

**Victory College Prep  
SIXTH YEAR REVIEW**

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

Site Visit Dates: October 29, 2024

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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 of Victory College Prep’s (VCP) mission and vision statements, original charter proposal, Family Handbook, and parent survey results. The remainder of the report will reference this school location as VCP.

Also, VCP distributed a survey to parents/guardians about their experience and engagement with the school. Likewise, VCP also distributed a survey to its staff to provide greater insight on staff perspectives related to Core Question 4.

The site visit consisted of the following components:

- Document analysis (e.g., mission and vision statements, original charter proposal, Family Handbook; scopes and sequences, student IEPs, and ILP Plans);
- Classroom observations of teachers and observation of shared spaces;
- Teacher focus groups (separate groups for elementary and secondary)
- Student interviews: over 20 different students were interviewed in groups based on age (elementary, middle and high schoolers).
- Administration focus group composed of school and network leaders.

## **Part II: Victory College Prep Background Information**

- VCP, is a tuition-free, open-enrollment, public charter school. VCP is authorized by Mayor Hogsett’s Office of Education Innovation. Their mission is to

empower K-12 students with the academic and social-emotional skills to thrive in college and a career. The school is committed to this mission as it informs everything that they do and plans for the future.

**Student Demographics**

- VCP began serving students in 2005 as Indianapolis Lighthouse Academy. The school separated from the Lighthouse Academies network in 2019 and changed its name to Victory College Prep. VCP has an enrollment of 1058.

**Free and Reduced Lunch:** According to the Indiana Department of Education GPS report 92.2% of the VCP student body pay receive 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	650	61.5%
Hispanic	215	20.3%
White	127	12%
Multi-Racial	61	5.8%

Reported from IDOE Compass (2017/2018)

Additionally, 14% of the student body are considered English Learners, and 9.5% of the student population has a disability and receives special education services.

**Student Performance**

VCP provided detailed standardized testing results for all of their students from the 2023-2024 school year. The IREAD pass rate was 76.4%. ILEARN proficiency in ELA was 33% with 46.6% growth. ILEARN proficiency in math was 37.5% with 43.6% growth.

**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 VCP 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.
<b>Sub-Indicator Point Values</b>	
Planning	1 point
Emerging	2 points
Implementing	3 points
Sustaining	4 points

<b>Core Question 4 Indicator</b>	<b>Rating</b>
4.1: Curriculum and Supporting Materials	<u>Exceeds Standard</u>
4.2: Pedagogy	<u>Exceeds Standard</u>
4.3: Post-Secondary Guidance	<u>Exceeds Standard</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>Exceeds Standard</u>

## Part IV: Findings

Indicator 4.1: Is the educational program a success?	<b>Exceeds Standard</b>
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Element	Evaluation
a) <i>The curriculum used across all academic areas is rigorous, evidence-based and aligned with state standards.</i>	<b><u>Sustaining</u></b>
<b>Findings</b>	
<ul style="list-style-type: none"> <li>• There are clearly aligned curriculums for all grade levels throughout the school.</li> <li>• The curriculum is used with fidelity and rigor is supported by improvements in state testing as compared to state and county averages.</li> </ul>	

Element	Evaluation
b) <i>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>
<b>Findings</b>	
<ul style="list-style-type: none"> <li>• This school staff is constantly analyzing student performance through data. They use this data to review their curriculum, to better utilize the curriculum, and provide support for individual students and groups to facilitate higher levels of mastery.</li> <li>• Any gaps in assessment data is identified by administrators and teachers as data is analyzed, which informs the decisions the school makes regarding curriculum.</li> </ul>	

