

Evaluation of Indianapolis Mayor-Sponsored Charter School

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

Irvington Community High School



5751 University Ave
Indianapolis, IN 46219

Site evaluation conducted October 26, 2023

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SCHOOL BACKGROUND

Mission Statement

- Provide a small, safe learning community where respectful behaviors are modeled and expected.
- Partner with students and families to focus on a college preparatory curriculum that develops a strong work ethic in order to achieve academic growth.
- Prepare all students for successful post-secondary experiences as responsible citizens by being involved in service-learning opportunities for the betterment of their local and global communities.

Academic Program

Located on the east side of downtown Indianapolis, Irvington has a historical association with academic pursuits, serving as the original location of Butler University. In the early 20th century, the community housed numerous prominent artists and scholars. To uphold Irvington's historical significance, Irvington Preparatory Academy is committed to delivering a contemporary education that contributes to the community's culture.

As a charter school, Irvington Preparatory Academy merges the characteristics of a small school environment with a rigorous college preparatory curriculum. The faculty adopts innovative educational practices, including service learning, individualized instruction, and an early college program. Irvington Prep is situated within the Children's Guardian Home.

Student Demographics

Enrollment	2022-23 ¹	Year to Date 2023
9	89	90
10	92	79
11	80	86
12	85	73
Total	369	328

¹ <https://www.in.gov/doi/files/corporation-enrollment-grade-2006-23.xlsx>

Race/Ethnicity	2022-23 ²	Year to Date 2023
Native American	0	0
Asian	0	1
Black	67	55
Hispanic	58	51
Multiracial	32	28
Native Hawaiian or Pacific Islander	0	0
White	211	187

Other Demographic Info ³	October 1, 2022	Year to Date 2023
Students with IEPs	89 (24%)	53 (16%)
English Learners	38 (10%)	30 (9%)
Free/Reduced Lunch ⁴	269 (73%)	249 (76%)

Attendance Data	2022-23 ⁵	Year to Date 2023
Attendance Rate	86.9%	90.5%

Discipline Data	State Average	2020-21 School Year	2021-22 School Year	2022-23 School Year	Year to Date, 2023
In School Suspensions	3.9%	Unavailable	Unavailable	Unavailable	1.2%
Out of School Suspensions	5.2%	0.2%	13.7%	19.7%	10.4%
Expulsions	0.2%	0.3%	3.4%	3.8%	1.8%

Academic Performance Data

² <https://www.in.gov/doi/files/school-enrollment-ethnicity-and-free-reduced-price-meal-status-2006-23.xlsx>

³ <https://www.in.gov/doi/files/school-enrollment-ell-special-education-2006-23.xlsx>

⁴ <https://www.in.gov/doi/files/school-enrollment-ethnicity-and-free-reduced-price-meal-status-2006-23.xlsx>

⁵ <https://www.in.gov/doi/files/2020-2021-Mode-of-Instruction-and-Attendance-percentage-20210709.xlsx>

11th Grade SAT	2022	2023
Irvington Community School	43%	35%
IPS	15%	17%
State Average	51%	51%

Graduation Rate (non-waiver)	2021	2022	2023
Irvington Community School	66%	68%	78%
IPS	72%	77%	Not available
State Average	79%	80%	Not available

