

# Will Street Education Services: CQ4 Report Prepared for Office of Education Innovation

Charles A. Tindley Accelerated School - Fourth Year Eval (Mid-Charter in the first term)

December 2023

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## ***College is Power***

*Our vision is to transform the quality and culture for scholars through rigorous academic success and strong academic partnerships that will lead to post-secondary success.*

## Site Visit Overview

Charles A. Tindley Accelerated School has a strong history of excellence in the Indianapolis Eastside community. It opened in 2003 with its original charter and was named for Dr. Tindley, who is known for the iconic hymn “We Shall Overcome.” In 2010, it earned the National Blue Ribbon School award and was recognized for its innovative practices. It was an acclaimed high school choice for many parents but has experienced multiple challenges since then including the resignation of the founder and CEO, multiple leadership shifts, and declining enrollment.

Dr. Jonathan Harris (Network President) and Dr. Alan Smith (Principal) are slowly rebuilding the Tindley brand at the high school by focusing on sustainable progress that improves instruction and student outcomes making them a little better every day. Tindley Accelerated is the only high school in the network and substantial efforts have been made to engage the community, families, and scholars in the new motto, “College is power.” While Dr. Smith is the principal, he could easily be seen as the Chief Mindset Officer. He has an unwavering belief that with practice, perseverance, and effort, the high school will continue to transform toward excellence. Stakeholder survey data confirms that families, scholars, and community members trust and respect his leadership. His emphasis is on climate and culture as he is often spotted in the hallway intently listening to a student or in the classroom modeling strategies for a new teacher. One teacher stated, “Dr. Smith questions without judgment. He makes me think about my practice.”

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Appendix:

[IDOE School Performance Report  
Self-Assessment](#)

**OEI Ratings Summary for Each Indicator for Core Question 4: Is the school providing the appropriate conditions for success?**

Each level of the rubric has an assigned point value such that each indicator has a maximum number of points possible.

This maximum number is used to determine an overall rating on each indicator.

Point values of sub-indication and an indicator rating summary can be found below.

<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>	
<b>Planning</b>	1 point
<b>Emerging</b>	2 points
<b>Implementing</b>	3 points
<b>Sustaining</b>	4 points

<b>Tindley Accelerated High School Findings</b> <b>Core Question 4: Is the school providing the appropriate conditions for success?</b>	<b>Finding</b>
<b>4.1. Does the school have a high-quality curriculum and supporting materials for each grade?</b>	<b>Meets Standard</b>
<b>4.2. Are the teaching processes (pedagogies) consistent with the school's mission?</b>	<b>Approaching Standard</b>
<b>4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options?</b>	<b>Exceeds Standard</b>
<b>4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?</b>	<b>Meets Standard</b>
<b>4.5. Has the school developed adequate human resource systems and deployed its staff effectively?</b>	<b>Meets Standard</b>
<b>4.6. Is the school's mission clearly understood by all stakeholders?</b>	<b>Meets Standard</b>
<b>4.7. Is the school climate responsive to the needs of students, staff, and families?</b>	<b>Approaching Standard</b>
<b>4.8. Is ongoing communication with students and families clear and helpful?</b>	<b>Approaching Standard</b>
<b>4.9. Do the school's special education files demonstrate that it is in legal compliance and is implementing best practice?</b>	<b>Exceeds Standard</b>
<b>4.10. Is the school implementing best practice related to access and services to students with limited English proficiency?</b>	<b>Meets Standard</b>

<b>Indicator 4.1. Does the school have a high-quality curriculum and supporting materials for each grade?</b>	<b>Overall Indicator Evaluation:</b> <b>Meets Standard</b>	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
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<p>a) The curriculum used across all academic areas is rigorous, evidenced-based and aligned with state standards. <b>Rating: Implementing - Evidence indicates the practice is implemented in most but not all areas.</b></p>	<b>Implementing (3)</b>
<p>b) Systematic reviews of curricula are conducted by administrators and school staff to identify gaps based on student performance across and within subgroups. <b>Rating: Sustaining - Evidence indicates systems embedded and monitored by school leaders.</b></p>	<b>Sustaining (4)</b>
<p>c) The school regularly reviews instructional curriculum maps to ensure the presentation of content is aligned with learning objectives. <b>Rating: Sustaining - Evidence indicates systems embedded and monitored by school leaders.</b></p>	<b>Sustaining (4)</b>
<p>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. <b>Rating: Sustaining - Evidence indicates systems embedded and monitored by school leaders.</b></p>	<b>Sustaining (4)</b>
<p>e) Instructional staff have access to provided materials to deliver the curriculum effectively. <b>Rating: Implementing - Evidence indicates practice occurs among 50-89% of instructional staff</b></p>	<b>Implementing (3)</b>
<p>f) Instructional staff understands and uniformly uses curriculum documents and related program materials to effectively deliver instruction. <b>Rating: Implementing - Evidence indicates practice occurs among 50-89% of instructional staff</b></p>	<b>Implementing (3)</b>

## Indicator 4.1 Summary of Findings

**Tindley Accelerated High School meets the standard for Indicator 4.1 with 21/24 (88%).**

Tindley Accelerated ensures that a high-quality curriculum is prioritized through intentional backward planning. Meetings led by the administration ensure teachers are prepped for the upcoming units by focusing on the key learning objectives that tie to Indiana State Standards. During observation, teachers could quickly produce curriculum documents from Achievement First and detail how “Exit Tickets” are made for each class. They also noted that they had received adequate training on unpacking the curriculum and utilization of its features and tools in meaningful ways. Students carried binders that housed notes and work from each unit of study. When prompted about resources to complete work at home, students noted they did not have textbooks and often went to YouTube for additional support. The principal reported the availability of new classes with a new curriculum based on internal review, which included student interest surveys. Exploratory options, like the Senior Capstone Project and an Entrepreneur class, give students exposure to the standards in more culturally relevant ways, despite objectives in these classes being less clearly defined during observation.

