (2) document review; and (3) on-site observations and interviews. The evaluation team reviewed Indiana Math and Science Academy West’s (IMSA) mission and vision statements, original charter proposal, Family Handbook, and parent survey results. This evaluation was for the IMSA West location only. The remainder of the report will reference this school location as IMSA.

In advance of the site visit, IMSA had independently distributed a survey to students’ families. Since the school had already done this, the evaluation team did not ask for an additional survey.

The site visit consisted of the following components:

- Document analysis (e.g., mission and vision statements, original charter proposal, Family Handbook; scopes and sequences, IEPs (20% of population), and ILP Plans (20% of population));
- Classroom observations of teachers and observation of shared spaces;
- Teacher interviews
- Student interviews: nine different students were interviewed in groups, covering a sample of students across grade levels.
- Individual family member interviews done in-person or over the phone if the family member could not come to the school.
- Administration focus group composed of school and network leaders.

- **Part II: Indiana Math and Science Academy Background**

**Information**

- IMSA, is a tuition-free, open-enrollment, public charter school. IMSA is authorized by Mayor Hogsett’s Office of Education Innovation. Their mission is to offer a world-class education by building on a foundation of knowledge and wisdom, providing each child an opportunity to maximize their potential, develop the skills necessary to become successful and productive citizens in a global society. Here in Indianapolis, IMSA serves grades K-8.
- **Student Demographics**
- IMSA began serving students in 2007 (This school year, IMSA serves 562 students.

**Free and Reduced Lunch:** According to the Indiana Department of Education GPS report 75.5% of students qualify for free or reduced lunch.

**Ethnicity:** The racial and ethnic breakdown of the student population is as follows:

Ethnicity	Total Number of Students	% of Total Student Population
Black	386	68.68%
Hispanic	152	27.05%
Multi-Racial	11	1.96%
White	10	1.78%
Asian	2	0.36%
American Indian or Native Alaskan	1	0.18%

According to the school’s demographic data, 51 students (9.1%) receive special services and 234 students (41.6%) are English Learners.

### Student Performance

Based on the IDOE GPS data, in English/Language Arts, 36% of grades 3-8 students are at or above proficiency. In mathematics, 39.1% of grades 3-8 students are at proficiency. For 3<sup>rd</sup> graders on IREAD, 75.9% of students demonstrated proficiency, a 22.1% increase from 2021. These proficiency data are almost all close or at state proficiency averages, with all metrics of growth either at or well above state averages. 6<sup>th</sup> grade math growth on ILEARN is 54.2%. Overall ILEARN math growth for the school is 44.1%, and overall ILEARN growth for ELA is 44.7%

### Part III: Core Question 4 Indicator Ratings

Core Question 4 of OEI’s performance framework consists of ten indicators and three possible ratings. The chart below summarizes the evaluation team’s assessment of IMSA in a manner that is aligned to these indicators and ratings.

<b>Does Not Meet Standard</b>	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
<b>Approaching Standard</b>	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
<b>Meets Standard</b>	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
<b>Exceeds Standard</b>	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
Sub-Indicator Point Values	
Planning	1 point
Emerging	2 points
Implementing	3 points
Sustaining	4 points

<b>Core Question 4 Indicator</b>	<b>Rating</b>
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4.1: Curriculum and Supporting Materials	<u>Exceeds Standard</u>
4.2: Pedagogy	<u>Exceeds Standard</u>
4.3: Post-Secondary Guidance	<u>N/A</u>
4.4: Assessment	<u>Exceeds Standard</u>
4.5: Talent	<u>Exceeds Standard</u>
4.6: Mission	<u>Exceeds Standard</u>
4.7: Climate	<u>Exceeds Standard</u>
4.8: Communication	<u>Exceeds Standard</u>
4.9: Exceptional Learners	<u>Exceeds Standard</u>
4.10: English Learners	<u>Meets Standard</u>

**Part IV: Findings**

<b>Indicator 4.1: Does the school have a high-quality curriculum and supporting materials for each grade?</b>	<u>Exceeds Standard</u>
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<b>Element</b>	<b>Evaluation</b>
<i>a) The curriculum used across all academic areas is rigorous, evidence-based and aligned with state standards.</i>	<u>Sustaining</u>