Element	Evaluation
c) <i>The school regularly reviews instructional curriculum maps to ensure presentation of content is aligned with learning objectives.</i>	<b><u>Sustaining</u></b>
<b>Findings</b>	
<ul style="list-style-type: none"> <li>• The curriculum maps are regularly reviewed by staff and administration to ensure content presentation is aligned with learning objectives.</li> <li>• Teachers are observed frequently and provided responsive coaching based on their needs. Curriculum alignment is an area of focus for instructional coaching.</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>Being a K-12 school, VCP focuses on alignment from grade level to grade level, and within grade levels, principals and assistant principals work regularly with teachers in coaching to make sure the curriculum is delivered appropriately and effectively.</li> </ul>	

Element	Evaluation
<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 curriculums are readily available to staff in order to deliver effective instruction.</li> <li>This is primarily electronic as many of the curriculum options are digital tools that students and teachers can access online.</li> </ul>	

Element	Evaluation
<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>All instructional staff use the curriculum documents and related program materials to effectively deliver instruction.</li> <li>In teacher interviews, all the teachers indicated a high level of comfort with their various curricular resources and how to use them to support their students.</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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Element	Evaluation
<i>a) The curriculum is implemented in all classrooms with fidelity</i>	<b><u>Sustaining</u></b>

**Findings**

- The evaluation team observed consistent alignment to state standards and use of curricular resources and programs in all classrooms during the site visit.
- The evaluation team noted that curricular materials were clearly informing the instruction.
- Teachers indicated a high degree of comfort in using the curriculum.
- A middle school teacher uses the Illustrated Math curriculum, incorporating new Checkpoints released this summer, and adjusts the curriculum based on data. Classes are aligned with support courses to ensure continuity, while Zearn supports students below grade level. IXL provides self-paced practice, targeting skill gaps in instruction. “For college-level classes, I use syllabi from Indiana University and the Indiana Standards, and I scaffold my regular classes according to these standards. As a business teacher, I focus on maintaining vertical alignment.”

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>Sustaining</u></b>
<b>Findings</b> <ul style="list-style-type: none"> <li>• Teachers are given explicit lesson plan internalization expectations and a checklist for the process for their own lessons.</li> <li>• Instructional coaching focuses in this area in a responsive and differentiated way based on teacher need.</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>	

- Teachers are given explicit lesson plan internalization expectations and a checklist for the process for their own lessons.

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>Sustaining</u></b>
<b>Findings</b>	
<ul style="list-style-type: none"> <li>• VCP utilizes student data and some of the electronic curriculum specifically to give each student time each day for targeted instruction based on their needs.</li> <li>• The use of formative assessments and data is so ingrained in the culture at VCP, allowing for higher degrees of differentiation.</li> </ul>	

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>• Coaching cycles occur weekly or bi-weekly, depending on teacher needs, and include observations by the coach, written feedback, and real-time feedback. Feedback is tailored to address each teacher's specific needs, with goal-tracking and team-wide consistencies implemented as part of the process.</li> <li>• This coaching looks at levels of student engagement and identify ways to improve.</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>	

- There is consistent evidence of curricular materials in all classrooms that reflect the students' cultures.
- There is intentional incorporation of events that celebrate and honor cultures represented in the school.
- Teacher evaluations provide feedback on cultural competency, meaning this is a conversation in instructional coaching.

Element	Evaluation
<i>g) Staff receive explicit feedback on instructional practices on an ongoing basis.</i>	<b><u>Sustaining</u></b>

**Findings**

- There are bi-weekly data meets where teachers collaborate with administration to review student data and make instructional decisions to meet their needs.
- The formal evaluation occurs annually, but feedback is so regular that this is not a stressful event for teachers as they know where they stand and have opportunity to address any shortcomings in their practice.

**Indicator 4.3: For secondary students, does the school provide sufficient guidance on and support preparation for postsecondary options?**

**Exceeds Standard**

Element	Evaluation
<i>a) The school provides access to rigorous coursework and career planning experiences to prepare students for post-secondary opportunities aligned to their interests.</i>	<b><u>Sustaining</u></b>

**Findings**

- The expectation for every VCP student is to earn dual credit for three courses, complete three courses in a pathway, earn a stated and industry recognized credential in addition to the general graduation requirements.
- VCP's course of study shows that students can enroll in ACP coursework. The ACP coursework provides students with earned college credit upon the successful completion of the course.