In a few classrooms, it appeared not all pieces of the curriculum were being utilized. Despite being on topic, there was a class that spent 15 minutes on a crossword sheet and another that chose to forgo model the learning objective completely when the technology housing the curriculum failed to work. Ultimately, management concerns arose from the lack of rigor and inability to effectively deliver instruction. (4.1a, 4.1f). In addition, there were several teacher requests for curriculum tools including properly working overheads, boards, and Elmos, basic school supplies for students, and 1:1 technology. The student group also voiced requests for 1:1 technology for all high schoolers.

### **Strengths:**

- Clear systems are in place to ensure standards are reviewed, objectives are determined, and a plan is in place for delivery.
- Majority of teachers utilize the given curriculum.
- Internal curriculum reviews create additional opportunities and enhance learning outcomes for students.

### **Opportunities for Improvement:**

- [Resource for strong "Do Nows"](#)
- Day-to-day objectives and mandatory tools in project-based classes are less defined, giving students time to drift from class objectives (4.1a) -i.e. Entrepreneurship, Senior Capstone
- Compile toolkit of recommended student resources to support scaffolding and review

**Indicator 4.1**  
**Data/Artifacts Reviewed**

Teacher Survey  
 Student Survey  
 Leadership Focus Group  
 Instructional Leadership Interviews  
 Summer School 2023 doc  
 Retention Letter template  
 Failing Grades Notice template  
 Academic Probation Participation Contract doc  
 2023-24 PD Agenda Topic Calendar tracker  
 PD Agendas 2023  
 • 8/11, 8/25, 9/8, 9/22, 9/29, 10/1, 10/6, 11/3, 11/10, 11/14, 12/1  
 CATAS Unit Overview Template  
 TAS 2023-24 Master Calendar

CATAS Curriculum Sequence 2023-2024 doc  
 Gradebook Expectations 2023-24 doc  
 Academic Probation/Retention Meeting Notes Tracker  
 Tindley Secondary Assessment Calendar 2022-23  
 ATAS - Looking at Data Protocol pdf  
 7th & 8th CATAS Pacing and LP tracker  
 7th & 8th Grade Math/ELA Pacing Guides  
 CATAS Strategic Plan 2022-23 tracker  
 Student Handbook  
 Teacher Demonstration  
 Lesson Plans  
 Classroom Observations  
 Instructional Calendar  
 Staff Survey Data  
 Data Dashboard

<b>Indicator 4.2. Are the teaching processes (pedagogies) consistent with the school's mission?</b>	<b>Overall Indicator Evaluation: Approaching Standard</b>	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
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a) The curriculum is implemented in all classrooms with fidelity. <b>Rating: Implementing - Evidence indicates practice occurs among 50-89% of instructional staff.</b>	<b>Implementing (3)</b>
b) A clearly documented lesson internalization process is used to explicitly target core learning objectives across all academic areas. <b>Rating: Implementing - Evidence indicates the practice is implemented in most but not all areas.</b>	<b>Implementing (3)</b>
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. <b>Rating: Implementing - Evidence indicates the practice is implemented in most but not all areas.</b>	<b>Implementing (3)</b>
d) Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles. <b>Rating: Emerging - Evidence indicates individuals are starting to create systems to support this practice in some areas.</b>	<b>Emerging (2)</b>
e) Instructional strategies used are designed to promote authentic learning to impact levels of student engagement. <b>Rating: Implementing - Evidence indicates some shared systems exist to support the implementation of the practice in most areas</b>	<b>Implementing (3)</b>
f) Instructional practices are intentionally designed to validate and affirm the culture of students. <b>Rating: Sustaining - Evidence indicates shared systems to support the practice are embedded into the culture of the school, implemented with fidelity, and the impact of systems is monitored by school leaders at defined levels.</b>	<b>Sustaining (4)</b>
g) Staff receive explicit feedback on instructional practices on an ongoing basis. <b>Rating: Sustaining - Evidence indicates shared systems to support the practice are embedded into the culture of the school, implemented with fidelity, and the impact of systems is monitored by school leaders at defined levels.</b>	<b>Sustaining (4)</b>

## Indicator 4.2 Summary of Findings

**Tindley Accelerated Academy meets the standard for Indicator 4.2 with 22/28 (79%).**

The Tindley Accelerated High School mission promotes college readiness, which is evident in many facets of the teaching processes observed. This begins with strong professional development that helps to norm sound instructional practices with staff including “Creating and Sustaining a Culture of Respect” and “Aggressive Monitoring”. An astounding 100% of teachers surveyed reported meaningful sessions on culturally relevant instructional practices. Multiple documents also showed explicit instructional feedback to staff with the next steps for improvement. Prioritization of college readiness is evident in lesson plan internalization guides as well. These often included real-world problem statements to launch lessons and promote authentic learning. Instructional strategies listed range from group discussions to hands-on projects, to paper/pencil assignments (4.2e). When surveyed, 75% of teachers said they submit lesson plans to the administration every week - 25% of teachers did not believe this was a requirement. Some lesson plans include key terms, but neither classroom observations nor plans include a systematic way to teach or review said terms. One class reviewed key terms by verbally explaining them after the reading was complete. During class walkthroughs, an “I do, we do, you do” format was observed frequently. During “I do”, students took notes. “We do” differed from class to class with some calling on students at random and others allowing volunteers to come to the board. During independent work, all teachers were observed aggressively monitoring students by circulating the room, stopping to check for understanding, and providing additional support. Other checks for understanding include verbal confirmation that students understood. The principal also reported that IXL is used to support students needing additional scaffolds and remediation. Outside of this program, there was no indicator that work was differentiated in core classes to support students struggling in math or reading or that in-class formative assessments were being utilized in meaningful ways to group students, provide additional scaffolds, or reteach.