<p><b>Findings</b></p> <ul style="list-style-type: none"> <li>• K-5 Wit and Wisdom, 6-8 Common Lit, Reveal Math, Zearn, Amplify Science, Lower Grades - Project Lead The Way, Social Studies - Houghton Mifflin</li> <li>• Curriculum maps are provided for each core curriculum. The score and sequence aligns with both the curriculum formatting and Indiana State Standards. Focus standards and skills are outlined daily providing a learning scope and sequence conducive to learning and supportive of the necessary rigor to facilitate academic growth.</li> <li>• Assessments are provided in the beginning of year, middle of year, and end of year. This data is utilized to create intervention groups, identify student standard mastery, and design enrichment activities.</li> </ul>
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Element	Evaluation
<i>b) Systematic reviews of curricula are conducted by administrators and school staff to identify gaps based on student performance across and within subgroups.</i>	<b><u>Sustaining</u></b>
<p><b>Findings</b></p> <ul style="list-style-type: none"> <li>• Curriculum based professional development facilitated monthly.</li> <li>• Professional Learning Community meetings every Wednesday.</li> <li>• Summer professional development.</li> <li>• In order to assess curriculum effectiveness, building administrators and staff review the associated standards during PLC meetings utilizing four key questions: What do we want students to learn? How will they know if students have learned it? What will they do if they have not learned it? What will they do if they have learned it?</li> <li>• This ongoing practice provides both opportunity and space to assess the curriculum effectiveness in promoting student academic growth at all levels.</li> <li>• In addition, staff are routinely trained on how to effectively implement and facilitate the established curriculums through summer and monthly professional development.</li> <li>• Professional development not only addresses how to deliver instruction, but also how to assess the data gathered as a result of the lessons delivered and standards covered.</li> </ul>	

Element	Evaluation
<i>c) The school regularly reviews instructional curriculum maps to ensure presentation of content is aligned with learning objectives.</i>	<b><u>Sustaining</u></b>
<p><b>Findings</b></p> <ul style="list-style-type: none"> <li>• Curriculum maps and standard alignment calendars provided for each curriculum.</li> <li>• Curriculum maps and standard alignment calendars reviewed during PLC meetings as well as departmentalized and grade level meetings.</li> </ul>	

Element	Evaluation
<i>d) The school has a well-designed horizontal and vertical alignment within and across grade levels and content areas that is prioritized and focuses on core learning objectives.</i>	<b><u>Sustaining</u></b>

<b>Findings</b>
<ul style="list-style-type: none"> <li>Curriculum mapping provides a content alignment with each curriculum connected to an Indiana State Standard.</li> <li>Focus standards were prioritized based on the program curriculums and power standards identified by the Indiana Department of Education.</li> </ul>

<b>Element</b>	<b>Evaluation</b>
<i>e) Instructional staff have access to provided materials to deliver the curriculum effectively.</i>	<b><u>Sustaining</u></b>

<b>Findings</b>
<ul style="list-style-type: none"> <li>All instructional staff use the curriculum documents and related program materials to effectively deliver instruction. Staff and students are provided with textbooks and digital platform access.</li> </ul>

<b>Element</b>	<b>Evaluation</b>
<i>f) Instructional staff understand and uniformly use curriculum documents and related program materials to effectively deliver instruction.</i>	<b><u>Sustaining</u></b>

<b>Findings</b>
<ul style="list-style-type: none"> <li>In interviewing teachers, all of them indicated they understood and uniformly use the curriculum documents related to their class / content.</li> <li>Curriculum professional development is provided to staff monthly, and as part of the summer professional development at the beginning of each year.</li> <li>Twice monthly, each faculty member is observed by a school administrator who will provide feedback on their planning and instruction.</li> </ul>

<b>Indicator 4.2: Are the teaching processes (pedagogies) consistent with the school's mission?</b>	<b><u>Exceeds Standard</u></b>
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<b>Element</b>	<b>Evaluation</b>
<i>a) The curriculum is implemented in all classrooms with fidelity</i>	<b><u>Sustaining</u></b>
<b>Findings</b>	

- The evaluation team observed consistent alignment to state standards and use of curricular resources and programs in classrooms during the site visit.
- The evaluation team noted that curricular materials were clearly informing the instruction.