Element	Evaluation
<i>b) A system is in place to ensure school staff provide students with the supports they need to be effectively prepared for post-secondary opportunities.</i>	<b><u>Sustaining</u></b>
<b>Findings</b> <ul style="list-style-type: none"> <li>The senior year tracker file is a robust tracking system that allows the school staff to provide support for post-secondary planning. The tracker captures data on student interest in college/career, potential majors, action steps for the students, action steps for the school staff, etc.</li> </ul>	

Element	Evaluation
<i>c) The school provides opportunities for extracurricular engagement and activities connected to student interests to increase post-secondary options.</i>	<b><u>Sustaining</u></b>
<b>Findings</b> <ul style="list-style-type: none"> <li>Multiple athletic teams and after school clubs are offered at VCP as highlighted by the administrative team, student interviews, and VCP overview documents. The most recent addition of an “e-sports” team provided yet another way students can engage in extracurricular activities.</li> </ul>	

Element	Evaluation
<i>d) The school offers a range of pathways that allow all students to meet or exceed Indiana Core 40 graduation requirements.</i>	<b><u>Sustaining</u></b>
<b>Findings</b> <ul style="list-style-type: none"> <li>VCP offers coursework that is aligned to the multiple pathways of state requirements that allows students to meet and exceed the Core 40 requirements.</li> <li>The high school internship program is a particular strength for students to exceed graduation requirements.</li> </ul>	

<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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<b>Element</b>	<b>Evaluation</b>
<i>a) Assessments utilized are well aligned to learning standards</i>	<b><u>Sustaining</u></b>
<b>Findings</b> <ul style="list-style-type: none"> <li>Teachers indicated in the interview session that they place an emphasis on matching their curriculum materials with the Indiana academic standards. The curriculum maps also contained documentation of standards-assessment alignment.</li> <li>Focus group interviews with the administrative team revealed that bi-weekly assessments are aligned to learning standards. A review of VCP's assessment files showed that all questions on the bi-weekly standards are labeled by the standard with which they are aligned.</li> </ul>	

<b>Element</b>	<b>Evaluation</b>
<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>
<b>Findings</b> <ul style="list-style-type: none"> <li>There are a variety of assessment methods and content areas that support student learning styles and abilities.</li> <li>The VCP assessment files indicate that a wide range of assessments are administered to the students. Some of the questions are selected response such as multiple choice, while other questions are constructed response such as text entry. The varied format, length, and number of standards aligned to each assessment supports different learning styles and abilities of VCP students.</li> </ul>	

<b>Element</b>	<b>Evaluation</b>
<i>c) Assessments utilized provide student level data focused on growth and proficiency</i>	<b><u>Sustaining</u></b>
<b>Findings</b> <ul style="list-style-type: none"> <li>The VCP assessment files showed that student assessment data is analyzed for both growth (e.g., GPA, ILEARN) and proficiency (e.g., bi-weekly assessments, College and Career Readiness benchmarks).</li> </ul>	

- There is a focus primarily on proficiency levels, but growth data is considered and used to inform instructional decisions.

Element	Evaluation
<i>d) Assessments are administered with sufficient frequency and results are provided in a timely manner</i>	<b><u>Sustaining</u></b>
Findings	
<ul style="list-style-type: none"> <li>• Focus group interviews with both teachers and the administrative team revealed that assessments are administered on a bi-weekly basis, quarterly basis, and interim basis. The assessment files showed that the data is input into a master data file, the data is then reviewed by the administrative team and then the teachers.</li> <li>• The results are analyzed frequently in collaborative environments with administration and colleagues.</li> </ul>	