### **Strengths:**

- Comprehensive lesson plans
- Teachers receive consistent, timely feedback to improve their instruction and drive student outcomes
- Meaningful, culturally relevant professional development happens weekly

### **Opportunities for Improvement:**

- Strengthen the system for reviewing formative assessments (exit tickets) regularly and utilize data to modify instruction in the moment or hold students during office hours
- [Resource: Brown University - Exit Ticket](#)
- [Resource: The Teacher Toolkit Exit Tickets](#)

**Indicator 4.2**  
**Data/Artifacts Reviewed**

Teacher Survey

Student Survey

Leadership Focus Group

Academic Enrichment Office Hours doc

Academic Enrichment Attendance doc - parent letters re: student athletes

Academic Enrichment Office Hours/Protocols parent letter doc - 2023-24

Academic Enrichment Office Hours/Protocols doc - 2023-24

CATAS Academic Enrichment & Opt Out Letter 2023-24

Teacher Evals SY22-23 tracker

Reading Lesson Plan Internalization

CATAS Unit Overview Template

Missing Assignment Report

CATAS Teacher Institute pdf

Tindly Teacher Institute - Network Agenda

Staff Orientation slide deck

Summer School 2023 doc

Retention Letter template

Failing Grades Notice template

Academic Probation Participation Contract doc

PowerSchool - Scholar & Parent Portal Handout doc

CATAS Curriculum Sequence 2023-2024 doc

Gradebook Expectations 2023-24 doc

Academic Probation/Retention Meeting Notes Tracker

Tindley Secondary Assessment Calendar 2022-23

ATAS - Looking at Data Protocol pdf

7th & 8th CATAS Pacing and LP tracker

7th & 8th Grade Math/ELA Pacing Guides

Student Handbook

TAS 2023-24 Master Calendar

Coaching Form Example

TAS Teacher Evaluation Plan

Lesson Plans

<b>Indicator 4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options?</b>	<b>Overall Indicator Evaluation: Exceeds Standard</b>	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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<p>a) The school provides access to rigorous coursework and career planning experiences (e.g., Advanced Placement courses, internships, independent study) to prepare students for post-secondary opportunities aligned to their interests.</p> <p><b>Rating: Sustaining - Evidence indicates the practice is fully implemented across all areas.</b></p>	<b>Sustaining (4)</b>
<p>b) A system is in place to ensure school staff provide students with the support they need to be effectively prepared for post-secondary opportunities.</p> <p><b>Rating: Implementing - Evidence indicates some systems exist to support the implementation of the practice.</b></p>	<b>Implementing (3)</b>
<p>c) The school provides opportunities for extracurricular engagement and activities, connected to student interests, (e.g., athletics, academic clubs, vocational) to increase post-secondary options.</p> <p><b>Rating: Sustaining - Evidence indicates shared systems to support the practice are embedded into the culture of the school, and implemented with fidelity.</b></p>	<b>Sustaining (4)</b>
<p>d) The school offers a range of pathways that allow all students to meet or exceed Indiana Core 40 graduation requirements.</p> <p><b>Rating: Sustaining - Evidence indicates the practice is fully implemented across all areas.</b></p>	<b>Sustaining (4)</b>

### Indicator 4.3 Summary of Findings

**Tindley Accelerated High School exceeds the standard for Indicator 4.4 with 15/16 points (93%).**

Per student survey data and focus group interviews, 100% of students feel supported in reaching their post-secondary goals. Systems are solid including Naviance career planning, dual credit courses, and Early College partnerships with the University of Evansville and Indiana University. A Post-Secondary Success Coach was recently added to support students and families. 100% of students in grades 7-12 participate in Naviance Career planning. The Senior Capstone project includes a career readiness component and all stakeholders spoke to the rigorous coursework and career planning services targeted to support students in preparing for post-secondary options. As of December 6th, student survey results indicated 66.7% of students have completed a post-secondary plan with others in progress to be completed during the spring semester. A review of course enrollment data shows additional courses have been added (Agri-Science, Computer Science, Speech & Debate, Theater, and Vocals have been added based on student survey data. Additionally, Tindley Law & Public Policy Institute was added to educate scholars on law and career options in the legal profession. Bridges to Readiness is a college readiness partnership and at least 21 more community partnerships exist to connect students to their interests. Tindley offers 10 varsity sports and at least 14 clubs and activities for scholars to explore and engage in beyond academics.