Element	Evaluation
<i>b) A clearly documented lesson internalization process is used to explicitly target core learning objectives across all academic areas</i>	<b><u>Implementing</u></b>
<b>Findings</b> <ul style="list-style-type: none"> <li>• There are clear learning objectives that teacher collect data on throughout the week, and then in weekly PLCs, the teachers analyze these data and use the analysis to plan for instruction appropriately.</li> <li>• All lesson plans are submitted in advance to administration and teachers receive feedback on them.</li> </ul>	

Element	Evaluation
<i>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.</i>	<b><u>Sustaining</u></b>
<b>Findings</b> <ul style="list-style-type: none"> <li>• There is a clear expectation of regular lesson internalization for all teachers where they engage in this process, submit to their assistant principal and receive feedback.</li> <li>• There is ongoing PD about this, and the administration is open to ways to continue supporting students and their diverse needs.</li> </ul>	

Element	Evaluation
<i>d) Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles.</i>	<b><u>Implementing</u></b>
<b>Findings</b>	

- IMSA places much emphasis on data collection for teachers, and the use of that data to inform instructional practices.
- Teachers regularly collaborate with their grade level/ content area colleagues to analyze this data and adjust planning to meet students' needs.
- The W.I.N. time at the end of blocks provides great opportunity for differentiation and some teachers are using this time expertly and should be used as the model for the school. This W.I.N. time is a great opportunity to provide further differentiation, but should just be part of the differentiation that is happening throughout the entire school day, not the only time for differentiation.

Element	Evaluation
<i>e) Instructional strategies used are designed to promote authentic learning to impact levels of student engagement.</i>	<b><u>Sustaining</u></b>
<b>Findings</b>	
<ul style="list-style-type: none"> <li>• Teachers work with their APs and colleagues to understand student performance and respond appropriately in lesson planning to impact student learning.</li> <li>• High levels of student engagement throughout all classrooms because of instructional strategies and relationships.</li> <li>• The consistent use of the curriculum helps to engage students in rigorous content, and then teachers use W.I.N. time and leverage the various extracurricular activities for differentiated and authentic learning opportunities.</li> </ul>	

Element	Evaluation
<i>f) Instructional practices are intentionally designed to validate and affirm the cultures of students.</i>	<b><u>Sustaining</u></b>
<b>Findings</b>	
<ul style="list-style-type: none"> <li>• The administration has placed emphasis on putting a curriculum in place that is culturally responsive to their students.</li> <li>• There is consistent evidence of curricular materials in all classrooms that reflect the students' cultures (i.e. review of books in classrooms to reflect students' cultures).</li> </ul>	

- There is intentional incorporation of events that celebrate and honor cultures represented in the school).

Element	Evaluation
g) <i>Staff receive explicit feedback on instructional practices on an ongoing basis.</i>	<b><u>Sustaining</u></b>
<b>Findings</b>	
<ul style="list-style-type: none"> <li>• This is very clear in the bi-monthly observations that teachers get with the feedback.</li> <li>• In teacher focus group interviews, there is a sense of partnership with the administration on improvement, and the frequent observation and feedback loops are viewed as highly positive.</li> </ul>	

<b>Indicator 4.3: For secondary students, does the school provide sufficient guidance on and support preparation for postsecondary options?</b>	<b><u>N/A</u></b>
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<b>Indicator 4.4: Does the school effectively use learning standards and assessments to inform and improve instruction?</b>	<b><u>Exceeds Standard</u></b>
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Element	Evaluation
a) <i>Assessments utilized are well aligned to learning standards</i>	<b><u>Sustaining</u></b>
<b>Findings</b> <ul style="list-style-type: none"> <li>• There is a high emphasis on this at IMSA.</li> <li>• Data from assessments is deeply analyzed by both administration and faculty in partnership through Wednesday morning PLC's and data days throughout the year. This data is used to drive instruction.</li> <li>• Students are grouped by proficiency and tracked as they move toward proficiency through ClearSight scores. Significant movement in group of students well below standard (red) to approaching standard (blue), this shows that instruction is effective in helping students grow and provides the school a significant opportunity. Currently, most</li> </ul>	

state testing scores are on par or close to the state average, but if the trends continue, IMSA will be performing above state averages across the board soon.