OEI RATINGS SUMMARY

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

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

INDICATOR 4.1

Does the school have a high-quality curriculum and supporting materials for each grade?	Does Not Meet Standard
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Data/Artifacts Reviewed
Assessment data, college acceleration workshop materials, SREB curriculum, needs assessment from Spring 2023, Spring 2023 Panorama survey, “high-ability” selection flow chart, professional development materials, class syllabi,
Summary of Findings
<p>4.1 a) The curriculum used across all areas is rigorous, evidence-based, and aligned with state standards.</p> <p>Math has adopted Savvas enVision, though there was no mention of this curriculum in the math syllabi reviewed, and math lesson plans on the day of the observation did not provide evidence of the curriculum being used.</p> <p>There are no adopted curricula in other subjects, except for TOP, which teaches social-emotional skills.</p> <p>4.1 b) Systematic curricula reviews are conducted by administrators and school staff to identify gaps based on student performance across and within subgroups.</p> <p>Data meetings are held every three weeks. A teacher and a coach pick a power standard to study and look at the teacher’s assessments related to that standard.</p> <p>Since teachers almost entirely choose the curricula, “systematic curricula reviews” driven by student performance data disaggregated by subgroups are at an emerging level at best.</p> <p>When we asked teachers if there are systematic reviews of curricula based on student’s performance data, one teacher responded, “In my experience, almost every year that I’ve been here, we’ve done something where we’ve looked at what we’re doing and tried to map it out.”</p> <p>The school is investing considerable time in “articulation meetings.” Still, these are focused on the alignment of objectives across grades and classrooms and less on the effectiveness of the curriculum based on student performance.</p> <p>4.1 c) The school regularly reviews instructional curriculum maps to ensure the content presentation is aligned with learning objectives.</p> <p>The school’s vertical articulation meetings support this objective in the planning phase. The meetings help ensure that objectives are aligned across grade levels.</p> <p>The next phase of ensuring “content presentation” is aligned is to do more observations to see if the “lived” objective in the classroom matches the objective stated in the plan. Observations showed that, too frequently, this was not the case. For example, a math class on the day of observation had as the</p>

objective, “Students will be able to determine if lines are parallel using angle pair relationships,” but the lived objective in the classroom was students would listen to the teacher and copy down what she writes on the board.

In an 11th-grade English class on the day of observations, there were 18 students. Two watched videos on their phone, six sat silently with headphones or AirPods, not working on academic work, and one sat with her head on her water bottle.

Examples such as these show the need to ensure the content presented in the classroom is the intended learning objectives.

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

Vertical articulation meetings attempt to align teacher-created lessons, units, and assessments across grade levels. This structure, along with relying on teacher’s anecdotal and informal ability to align with their peers, are the main methods of alignment. One teacher shared, “You know, I teach sophomores and seniors. So I know what my incoming seniors know from their past year. And I know what sophomores know from previous years. I know they are familiar with this skill, and I can spend more time making sure I reinforce another skill.”

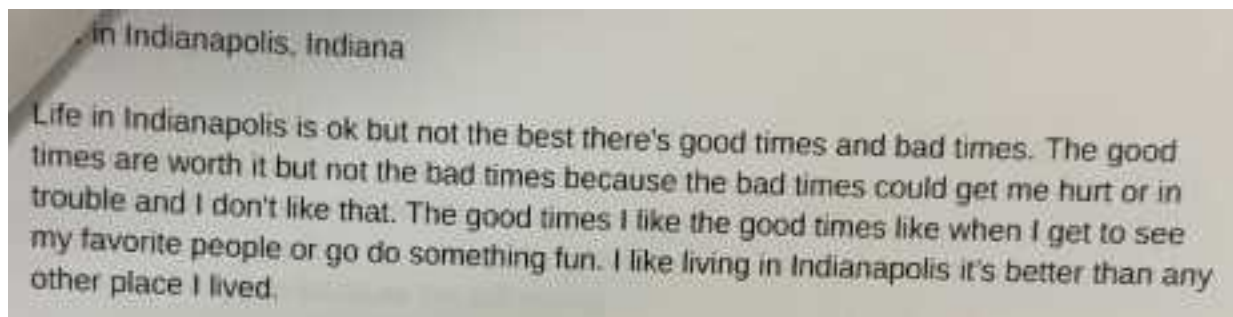
The school should adopt curricula that, when implemented with fidelity, will ensure strong alignment with minimal time investment.