#### **Strengths:**

College is Power - part of the Tindley brand and reinforced in all aspects of a scholar's experience  
Early College program allows scholars to gain up to 42 college credit hours at zero cost to students and families  
100% college acceptance rate

#### **Opportunities for Improvement:**

Drive for ways to fund more college visits that match acceptance letters - students need to experience the campus/program before deciding  
Students want more CTE options, such as a culinary program, graphic arts, and licensed practical nursing (LPN) or certified nursing (CNA)  
Students want more internship opportunities as well as experiential learning choices in their chosen careers  
Students appreciate the extracurricular options but would like to also have a club or group that specializes in mental health

**Indicator 4.3**  
**Data/Artifacts Reviewed**

Senior Parent Meeting Inventory

Core 40 Diploma Checklist

Senior College Tracker - Class of 2024

College Admissions - Info & Recruiters

IBAC HBCU College Fair info

Herff Jones Senior Orders

Dual Credit Course Listing 2023-24

Early College Impact Flyer

CELL through UIndy

CATAS Naviance 2023-2024 spreadsheet

Naviance Roll Out Usage Report

Naviance Student Guide for Parents/Guardians

Student Survey Data

Student Focus Group

Family Focus Group

Leadership Focus Group

List of School Courses

MOUs with Community and College Partners

Schedule Change Request Form

Cohort and Grade Roster tracker

CATAS Absences and Coverage tracker

Orientation - Scheduling and Counselor Information Handout

Student Service flier

College Readiness URL

Bridges to Readiness - College Readiness partner

Tinley Community Partnerships pdf

Convocation slide deck/pdf

Student Academic Awards tracker

TAS 2023-24 Master Calendar

Student Handbook

Counseling Department Policies

Graduation Data

Y Achievers Fall Break College Tour

<b>Indicator 4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?</b>	<b>Overall Indicator Evaluation:</b> <b>Meets Standard</b>	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
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a) Assessments utilized are well aligned to learning standards. <b>Rating: Sustaining - Evidence indicates the practice is fully implemented across all areas.</b>	<b>Sustaining (4)</b>
b) Assessments utilized are varied to support a wide range of student learning styles and abilities. <b>Rating: Sustaining - Evidence indicates the practice is fully implemented across all areas.</b>	<b>Sustaining (4)</b>
c) Assessments utilized provide student-level data focused on growth and proficiency. <b>Rating: Sustaining - Evidence indicates the practice is fully implemented across all areas.</b>	<b>Sustaining (4)</b>
d) Assessments are administered with sufficient frequency and results are provided on time. <b>Rating: Emerging - Evidence indicates the practice is in place in some areas.</b>	<b>Emerging (2)</b>
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. <b>Rating: Emerging - Evidence indicates individuals are starting to create systems to support this practice in some areas.</b>	<b>Emerging (2)</b>

## Indicator 4.4 Summary of Findings

**Tindley Accelerated High School is meeting the standard for Indicator 4.4 with 16/20 points (80%).**

In line with its mission, Tindley Accelerated High School works hard to ensure students have taken all necessary college preparatory assessments including the PSAT and SAT. In addition, students in grades 9-12 participate in BOY and EOY College Board Suite Assessment. Diagnostic and growth assessments utilized include IXL and NWEA, a move the school made from ClearSight last year to focus on growth. For in-class assessments, some content areas were able to offer multiple ways to show mastery of standards, including year-long, culminating projects, like the Capstone. Systems are also in place to review students' grades in teams, with reports like the "F indicator" that is utilized to create the MTSS list. Teachers then offer additional support to these students during office hours.

While 100% of teachers surveyed reported frequently using data to support student learning, parents indicated issues with the timeliness of grading, making weekly progress reports inconsistent with student challenges. This left families with inadequate time to seek additional support and repair damage to their student's grades as they prepared to apply for college. Maximizing the use of formative assessments in class gives students and families the best opportunity to address gaps in real-time and find appropriate remediation. The list of students on the "F Indicator" report is too extensive for MTSS, far outweighing the teachers' capacity to provide remediation during office hours. The support system becomes reactive, rather than proactive at addressing gaps in student learning.

### **Strengths:**

- All students 10-12 take the SAT, promoting the school's mission and increasing future opportunities for all students.
- Diverse opportunities for in-class assessment.
- Remediation program in place and utilized - IXL.

### **Opportunities for Improvement:**

- Revamp expectations for timely grading and communication of *formative* assessments.
- Consider reformatting MTSS by utilizing diagnostic tools (NWEA) to pinpoint students who are behind and areas of weakness to target during office hours.