Element	Evaluation
<i>b) Assessments utilized are varied in order to support a wide range of student learning styles and abilities</i>	<b><u>Sustaining</u></b>
<p><b>Findings</b></p> <ul style="list-style-type: none"> <li>• There is a clear culture of assessments as a tool to provide data to drive instruction. Teachers use ESGI, NWEA, ClearSight, Unit Assessments, etc. to gather data on student level of mastery with a systematic approach to adjust instruction based on this data.</li> <li>• Evidence of differentiation in lesson planning and in conversation with administrators, the school embraces varying the assessment style to best assess each student on the standards (i.e. verbal exam, projects, creative options, etc.)</li> </ul>	

Element	Evaluation
<i>c) Assessments utilized provide student level data focused on growth and proficiency</i>	<b><u>Sustaining</u></b>
<p><b>Findings</b></p> <ul style="list-style-type: none"> <li>• All assessment data tracks both overall proficiency and growth for individuals, grade levels, and classrooms.</li> <li>• Grouping of students focuses not just on students' proficiency level and how to best move students to higher levels of proficiency across all groups.</li> </ul>	

Element	Evaluation
<i>d) Assessments are administered with sufficient frequency and results are provided in a timely manner</i>	<b><u>Sustaining</u></b>
<p><b>Findings</b></p>	

- There are multiple assessments that are given at an ongoing frequency to track proficiency and growth. ClearSight is given three times a year, NWEA twice a year, and the school uses Lexia in an ongoing manner.
- The results are analyzed frequently in collaborative environments with administration and faculty.

Element	Evaluation
<i>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.</i>	<b><u>Sustaining</u></b>
<b>Findings</b>	
<ul style="list-style-type: none"> <li>• There are weekly data meetings and PLC's that are focused on data analysis and the response.</li> <li>• The school has implemented W.I.N. (What I Need) time at the end of each block, leading to more opportunities for differentiation across and within subgroups.</li> </ul>	

<b>Indicator 4.5: Has the school developed adequate human resource systems and deployed its staff effectively?</b>	<b><u>Exceeds Standard</u></b>
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Element	Evaluation
<i>a) A standard recruitment/hiring policy and procedure is in place and is designed to ensure human resources are leveraged to reflect the needs of the school population.</i>	<b><u>Sustaining</u></b>
<b>Findings</b>	
<ul style="list-style-type: none"> <li>• This is a clear recruitment and hiring policy that is designed to identify potential staff who are cultural fits to the school and its needs.</li> <li>• There are procedures in place for how to screen, interview and evaluate candidates.</li> <li>• This is a consistent problem for all schools given the state of the teacher shortage. With this, the school is looking to expand its relationships with universities and teacher licensure organizations to increase the pool of potential applicants.</li> </ul>	

- The policy focuses on identifying candidates with character traits that fit the culture of the school as the top priority, then looking for how to meet licensing needs. This practice has been successful with high teacher retention and improved student outcomes.

Element	Evaluation
<i>b) Hiring processes are well organized and used to support the success of new staff members.</i>	<b><u>Sustaining</u></b>

**Findings**

- There is a clear process for hiring in terms of what applicant’s experience in terms of screeners, interviews, and teaching a sample lesson. The hiring committee is made of up administration and teachers to ask a variety of questions to determine if the applicant is a good fit.
- New staff receive additional professional development as part of their onboarding, in addition to the standard professional development for all staff.
- The support for new staff is differentiated based on needs with a priority on classroom management and instructional practices first.

Element	Evaluation
<i>c) Staff levels adequately allow staff to maximize their instructional time and capacity.</i>	<b><u>Implementing</u></b>

**Findings**

- Staff are maximized with a full schedule, with a planning period for each teacher.
- The master schedule reflects that staff are used well throughout the entirety of the school day, and there is a plan for limiting building-wide meetings and a sub plan to ensure coverage.
- There is one vacancy for an EL teacher, and the school would like to hire two teachers in this area if applicants can be found. The large number of student in this program means there is a high need for teachers in this area, but the teacher shortage and the school’s emphasis on “fit” in their hires makes it a challenge to find. It is better to be patient and find the right person to fill the position, rather than fill it with someone who meets requirements but is not a great fit for the school culture.

Element	Evaluation
<i>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.</i>	<b><u>Sustaining</u></b>
<b>Findings</b>	
<ul style="list-style-type: none"> <li>• IMSA teachers are certified in the area in which they are teaching.</li> <li>• There is ongoing professional development to further teacher development to meet the needs of the population they serve.</li> </ul>	

Element	Evaluation
<i>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.</i>	<b><u>Sustaining</u></b>
<b>Findings</b>	
<ul style="list-style-type: none"> <li>• There is regular professional development offered for staff to develop their instructional practices to meet students' needs.</li> <li>• PD is targeted to teachers based on the grade level and developmental levels of their students.</li> <li>• There is a teacher wraparound support in place to help meet teachers' needs for development and for development of teachers as a whole person.</li> </ul>	

Element	Evaluation
<i>f) Professional learning opportunities are determined through analyses of student outcomes data and clearly linked to strategic objectives and school improvement goals.</i>	<b><u>Sustaining</u></b>
<b>Findings</b>	
<ul style="list-style-type: none"> <li>• There is a lot of focus on teacher analysis of student data to determine instructional decisions. This is primarily done in the weekly meetings and PLCs where student data is analyzed.</li> <li>• The administration is very open to teachers' requests for professional learning and there were multiple examples of teachers reporting they asked for specific training and the</li> </ul>	

administration allocated the appropriate resources to make this happen because there was a clear connection to improving student outcomes.