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

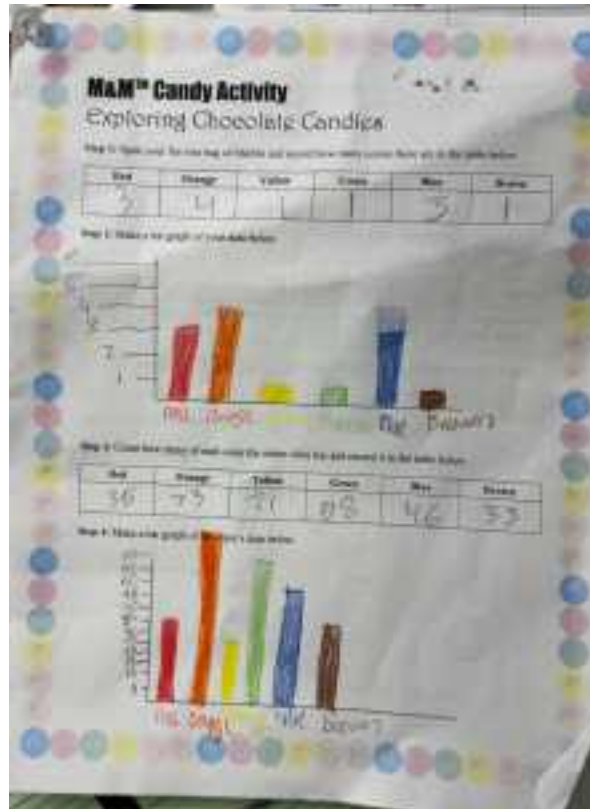
Teachers uniformly state they have the materials they need. Teacher interviews and survey data supported this.

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

Teachers create the curriculum documents so they understand them. However, to be considered delivering instruction effectively, the documents must be more rigorous.



Ex. 1



Two pieces of student work, which are representative of assignments that may be engaging, but do not reflect high school expectations.

Rubric Rating

<p>a. The curriculum used across all academic areas is rigorous, evidence-based, and aligned with state standards.</p>	<p>2 - Emerging</p>
<p>b. Systematic reviews of curricula are conducted by administrators and school staff to identify gaps based on student performance across and within subgroups.</p>	<p>2 - Emerging</p>
<p>c. The school regularly reviews instructional curriculum maps to ensure content presentation is aligned with learning objectives.</p>	<p>3 - Implementing</p>

<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.</p>	<p>2 - Emerging</p>
<p>e. Instructional staff have access to provided materials to deliver the curriculum effectively.</p>	<p>4 - Sustaining</p>
<p>f. Instructional staff understand and uniformly use curriculum documents and related program materials to deliver instruction effectively.</p>	<p>2 - Emerging</p>

Strengths

EnVision by Savvas is rated as Meets Expectations for alignment and usability by [EdReports](#).

97% of parents responded favorably to the question, “How rigorous is the coursework provided to your student?” in a Spring 2023 Panorama survey.

Chemistry had excellent student work on display. The task was both engaging to students and reflected high expectations for what students can do.



Forensic Artist Letter

The Honorable
Judge Schukking

Dear Judge Schukking,

Van Meegeren was accused of forgery. They claimed he traded the painting to Herman Goring, who was a member of the Nazi Party and is now a war criminal. The crime is punishable by death, but he was charged as a Nazi collaborator for the theft and sale of Dutch property. I believe that Van Meegeren is guilty of forgery.

When the painting was found, it was found with 6,750 other pieces of work. All these paintings were stolen by the Nazi party, and they hid them underground in a salt mine. When Van Meegeren had been in jail, it took him several weeks before he finally tried to convince anybody that the artwork was his. Johannes Vermeer liked to use very specific ways to paint. He would brush with light either in linseed oil. He would also use light, shadow, and paint to create texture in his paintings. Now when it comes to Han Van Meegeren there's not much to say. He was known for his successful and complex scheme of forgery and selling paintings attributed by Dutch masters. The only painting technique he used was forgery.