**Indicator 4.4**  
**Data/Artifacts Reviewed**

<p>Teacher Survey</p> <p>Student Survey</p> <p>Student Handbook</p> <p>TAS 2023-24 Master Calendar</p> <p>Weekly Progress Reports on SwiftK12</p> <p>TA Progress Report Protocol</p> <p>Email sent to families with Weekly Progress Reports (English &amp; Spanish)</p> <p>PowerSchool - Scholar &amp; Parent Portal Handout doc</p> <p>Gradebook Expectations 2023-24 doc</p> <p>Academic Probation/Retention Meeting Notes TrackerTindley</p> <p>Secondary Assessment Calendar 2022-23</p> <p>ATAS - Looking at Data Protocol pdf</p> <p>9-12 College Board Suite Assessment</p> <p>IXL</p>	<p>Missing Assignment Report</p> <p>Fall 2023 PSAT/SAT Schedule</p> <p>CCR (SAT) Data</p> <p>Grade Distribution Report</p> <p>CATAS 2022 ILearn Raw Data tracker</p> <p>ILearn Aggregate Trends 2018-2022</p> <p>11th SAT by Scholar pdf</p> <p>11th SAT pdf</p> <p>9th PSAT pdf</p> <p>10th PSAT by Scholar pdf</p> <p>10th PSAT pdf</p> <p>PSAT for Current 11th Graders tracker</p> <p>Schoolwide Aggregate pdf</p>
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<b>Indicator 4.5. Has the school developed adequate human resource systems and deployed its staff effectively?</b>	<b>Overall Indicator Evaluation:</b> <b>Meets Standard</b>	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
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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. <b>Rating: Sustaining - Evidence indicates the practice is fully implemented.</b>	<b>Sustaining (4)</b>
b) Hiring processes are well organized and used to support the success of new staff members. <b>Rating: Implementing - Evidence indicates practice occurs among 50-89% of staff.</b>	<b>Implementing (3)</b>
c) Staffing levels adequately allow staff to maximize instructional time and capacity. <b>Rating: Implementing - Evidence indicates practice occurs among 50-89% of staff.</b>	<b>Implementing (3)</b>
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. <b>Rating: Implementing - Evidence indicates practice occurs among 50-89% of staff.</b>	<b>Implementing (3)</b>
e) Professional learning opportunities are offered regularly to support the staff in delivering culturally relevant and differentiated instruction to meet the needs of all learners. <b>Rating: Implementing - Evidence indicates the practice is implemented in most but not all areas.</b>	<b>Implementing (3)</b>
f) Professional learning opportunities are determined through analyses of student outcome data and linked to strategic objectives and school improvement goals. <b>Rating: Implementing - Evidence indicates the practice is implemented in most but not all areas.</b>	<b>Implementing (3)</b>
g) The teacher evaluation process is explicit and regularly implemented with a clear process and criteria. <b>Rating: Sustaining - Evidence indicates the practice is fully implemented across all areas.</b>	<b>Sustaining (4)</b>

## Indicator 4.5 Summary of Findings

**Tindley Accelerated High School is meeting the standard for Indicator 4.5 with 23/28 points (82%).**

Solid evidence of the hiring process including job posting, applicant tracking, interview, and selection. The employee handbook and benefits guide provide details related to employment policies. Staffing matrix reviewed by grade and team. Professional responsibilities tracker in place by week as well as transformational goals outlined to provide professional development opportunities that support effective teaching, learning, and leadership. PD agendas were provided and aligned to student data needs. PD calendar shared with examples of ATLAS protocol. Teacher observation schedule shared along with scores by domain. Teachers shared that professional development training supports them in meeting the needs of their students. They appreciate the opportunity to meet with and learn from other teachers. They also named the time together helps to build a collaborative partnership among and between the teachers. Teacher focus group data revealed staffing needs for a teacher of record in SPED and instructional assistance in ELL as student population numbers increase.

### **Strengths:**

Standard Operating Procedures in place for this indicator

Weekly Professional Development

Teacher evaluation and coaching - strength-based approach

### **Opportunities for Improvement:**

50% of teachers (teacher survey data) feel staffing levels need to improve to maximize instructional time and capacity.

Teacher Evaluation tracker shows 9 teachers not licensed.

**Indicator 4.5**  
**Data/Artifacts Reviewed**

Hiring Process and Procedure Manual  
 TAS Termination Process pdf  
 TAS 2023 Benefits Enrollment Guide  
 TAS Employee Handbook  
 TAS HR slide deck  
 TAS Discipline Policy pdf  
 CATAS Absences and Coverage tracker  
 Absence and Subbing Protocol doc  
 CATAS Professional Responsibilities Tracker 2023-24  
 2023-24 Org Chart  
 Teacher CCA Trajectory tracker  
 CATAS Onboarding doc  
 Job Description - Dean of Students  
 Teacher Survey  
 Teacher Focus Group  
 Evaluation Dashboard

New Teacher Orientation  
 Employee Requisition Form  
 NASSP School Leader Conference pdf  
 CoCreating Policy with Students  
 Using Student & Staff Voice  
 Building School Culture pdf  
 The CAR Rubric pdf  
 The Impt. Role of Classroom & Common Assessments  
 School Climate & Team Conversation  
 Building Collective Efficacy  
 10 PLC Conversations  
 Feedback and Coaching  
 Mind Mapping District Initiatives & School Priorities  
 Lesson Planning Template  
 PD Calendar  
 PD Agendas

<b>Indicator 4.6. Is the school's mission clearly understood by all stakeholders?</b>	<b>Overall Indicator Evaluation:</b> <b>Meets Standard</b>	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
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<p>a) Procedures are in place for assessing all stakeholder's perceptions, knowledge, and commitment to the intentions of the school's mission.</p> <p><b>Rating: Implementing - Evidence indicates the practice is implemented in most but not all areas.</b></p>	<b>Implementing (3)</b>
<p>b) Procedures are in place for establishing meaningful partnerships with all families and community stakeholders to support the school's mission.</p> <p><b>Rating: Sustaining - Evidence indicates the practice is fully implemented for all key families and stakeholders.</b></p>	<b>Sustaining (4)</b>

## Indicator 4.6 Summary of Findings

### **Tindley Accelerated meets the standard for Indicator 4.6 with 7/8 points (87%).**

Solid evidence of family survey data measuring barriers to engagement, family engagement, school climate, school fit, and school safety. Student survey data reviewed on social-emotional learning and well-being. A Parent Advisory Council (PAC) exists along with a group called POP (Parents on Purpose). 100% of parents who took the parent survey stated they feel invested in the mission. Dr. Coopriider met with a group of parents to better understand their perceptions. The parents in attendance shared their frustration with the multiple leadership changes and believe that has led to a watering down of expectations and rigor of what they called, "The Tindley Way." They want more strict adherence to dress code and student conduct. They also said they have full confidence in Dr. Smith (current leader) and they are seeing improvements in what the mission of the school used to be and how it is now.