Element	Evaluation
<i>g) The teacher evaluation process is explicit and regularly implemented with a clear process and criteria.</i>	<b><u>Sustaining</u></b>
<b>Findings</b>	
<ul style="list-style-type: none"> <li>• This was clear in our conversations with administration and the teacher focus groups. There is a culture of teacher evaluation and feedback, whether it is the regular walkthroughs or the two formal evaluations.</li> <li>• The administration uses this information to focus on teacher development and growth, rather than just as an accountability measure. Differentiated supports are provided to teachers based on where they are in their professional trajectory.</li> </ul>	

<b>Indicator 4.6: Is the school’s mission clearly understood by all stakeholders?</b>	<b><u>Exceeds Standard</u></b>
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Element	Evaluation
<i>a) Procedures are in place for assessing all stakeholder’s perceptions, knowledge and commitment to the intentions of the school’s mission.</i>	<b><u>Sustaining</u></b>
<b>Findings</b>	
<ul style="list-style-type: none"> <li>• IMSA has engaged in regular survey distribution of stakeholders about their perceptions of the school and how it is performing.</li> <li>• Family members all expressed they were welcome to express opinions about the school and that if there were an issue, they would be taken seriously.</li> </ul>	

Element	Evaluation
<i>b) Procedures are in place for establishing meaningful partnerships with all families and community stakeholders to support the school’s mission</i>	<b><u>Sustaining</u></b>
<b>Findings</b>	

- Parents appreciate how much the teachers care for the students as individuals and the life giving culture of the school. The school community was described by many families as feeling like a family.
- The added emphasis on sports and extracurricular activities provides greater opportunities to partner with families and outside organizations.

**Indicator 4.7: Is the school climate responsive to the needs of students, staff, and families?**

**Exceeds Standard**

Element	Evaluation
a) <i>A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity.</i>	<b><u>Sustaining</u></b>

**Findings**

- The multi-tiered approach in addressing the academic, behavioral, and social-emotional needs of students consists of opportunities for students to engage in sports, academic enrichment and support, as well as interest and passion related clubs.
- Student involvement in sports addresses the social-emotional support and facilitates students developing a sense of belonging, accomplishment, self-confidence, and discipline.
- Academic support is offered through the before and after school tutoring as well as the continual tracking and goal setting related to data. The ability for students to engage in opportunities that assist in filling academic gaps as well as creating a new level of background is extremely beneficial to the academic growth of students.
- Finally, behavioral challenges can be addressed through activities that provide students a creative outlet, an opportunity to engage in hobbies or interests that provide voice, a new focus, and sense of calm. Some provided clubs are keyboarding, creative arts, robotics, chess, gardening, and girl scouts.

Element	Evaluation
b) <i>Culturally responsive and evidence based interventions are explicitly identified and implemented throughout the school to support the needs of students.</i>	<b><u>Sustaining</u></b>

**Findings**

- Some key components of providing culturally responsive and evidenced based interventions is to provide interventions that activate a student’s prior knowledge based on their individual experiences, provides learning opportunities with a relatable context, builds relationships, leverages cultural capital, and establishes high expectations for all students.
- With that in mind, IXL, W.I.N. Time, and Level Up are identified school-wide strategies that focus on meeting the student where they are academically and providing support, lessons, and activities that meet the needs of students while building positive relationships, establishing high expectations, and tapping into student background knowledge based on their experiences.
- The Concept Young Scholars Program is run by school staff volunteers and targets student academic challenges, building confidence and leadership, and fun educational activities.