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>
Findings	
<ul style="list-style-type: none"> <li>• Student achievement data is disaggregated across multiple subgroups (e.g., multi-lingual learners, special education) as indicated in the assessment files. Administrators and teachers both discussed in the focus group interviews how data is used to drive instruction and curricular decisions. The professional development agenda has a specific item that focuses on quarterly curriculum adjustments based on the student achievement data.</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
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a) <i>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>	<u>Sustaining</u>
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<b>Findings</b> <ul style="list-style-type: none"> <li>• Our website engages talent, supported by teacher references and partnerships with community programs, including the May-hire program and the TFA Summer Institute. Talent searches are led by our HR Director, contributing to high retention rates, especially within our co-teacher model since COVID-19. We currently have the highest first-year teacher retention.</li> </ul>	
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Element	Evaluation
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b) <i>Hiring processes are well organized and used to support the success of new staff members.</i>	<u>Sustaining</u>
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<b>Findings</b> <ul style="list-style-type: none"> <li>• There is a systematic approach to support new staff through more coaching support to facilitate their growth and adaptation to the school.</li> </ul>	
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Element	Evaluation
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c) <i>Staff levels adequately allow staff to maximize their instructional time and capacity.</i>	<u>Sustaining</u>
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<b>Findings</b> <ul style="list-style-type: none"> <li>• With additional resources during and post-pandemic, administration decided to provide as many classrooms with co-teachers as possible. Even as this funding is no longer available, administration is prioritizing this strategy and is raising funds to keep this structure in place.</li> </ul>	
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Element	Evaluation
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d) <i>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>	<u>Sustaining</u>
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<b>Findings</b>
<ul style="list-style-type: none"> <li>• VCP 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>

<b>Element</b>	<b>Evaluation</b>
<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>• Training opportunities are specifically tailored to meet the population of students the school serves, and the school makes efforts to build up their own into experts on the different curriculums and instructional practices.</li> </ul>	

<b>Element</b>	<b>Evaluation</b>
<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>• Teachers and administrators collaboratively analyze data regularly, then the administration provides professional development based on what the student data is showing.</li> <li>• For example, the evaluation team observed in multiple classrooms that teachers were given instruction and moving to independent practice quickly without much modeling or guided practice. When the evaluation team shared this, the administration was not surprised as they have noticed the same issue and have been working with teachers in PD to address this.</li> </ul>	

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>• There is a high degree of transparency in evaluation, particularly with the frequency of walkthroughs, teachers are regularly getting feedback, all aligned to the formal evaluation.</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>• VCP has engaged in regular survey distribution of stakeholders about their perceptions of the school and how it is performing.</li> <li>• There are staff dedicated to connecting and collaborating with families and community members, who are multilingual.</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>	
<ul style="list-style-type: none"> <li>• There is a schedule of community and family events to get people on the school’s campus and connect in more meaningful ways.</li> <li>• The internship program of high schoolers allows for more meaningful connections with community partners.</li> </ul>	

<b>Indicator 4.7: Is the school climate responsive to the needs of students, staff, and families?</b>	<b><u>Exceeds Standard</u></b>
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<b>Element</b>	<b>Evaluation</b>
<i>a) 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>
<b>Findings</b>	
<ul style="list-style-type: none"> <li>There are systems in place to support students in all facets. Beyond academics, there is an emphasis on logical consequences and restorative practices to allow for learning and growth in times of behavioral and social emotional issues.</li> </ul>	

<b>Element</b>	<b>Evaluation</b>
<i>b) 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>
<b>Findings</b>	
<ul style="list-style-type: none"> <li>Every student is tracked related to what extracurricular or support program they are involved with. This is a point of emphasis, so every student has positive relationships with peers and adults in something they are interested in.</li> </ul>	

<b>Element</b>	<b>Evaluation</b>
<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>The culture of VCP is focused on developing positive relationships with the students. Teachers get feedback from this on their walkthroughs and relationships are the foundation of the classroom management approach.</li> </ul>	