Student survey data named teachers are committed to ensuring they are successful and prepared for college. Student survey responses indicated that 100% of students feel the school celebrates cultural diversity, while parent survey responses named a need to improve in this area.

Teacher data included perceptions related to evaluation, feedback and coaching, professional learning, school climate, school leadership, and teaching efficacy. Community partnerships include YMCA, Pure Joy Meal Prep, Purdue Cooperative Extension, Indy Fresh Market, Soul Food Indy, United Northeast Corridor, Teen Works, MCCOY, TechPoint Foundation for Youth, Center for Leadership Development, University of Indianapolis, Old National Bank, The Harrison Center, Black MBA Association, Cornerstone Construction, Employ Indy, Healthy Soul Catering, Mayor's Youth Leadership Council, Andrew Young Records, and 1st Makerspace.

#### **Strengths:**

- Survey data collected consistently
- Variety of community partnerships
- Parent opportunities to engage

#### **Opportunities for Improvement:**

Parent survey results demonstrate opportunities for schools to improve in celebrating cultural diversity

[Resource: Promoting Diversity](#)

[Resource: Learning for Justice](#)

**Indicator 4.6**  
**Data/Artifacts Reviewed**

CATAS Strategic Plan 2023-24 tracker

CATAS Strategic Plan 2022-23 tracker

CATAS 2022 ILearn Raw Data tracker

ILearn Aggregate Trends 2018-2022

CATAS Panorama Reflection and Action Planning

Family BOY 2023 Data

Family Open Ended Responses

Scholars Survey BOY 22-23 Grades 6-12 data

Teacher Survey BOY 22-23 data

Teacher Open Ended Responses

CATAS Panorama Teacher Survey EOY data 21-22

CATAS Panorama Teacher Survey MOY data 21-22

Parent Survey EOY data 21-22

Parent Survey MOY data 21-22

Parent Survey BOY data 21-22

Scholar Survey EOY data 21-22

Scholar Survey BOY data 21-22

11th SAT by Scholar pdf

11th SAT pdf

9th PSAT pdf

10th PSAT by Scholar pdf

10th PSAT pdf

PSAT for Current 11th Graders tracker

Schoolwide Aggregate pdf

Developing a Theory of Action pdf (Elana Aguilar article)

Theory of Action Examples doc

Theory of Action - Long doc

CATAS Strategic Plan 2021-22

CATAS Panorama Teacher Survey EOY data 21-22

CATAS Panorama Teacher Survey MOY data 21-22

Parent Survey EOY data 21-22

Parent Survey MOY data 21-22

Parent Survey BOY data 21-22

Scholar Survey EOY data 21-22

Scholar Survey BOY data 21-22

*Clearsight Growth Tracker*

*Clearsight URL*

*Grades & Attendance BI Dashboard*

Strategic Plan 2020-21 tracker

Stakeholder Survey

Tindley Secondary Assessment Calendar 2022-23

Back to School night

Parent Stakeholder meeting

Student Survey

Parent Survey

Focus Groups

Trunk or Treat

<b>Indicator 4.7. Is the school climate responsive to the needs of students, staff, and families?</b>	<b>Overall Indicator Evaluation:</b> <b>Approaching Standard</b>	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
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<p>a) A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity.  <b>Rating: Implementing - Evidence indicates the practice is implemented in most but not all areas.</b></p>	<b>Implementing (3)</b>
<p>b) Culturally responsive and evidenced-based interventions are explicitly identified and implemented throughout the school to support the needs of students.  <b>Rating: Emerging - Evidence indicates practice occurs among 26-49% of staff.</b></p>	<b>Emerging (2)</b>
<p>c) Explicit procedures for facilitating the development of strong, positive relationships between adults and students are communicated to and implemented by all staff.  <b>Rating: Implementing - Evidence indicates practice occurs among 50-89% of staff.</b></p>	<b>Implementing (3)</b>
<p>d) Procedures are in place for assessing staff, student, and family perspectives to ensure a sense of connectedness and engagement with the school.  <b>Rating: Implementing - Evidence indicates the practice is implemented for most but not all stakeholders.</b></p>	<b>Implementing (3)</b>

## Indicator 4.7 Summary of Findings

**Tindley Accelerated meets the standard for Indicator 4.7 with 11/16 points (68%).**

Multiple documents shared related to the MTTs framework including administration forms, missing assignments, academic/behavior records, and counseling data. AE (Academic Enrichment) office hours are in place to support scholars in meeting academic excellence goals. Scholars have an opportunity to meet with staff to receive targeted instruction or standards mastery. Artifacts related to formal and informal outreach from the school to scholars and families to facilitate a strong partnership. These artifacts included; weekly emails from teachers, newsletters, texts, and 1:1 conversations. Power Blasts are sent to scholars and families to stay connected and updated. Students spoke of multiple after-school clubs (National Honor Society, Jr. Honor Society, Student Council, Dance Team, Pep Squad, Choir Club, Theatre Arts Club, School Musicals, Chess Club, Faith Club, Fitness Club, Robotics team, Sewing Club, and Spanish Club). Basketball, football, volleyball, cheer, and track/field are a few of the athletics mentioned by stakeholders. The Young Professional Advisory Council provides mentors for juniors and seniors to provide guidance and advice.

A majority of students (87%) from the focus group and survey data believe the adults at school care about them and want them to be successful in and out of school. Students shared examples of culturally responsive interventions implemented by the Dean of Students and some teachers. Parent focus group members named the need for more training for the new teachers related to classroom management systems that emphasize preventing problem behaviors and teaching appropriate behaviors. Students are aware of the SEL survey but would like more opportunities to share their voices on what is working and not working in each of their classrooms. Some teachers ask for their input and feedback while others do not.