Element	Evaluation
<i>c) Explicit procedures for facilitating the development of strong, positive relationships between adults and students are clearly communicated to and implemented by all staff.</i>	<b><u>Sustaining</u></b>
<b>Findings</b>	
<ul style="list-style-type: none"> <li>• Staff has been trained in both TTRC and SORM. Both relationship development models focus on creating a safe space for students, in order to facilitate trusting relationships, while encouraging a level of awareness in de-escalation strategies. Understanding student and staff emotions that may lead to tension such as fear, anger, frustration, anxiety, and stress provides a lens in which staff can respond in a way of support versus consequence.</li> </ul>	

Element	Evaluation
<i>d) Procedures are in place for assessing staff, student, and family perspectives to ensure a sense of connectedness and engagement within the school</i>	<b><u>Sustaining</u></b>
<b>Findings</b>	
<ul style="list-style-type: none"> <li>• Connectedness and engagement is created through the on-going communication strategies utilized to keep students, families, and staff informed.</li> </ul>	

- Information is provided via automated phone calls and emails, encouraging parents/guardians to participate in school sponsored field trips, and the IMSA Facebook page.
- Family engagement opportunities include but are not limited to field trips to Kings Island, school based events (Halls of Mysterious Treats), and community service projects (food packing for Haiti and nursing home service).
- Parent and staff satisfaction surveys are administered twice a year to get staff and family perspectives.

<b>Indicator 4.8: Is ongoing communication with students and families clear and helpful?</b>	<b><u>Exceeds Standard</u></b>
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<b>Element</b>	<b>Evaluation</b>
<i>a) An active and ongoing system of communication between the school and family members is in place.</i>	<b><u>Sustaining</u></b>
<b>Findings</b>	
<ul style="list-style-type: none"> <li>• There are multiple ways that families are communicated with regularly (newsletters, phone app, email notifications, social media, native language phone calls).</li> </ul>	

<b>Element</b>	<b>Evaluation</b>
<i>b) Procedures for responding to concerns of families are clearly defined and implemented by all school staff and validated by families.</i>	<b><u>Sustaining</u></b>
<b>Findings</b>	
<ul style="list-style-type: none"> <li>• There are clear procedures for responding to parent concerns and the procedure depends on the nature of the concern. In the parent interviews there was consensus from the group that parent concerns are taken very seriously, with investigation into the issue, and timely follow-up.</li> <li>• Family concerns and feedback are regularly collected and the administration has a plan to act on these.</li> </ul>	

<b>Element</b>	<b>Evaluation</b>
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<i>c) Families are regularly informed in their native or home language of their students' academic and behavioral strengths and areas of need.</i>	<b><u>Sustaining</u></b>
<b>Findings</b>	
<ul style="list-style-type: none"> <li>• Class Dojo can translate communication to families to almost all of the many languages represented.</li> <li>• With a linguistically diverse staff, there is a collaborative effort to speak on the phone about any issues or points of communication.</li> <li>• The school is always looking for individuals who fit the culture of the school and can help to connect with families in the different languages represented. Parents expressed they have been communicated to in their native language because the school has hired individuals who can speak these languages.</li> </ul>	

<b>Element</b>	<b>Evaluation</b>
<i>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.</i>	<b><u>Sustaining</u></b>
<b>Findings</b>	
<ul style="list-style-type: none"> <li>• The ability of staff to work together to connect with all families shows that there is a great culture of family friendly partnerships designed to meet the family's needs.</li> <li>• School has a family engagement plan to continually improve this. So many parents indicated in interviews that they do not want their children anywhere else, and many currently or formerly had multiple children at the school over a number of years.</li> </ul>	

<b>Indicator 4.9: Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice?</b>	<b><u>Exceeds Standard</u></b>
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<b>Element</b>	<b>Evaluation</b>
<i>a) Services outlined in Individualized Education Programs (IEPs) adequately match the exceptional needs of the student.</i>	<b><u>Sustaining</u></b>
<b>Findings</b>	
<ul style="list-style-type: none"> <li>• The services in the IEPs are appropriate for the exceptional needs of the students.</li> <li>• In the IEPs that were reviewed (20% of total SPED population), there was always a clear connection between a need of the student in the present levels section or in the present</li> </ul>	

level identified within the goal. The information was always present in the IEP, but not always consistently found in all areas of the IEP. This is a minor issue that should be monitored moving forward.