<b>Element</b>	<b>Evaluation</b>
<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>• There are surveys for staff, students, and families in place to learn more about their perspectives and adapt.</li> <li>• From student interviews, students have a sense of ownership in the school and are excited and bought in to what the school offers.</li> </ul>

<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 many ways families get communication from the school and in their preferred language (newsletters, updates, grade monitoring, etc.)</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>• If there is a family concern, then the school takes these seriously, will meet with the family member and respond in kind (investigate the concern, take action, listen, and then report back to the family member).</li> </ul>

<b>Element</b>	<b>Evaluation</b>
<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>• The school has resources to translate communication to families related to their child's academic and behavioral strengths and areas of need.</li> </ul>

Element	Evaluation
<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 school provides families with lots of resources to facilitate relationships as some families could have their child in the school for 13 years.</li> <li>• There is a schedule of cultural events to involve families and get them on the campus to further develop relationships and partnership between home and school.</li> </ul>	

<b>Indicator 4.9: Do the school’s special education files demonstrate that it is in legal compliance and is implementing best practice?</b>	<b><u>Exceeds Standard</u></b>
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Element	Evaluation
<i>a) Services outlined in Individualized Education Programs (IEPs) adequately match the exceptional needs in present levels of performance of the student and are being delivered as outlined.</i>	<b><u>Sustaining</u></b>
<b>Findings</b>	
<ul style="list-style-type: none"> <li>• All reviewed IEPs were of high quality, with a clear alignment of present levels, goals and services.</li> <li>• All students had an impact statement detailing the impact of the child’s disability on their ability to access the general education curriculum.</li> </ul>	

Element	Evaluation
<i>b) IEPs include student specific goal and plan for progress monitoring of student goals. Evidence of ongoing assessment is present.</i>	<b><u>Sustaining</u></b>
<b>Findings</b>	
<ul style="list-style-type: none"> <li>• The goals are skill specific and include a plan for ongoing assessment of student progress.</li> <li>• These goals are all connected to skill-specific data in the present levels of performance section where there is a deficit area for the student.</li> </ul>	

Element	Evaluation
<i>c) IEP goals are rigorous and based on state and national learning standards and related to present levels of performance.</i>	<b><u>Sustaining</u></b>
<b>Findings</b>	
<ul style="list-style-type: none"> <li>Goals were consistently rigorous, yet attainable, with appropriate individualization and alignment to standards</li> </ul>	

Element	Evaluation
<i>d) IEP goals are reviewed and revised annually as determined by present level of performance.</i>	<b><u>Sustaining</u></b>
<b>Findings</b>	
<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 all students.</li> </ul>	

Element	Evaluation
<i>e) IEPs 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.</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>Exceeds Standard</u></b>
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Element	Evaluation
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<p>a) <i>Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the provision of services for ELL students.</i></p>	<p><b><u>Sustaining</u></b></p>
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<p><b>Findings</b></p> <ul style="list-style-type: none"> <li>All ML files are organized clearly and are easily accessible on Google Drive. The ML folders are shared with general education teachers, allowing all teachers working with MLLs to stay informed and provide consistent support for each student’s academic and language needs.</li> </ul>	
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<p><b>Element</b></p>	<p><b>Evaluation</b></p>
<p>b) <i>Staff have a knowledge of the process of language acquisition and the skillsets needed to differentiate instructional strategies per the modifications and accommodations liked 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.</i></p>	<p><b><u>Implementing</u></b></p>

<p><b>Findings</b></p> <ul style="list-style-type: none"> <li>Staff have knowledge of the language acquisition process and apply these best practices to all students.</li> <li>Accommodations are offered for both instruction and assessments to address the individual needs of each student.</li> <li>Limited PD on SIOP, but all ENL teachers and, preferably, all general education/content teachers who work with MLLs should be trained to provide service hours that the law requires to MLLs.</li> </ul>	
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<p><b>Element</b></p>	<p><b>Evaluation</b></p>
<p>c) <i>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></p>	<p><b><u>Sustaining</u></b></p>