Teachers believe there is a high number of student referrals in the queue. They do appreciate the restorative justice approach taken by the Dean.

### **Strengths:**

Academic Enrichment

Multiple forms of perception data collected

Anti-Bullying Policy

### **Opportunities for Improvement:**

MTTS Handbook or Manual (All documents in one place)

[Resource for Culturally Responsive Interventions from National Equity Project](#)

[Resource - Design for Equity Deck](#)

**Indicator 4.7**  
**Data/Artifacts Reviewed**

Teacher Survey

Student Survey

Stakeholder Survey

Emails, Newsletters

Focus Group Data

MTSS Tier 3 Intervention update pdf

Student Handbook

Discipline Data

Tindley Website

Fundraising 2023-24 doc

CATAS Professional Responsibilities Tracker 2023-24

MTSS Referral doc

Nov 2023 Calendar Appt with Alan & parent/student

*Student Services SOP*

Anti-Bullying Policy

Classroom Expectations

Data Dashboards

Powerschool

<b>Indicator 4.8. Is ongoing communication with students and families clear and helpful?</b>	<b>Overall Indicator Evaluation:</b> <b>Approaching Standard</b>	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
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<p>a) An active and ongoing system of communication between the school and family members in place. <b>Rating: Implementing - Evidence indicates practice occurs among 50-89% of staff.</b></p>	<b>Implementing (3)</b>
<p>b) Procedures for responding to the concerns of families are clearly defined and implemented by all school staff and validated by families. <b>Rating: Emerging - Evidence indicates the practice is in place for some stakeholders.</b></p>	<b>Emerging(2)</b>
<p>c) Families are regularly informed in their native or home language of their student’s academic and behavioral strengths and areas of need. <b>Rating: Implementing - Evidence indicates the practice is implemented for most but not all families.</b></p>	<b>Implementing (3)</b>
<p>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. <b>Rating: Implementing - Evidence indicates the practice is implemented for most but not all families.</b></p>	<b>Implementing (3)</b>

## Indicator 4.8 Summary of Findings

**Tindley Accelerated is approaching the standard for Indicator 4.7 with 11/16 points (68%).**

Swift K12 digital platform is used for communication that includes weekly parent outreach, academic performance updates, and participation data. School calendars, handbooks, learning plans, reminders, and school-wide blasts are used to keep communication strong. School team members use the core values of respect and integrity in solving the concerns of families. Multilingual documents are used across departments to engage all members of the school community.

Some stakeholders believe there could be improvements in how teachers respond to the concerns of families and would like there to be adherence to the handbook around grading timelines and communication with students. Some senior-level students were unclear about their end-of-term grades and said that many of their teachers had not graded assignments for several weeks.

Student focus group participants named their teachers always find them to communicate before and after class to share important updates and reminders.

### **Strengths:**

Weekly Progress Reports  
Electives added based on student survey data  
Events & Assessment Calendars

### **Opportunities for Improvement:**

Continue to gain family feedback on how to address concerns

[Resource: Talking with Parents About Problems](#)

**Indicator 4.8**  
**Data/Artifacts Reviewed**

Academic Enrichment Attendance doc - parent letters re: student-athletes  
 Academic Enrichment Office Hours/Protocols parent letter doc - 2023-24  
 CATAS Academic Enrichment & Opt Out Letter 2023-24  
 Retention Letter template  
 Student Survey  
 Stakeholder Survey  
 Focus Group Data  
 Parent Correspondence  
 Handbook  
 Uniform Support

PowerSchool - Scholar & Parent Portal Handout doc  
 Fundraising 2023-24 doc  
 Nov 2023 Calendar Appt with Alan & parent/student  
 POPS - Parents on Purpose sign in sheet  
 Attendance Tracker through Count Day  
 Student Progress Reports  
 Strategic Goals  
 Tindley Website  
 Progress Report Protocol  
 Public Meeting Notice

<b>Indicator 4.9. Do the school's special education files demonstrate that it is in legal compliance and is implementing best practices?</b>	<b>Overall Indicator Evaluation:</b> Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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<p>a) Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs of the student. <b>Rating: Sustaining - Evidence indicates practice occurs for 90- 100% of students with IEPS.</b></p>	<b>Sustaining (4)</b>
<p>b) IEP plans include student-specific goals and plans for ongoing assessment of student progress. <b>Rating: Sustaining - Evidence indicates practice occurs for 90- 100% of students with IEPS.</b></p>	<b>Sustaining (4)</b>
<p>c) IEP goals are rigorous and based on state and national learning standards. <b>Rating: Sustaining - Evidence indicates practice occurs for 90- 100% of students with IEPS.</b></p>	<b>Sustaining (4)</b>
<p>d) IEP goals are reviewed and revised annually as determined by present levels of student level of performance. <b>Rating: Implementing - Evidence indicates practice occurs for 50-89% of students with IEPS.</b></p>	<b>Implementing (3)</b>
<p>e) IEP plans explicitly identifies requirements for specifically designed curriculum and instruction to align with student needs. <b>Rating: Implementing - Evidence indicates practice occurs for 50-89% of students with IEPS.</b></p>	<b>Implementing (3)</b>

## Indicator 4.9 Summary of Findings

**Tindley Accelerated High School exceeds the standard for Indicator 4.9 with 18/20 points (90%).**

At the time of the report, there were approximately 33 students with exceptional needs enrolled. For this indicator, a review of all practices and procedures specific to special education services at Tindley Accelerated High School as of December 2023 was completed. Data collected onsite: classroom observations, review of internal processes and documentation, review of confidential IEPs with the Exceptional Learners staff, interview with classroom teachers, and an interview with the school leadership team.