Element	Evaluation
<i>b) IEPs include student specific goal and plan for ongoing assessment of student progress.</i>	<b><u>Implementing</u></b>

Findings
<ul style="list-style-type: none"> <li>• The goals are skill specific and include a plan for ongoing assessment of student progress.</li> <li>• In some IEPs, the evaluation tool for progress monitoring would just say “progress monitoring assessment.” Be more specific on how progress is monitored. If a student leaves your school, the next school should be able to read the IEP and implement it as written.</li> </ul>

Element	Evaluation
<i>c) IEP goals are rigorous and based on state and national learning standards.</i>	<b><u>Sustaining</u></b>

Findings
<ul style="list-style-type: none"> <li>• All goals demonstrate appropriate rigor and alignment to standards</li> <li>• Goals were all skill-specific and skills that the students need to improve upon to access the general education curriculum.</li> </ul>

Element	Evaluation
<i>d) IEP goals are reviewed and revised annually as determined by present level of performance.</i>	<b><u>Implementing</u></b>

Findings
<ul style="list-style-type: none"> <li>• There was evidence of annual review and revision based on high quality present level of performance statements for students.</li> <li>• Keep alignment between present levels section at the beginning of the IEP and the present levels data in the goals. There was always justification for the goal in at least one of those places in the IEP, but this should be uniform.</li> </ul>

Element	Evaluation
<i>e) IEPs explicitly identify requirements for specifically designed curriculum and instruction to align with student needs.</i>	<b><u>Sustaining</u></b>
<b>Findings</b>	
<ul style="list-style-type: none"> <li>• There is a SDI identified for each goal that aligns with the students' needs.</li> </ul>	

<b>Indicator 4.10: Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?</b>	<b><u>Meets Standard</u></b>
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Element	Evaluation
<i>a) Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the provision of services for ELL students.</i>	<b><u>Implementing</u></b>
<b>Findings</b>	
<ul style="list-style-type: none"> <li>• There are PD opportunities for all staff to learn how to better serve EL students, including their legal obligations and effective practices.</li> <li>• There is evidence of collaboration of EL staff with the rest of the staff on informing them of what is in each student's ILP and what their responsibilities are.</li> <li>• There is awareness by some teachers and administration of SIOP approach and strategies, but this is an opportunity and area for growth to train the whole school, especially given the large ELL population.</li> <li>• Clarification between content-based instruction and sheltered instruction is needed. The service that is in place is ESL (such as push-in and pull-out), not content-based instruction. Please refer to the definition of program models in the EL guidebook on pages 16-17.</li> </ul>	

Element	Evaluation
<i>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 students.</i>	<b><u>Implementing</u></b>
<b>Findings</b>	

- In the initial review, there is evidence of some school-wide PD for all staff on legal requirements of ILPs and some basics for collaboration with EL staff. PD opportunities about language acquisition are available and documented for EL staff, not for the entire staff.
- Most of the staff have an understanding of their role in terms of supporting ELL students and their legal obligations, but there should be added emphasis on best practices to support these students in the professional development.

Element	Evaluation
<i>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.</i>	<b><u>Sustaining</u></b>
<b>Findings</b>	
<ul style="list-style-type: none"> <li>• There is clear evidence of communication and collaboration with EL families in their native language to build relationships to better serve students.</li> <li>• This is done by having staff to communicate in native languages and providing translated written materials to families so they can understand what is being communicated and how the school is fulfilling its legal obligations to service these students.</li> </ul>	

Element	Evaluation
<i>d) ILPs include student specific goal and plan for ongoing assessment of student progress.</i>	<b><u>Implementing</u></b>
<b>Findings</b>	
<ul style="list-style-type: none"> <li>• Majority of student files are well organized including HLS, ILP, WIDA test results, and annual parent notification.</li> <li>• All ENL teachers are proficient in utilizing data to keep track of student progress and to identify their language needs.</li> <li>• All the students are receiving the same service according to the ILPs. According to EL guidebook (p.15), "Services must be targeted and appropriate to their EL proficiency levels. For instance, students at lower proficiency levels may need different types of services than students nearing proficiency."</li> </ul>	

- ILP goals should target the growth of all 4 language domains.

Element	Evaluation
<i>e) ILPs explicitly identify needs for targeted instruction to align with student needs.</i>	<b><u>Implementing</u></b>
Findings	
<ul style="list-style-type: none"> <li>• The strategies and accommodations should be differentiated based on each student’s language needs. This is present, but largely uniform across the ILPs that were reviewed.</li> <li>• During a two-year monitoring period, a rigorous monitoring system should be put in place. Collaborate closely with general education staff to collect evidence of student academic progress. The ELL guidebook suggests indicators for monitoring documentation on page 31 with a template on pages 48-49.</li> </ul>	

## Part V: Closing

Overall, IMSA is a school where there is clear implementation of curriculums across the boards in all classrooms. There were consistent expectations for students to use full sentences in their responses by restating questions and a high expectation for use of academic language and vocabulary at all levels. Because of these high expectations and consistency, there was a high degree of student engagement and learning happening. As in all schools, there were some pockets where some teachers (typically inexperienced) had difficulties with classroom management, but this was not the norm. The administration was not surprised about the teachers who were struggling and already had differentiated supports in place to help these teachers grow in their practices.