<p><b>Findings</b></p> <ul style="list-style-type: none"> <li>VCP has a formal 2-year monitoring system for MLLs who have exited the</li> </ul>	
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program. This system is shared with general education teachers to ensure everyone working with these students can closely track their academic progress. The process involves documentation for both EL and content teachers to monitor former ELs' performance, including high-stakes test scores, grades, and teacher observations. EL teachers collaborate closely with general education teachers to keep track of each ML student's academic progress in class.

Element	Evaluation
<i>d) ILPs include specific 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. Evidence of academic progress is evident through student subgroup analysis.</i>	<b><u>Sustaining</u></b>
<b>Findings</b>	
<ul style="list-style-type: none"> <li>• ILP goals are tailored to students' current levels and needs, with specific target skills identified across different language domains.</li> <li>• The progress monitoring statement explicitly states the names of measurements, frequencies, and duration.</li> </ul>	

## Part V: Closing

Overall, VCP is a strong option for families as it provides a level of consistency in rigor and familiarity as a K-12 school. The emphasis is on students developing the skills they will need to pursue further education and professional success. Even younger students talk about the college prep aspects of the school and are excited to pursue internships, jobs within the school, and the other aspects of the school's model.

VCP's academic achievement data is generally consistent with state averages, with higher levels of growth. The trajectory of student outcomes is encouraging, especially if

the data is compared to other charter schools in Marion County. The success of student achievement and hope for continued growth is largely due to the emphasis on student data to inform instruction, along with the commitment to faithfully implementing evidence-based curriculums.

Generally, the instruction the team observed was strong. Students are engaged in the learning and there is an emphasis on utilizing the technology and resources to deliver the curriculum across all the grade levels. One area for improvement in using a gradual release model of instruction is to place more emphasis on modeling during guided practice, as there were multiple teachers who could have modeled the content more for their students.

The college prep aspect of VCP continues to be one of its strengths. As students are expected to earn dual credit, pursue a certificate or credential and complete an internship. This aspect of the school should only look to continue to expand and be refined. Our team recommends looking for more community partners and drawing even more on your alumni to learn from their experiences as a student and in postsecondary school and work to improve the offerings to match the needs of higher ed and the marketplace. Some of the dual credit courses are online courses with support from VCP staff but an online instructor is the one delivering the content. An area for growth is having qualified VCP staff to support students in these rigorous courses.

The quality of the IEPs was very high. All students have a clear present levels statement with an impact statement. This was the foundation for the rest of the IEP, as it should be. There are clear systems in place to support these students throughout the school with resource and pullout/push-in support.

#### **EL review**

Approximately 17% of students at Victory College Prep are MLLs. The school has three licensed

ENL teachers: Ms. Foltz and Ms. Eaton teach at the elementary level, and Mr. Cahue teaches at the secondary level. All three have large caseloads, with Ms. Foltz and Ms. Eaton managing around 45 students each, while Mr. Cahue handles 82 students.

#### Recommendations

1. While there is a widespread shortage of EL teachers across the U.S., hiring an additional EL-licensed teacher would help address the service gap for MLLs and lighten the caseloads of current ENL teachers.

The EL guidebook (2023-2024 )indicates, “Schools must provide each EL student with a licensed EL ToR; it is recommended that an EL ToR’s caseload not exceed thirty students(p. 20).” In addition, it is important to note that recent Office of Civil Rights findings have cited all MLLs are required to receive EL services at least 30-45 minutes per day, 4-5 days a week in frequency and duration beyond standard English Language Arts instruction.

2. Providing SIOP training to all general education and content area teachers will address challenges related to limited service hours and enhance VCP's capacity to support the expanding EL student population. Ongoing professional development and coaching are essential for successful SIOP implementation.