Using the *File Review Checklist*, 90% or more met the requirements outlined in the rubric. The auditing process revealed sufficient evidence to support the provision of compliant special education services for students with special needs currently enrolled at Tindley Accelerated High School.

Evidence of training by Eric Gas, Director of Exceptional Learners, was reviewed on-site. Implementation of standard operating procedures for SPED files is in progress and during the file review evidence of implementation was observed and discussed.

### **Strengths:**

- A standard operating procedure for reviewing and organizing files to ensure all required documentation is in each file and is currently being implemented across the network. Teachers are being trained on how to flag files with missing documentation and teachers and support staff are working to acquire required information.
- In-depth training manuals and professional development have been created by Eric Gas, Director of Exceptional Learners, and are being implemented across the network to ensure services for exceptional learners are provided in accordance with their IEPs.

### **Opportunities for Improvement:**

- Scheduled spot checks by all Exceptional Learning staff members should occur to make sure standard operating procedures continue to be implemented by all Exceptional Learning staff members.
- Professional development for all staff members should be scheduled throughout the school year to help all teachers support exceptional learners more effectively and to support students in reaching their IEP goals and be evaluated for effectiveness.

**Indicator 4.9**  
**Data/Artifacts Reviewed**

RDA-SPED-CATAS pdf

OEI Core Question 4 - Evaluator Guidance Protocol CATAS - SPED & ELL

Notice of Case Conference

Notices of Implementation

Notices of Initial Evaluation

Staff Interview

Classroom Observation Documents

Review of physical IEPs

Accommodations Google Sheet

Behavior Plans Google Sheet

MTSS Google Sheet

<b>Indicator 4.10. Is the school implementing best practice related to access and services to students with limited English proficiency?</b>	<b>Overall Indicator Evaluation:</b> <b>Meets Standard</b>	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
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a) Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the provision of services for ELL students. <b>Rating: Sustaining - Evidence indicates practice occurs among 90-100% of instructional staff.</b>	<b>Sustaining (4)</b>
b) Staff have a knowledge of the process of language acquisition and the skillsets needed to differentiate instructional strategies to meet the needs ELL students. <b>Rating: Implementing- Evidence indicates practice occurs among 50-89% of instructional staff.</b>	<b>Implementing (3)</b>
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. <b>Rating: Sustaining - Evidence indicates the practice is fully implemented.</b>	<b>Sustaining (4)</b>
d) ILP plans include student-specific goals and a plan for ongoing assessment of student progress. <b>Rating: Implementing- Evidence indicates practice occurs among 50-89% of instructional staff.</b>	<b>Implementing (3)</b>
e) ILP plans explicitly identifies needs for targeted instruction to align with student needs. <b>Rating: Implementing- Evidence indicates practice occurs among 50-89% of instructional staff.</b>	<b>Implementing (3)</b>

## Indicator 4.10 Summary of Findings

**Tindley Accelerated High School meets the standard for Indicator 4.10 with 17/20 points (85%).**

The high school has a significantly smaller ELL population than other schools in the network, but resources and training will support students and teachers. Evidence of training designed by Eric Gas, Director of Exceptional Learners (newly given ELL as well), for all staff on ILP key terms and strategies to support ELL students was reviewed on site. Using the EL File Review Checklist 50-89% or more of ILPs reviewed included student-specific goals and identified targeted instruction to align with students' needs.

### **Strengths:**

- A standard operating procedure for reviewing and organizing files to ensure all required documentation is in each file and is currently being implemented across the network. Teachers are being trained on how to flag files with missing documentation and teachers and support staff are working to acquire required information.
- In-depth training manuals and professional development have been created by Eric Gas, Director of Exceptional Learners and ELL, and are being implemented across the network to ensure services for exceptional learners are provided in accordance with their ILPs.

### **Opportunities for Growth:**

- Adopt digital resources to support students in meeting their ILP goals to be able to differentiate for the diverse groups of ELL students.
- Continue to build support systems and community nights across the network to assist parents and guardians, particularly newcomers, to help them with resources and to learn how to support their students in reaching their learning goals.
- Utilize high school students as mentors to support ELL students across the network.

**Indicator 4.10**  
**Data/Artifacts Reviewed**

OEI Core Question 4 - Evaluator Guidance  
Protocol CATAS - SPED & ELL  
SPED Audit Update 12/5/23 email  
Staff Interview

# Beyond the Rubric

## *More Insights from Stakeholders*

<b>Academic</b>	<b>Climate and Culture</b>	<b>Resources/Support Systems</b>
<p>Students like the way their teachers explain things in different ways until they understand it.</p> <p>ELL teacher moved in and out of classrooms during our site visit observation</p> <p>Students and parents report that Tindley staff members always have high expectations of them and that is why they chose Tindley</p> <p>“Tindley is getting me ready for college.”</p> <p>“Most of the work is online”</p> <p>One teacher said there is a lot of trauma in the books they read and she believes it may trigger her English students.</p>	<p>Students want more opportunities to go to art museums and other community venues.</p> <p>“Tindley makes me more confident.”</p> <p>Seniors want senior privileges.</p> <p>“Our teachers bond with us.”</p>	<p>Students agree they have the resources they need at school and home to be successful. They like that they don’t have to carry home a bunch of books.</p> <p>Teachers want the technology updated and the computers that are broken repaired.</p>