IMSA’s student achievement data is generally consistent with state averages, and their growth data is largely ahead of these state averages. This growth, along with trends in large percentages students who were well below proficiency moving into the approaching proficiency groupings, shows a lot of promise to improving the proficiency

data beyond the state averages. Continued fidelity in implementing the curriculum, as well as a focus on differentiated instruction will help the school achieve even greater levels of success in academic measures. The rollout of W.I.N. time at the end of each block provides a great opportunity for intervention and enrichment for all students. There are some teachers who are already effectively using this time to group students and provide differentiated supports. These teachers should be the model to the whole school on how to leverage this time. The only issue our team observed with this time is that this was generally the only time we actively saw differentiated instruction in the school. While this is a great asset and opportunity for differentiation, this should only be part of the overall differentiation instruction approach.

Every family member/parent our team spoke with had glowing things to say about the school. They each were appreciative of the family feel of the school community, and many had multiple children attending or who had attended the school. There are active measures to communicate and engage with families in their own languages, and with great respect and celebration of their cultures. The expansion of athletics and more extracurricular activities provides even further opportunity to connect with families, support the students as whole people, and enrich the school culture.

The special education documents (IEPs) were generally very strong, with only some minor issues. The data included in the IEPs was clear, easily observable and objective. Attention to keeping the present level data consistent throughout the IEP (present level and goal section) will help to make the IEPs even stronger. Additionally, clearly identifying how a goal is measured will help to improve the IEPs and the services the students are receiving. As this is a smaller program with around 50 students, there is currently only a need for inclusion support with some pullout intervention from the special education teachers. The school should be prepared in case a student or students

enroll whose needs would not be met in an inclusionary environment. This is a common issue for all schools of this size, but should be considered in case a family chooses to enroll their child at IMSA and their needs require a more restrictive environment.

The ELL population is a very large minority of the enrollment (416%) with a variety of languages represented (mostly Spanish, Haitian Creole, and Yoruba) due to the various immigrant populations represented on the west side of Indianapolis. The school has made great efforts to communicate with families in their native languages by hiring individuals who can speak these languages and utilizing technology to translate written material from the school into these languages. The ELL teachers have done a good job of keeping all of their paperwork well organized and including lots of student data to track progress and identify language needs.

Some areas for improvement in this area are, further clarification between content-based instruction and sheltered instruction. The service that is in place is ELL such as push-in and pull-out, not content-based instruction. Please refer to the definition of program models in the EL guidebook on pages 16-17. Also, there should be greater individualization within the ILPs, as most of them looked highly similar in the areas of accommodations, goals, and services. According to EL guidebook (p.15), "Services must be targeted and appropriate to their EL proficiency levels. For instance, students at lower proficiency levels may need different types of services than students nearing proficiency." Lastly, during a two-year monitoring period, a rigorous monitoring system should be put in place. Collaborate closely with general education staff to collect evidence of student academic progress. The ELL guidebook suggests indicators for monitoring documentation on page 31 with a template on pages 48-49.

Our recommendations for better supporting your ELL students and staff include some staffing, training, and implementation areas. First, continue looking for at least

one qualified teacher in this area to support the high number of students you have in this program to help alleviate some of the high caseloads that your teachers have. Second, have all teachers and staff be trained in the process of second language inquisitional strategies (i.e. SIOP) to better serve this large and growing subset of your student population. In the ILPs, have teachers incorporate more specific and individualized academic language needs and supports in collaboration with general education teachers.

IMSA is in a great position to further strengthen the services they provide to their students and families. It was highly encouraging to hear from multiple teachers in separate conversations how they had specific examples of teachers identifying a need they had for a program, curriculum or professional development, and when they made their case to administration, these requests were fulfilled because the administration saw a clear connection to the identified need and improving student outcomes. It was quite evident that a great deal of learning was occurring on the days we were in the school, and this is supported by their growth academically in test scores. By focusing on how to differentiate instruction for all learners, and some attention and training for all instructional staff on language acquisition processes and strategies will likely lead to further growth in academic outcomes and benefit all students.