The same test is a test you can do to determine if the possible forgery was painted with pigments with metal salts. To do the test you need to draw wooden splints in 2% water, then you place the tip of the splint into a dry chemical, then you place the splint on top of the Byrum burner and watch the color that it makes. Many things could have gone wrong with this test because people can easily get colors mixed up and confused with another one. The colors could be difficult to see depending on the chemical used. From my results of the test I came to the conclusion of the painting being a forgery. I thought this because in a lot of the paint colors there were metals in them. A lot goes on in the splint to make this happen. The splint have small negatively charged particles in them. The moving particles create electromagnetic waves that measure electromagnetic radiation.

The test splints show what colors of light gas will emit when heated. This happens when you draw a continuous spectrum of white light through the gas and observe the wavelengths of light absorbed by it. We used this to help us determine what elements were in the paint that Vermeer used and the paint that was on the forgery.

An isotope is each of two or more forms of the same element that contain equal numbers of protons but different numbers of neutrons. This applies in the court case because it will help determine where the paint came from. For my calculations, I changed the percent abundance to a decimal by dividing by 100%. Then I multiplied each isotope's mass number by its abundance. Then you add your results together and get the atomic mass. Vermeer got his paint from European deposits, and Meegeren's lead was imported from Australia and Argentina. When I did the calculations, I discovered that the lead came from North Africa. This paint from

Opportunities for Improvement

Rigorous, researched, and vetted curricula need to be fully implemented in all core subjects.

While AP courses such as AP Computer Science, AP Biology, and AP Seminar are on the schedule, core AP classes such as AP English and AP Calculus are not.

58% of parents responded favorably to the question, "Overall, how would you rate the quality of instructional materials used by your student?" in a Spring 2023 Panorama survey.

Recommended Next Steps

1. As a staff, examine and study [The Opportunity Myth from TNTP](#):

“In the nearly 1,000 lessons we observed, students were working on activities related to class 88 percent of the time. They met the demands of their assignments 71 percent of the time, and more than half brought home As and Bs. Yet students only demonstrated mastery of grade-level standards on their assignments—a benchmark for being on track for the lives most of them want as adults—17 percent of the time. That gap exists because so few assignments actually gave students a chance to demonstrate grade-level mastery.

“Students spent more than 500 hours per school year on assignments that weren’t appropriate for their grade and with instruction that didn’t ask enough of them—the equivalent of six months of wasted class time in each core subject. And students reported that their school experiences were engaging just 55 percent of the time overall (among high schoolers, only 42 percent of the time). Underlying these weak experiences were low expectations: We found that while more than 80 percent of teachers supported standards for college readiness in theory, less than half had the expectation that their students could reach that bar.”

2. Adopt curricula for ELA, history, and science that are rated as meeting standards by Ed Reports.
3. Clearly document what it means for a curriculum to be adopted at the school that clarifies what modifications teachers are allowed to make and what must be used from the curriculum. At a minimum, requiring the assessments to be used and key milestones in the scope and sequence being met should be set to ensure the class is sufficiently rigorous. Begin ensuring enVision math is implemented.

INDICATOR 4.2

Are the teaching processes (pedagogies) consistent with the school's mission?	Approaching Standard
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Data/Artifacts Reviewed
Lesson plans for the day of observation, Black History trivia instructions, Black History Month bingo activity, content area pacing guides, data meeting documents, formal evaluation summary, professional development documents, vertical articulation instructions
Summary of Findings
<p>4.2 a) The curriculum is implemented in all classrooms with fidelity.</p> <p>There is not an adopted curriculum in ELA, science, and history. Math has an adopted curriculum, but it is not implemented with fidelity. In three math classes observed, one was using the adopted curricula on computers. Of the three math lesson plans examined, only one references the curriculum, stating that students will complete the Savass 2-2 exit ticket.</p> <p>4.2 b) A clearly documented lesson internalization process is used to target core learning objectives across all academic areas explicitly.</p> <p>There is no documented lesson internalization process. When we asked one administrator if there was, she said, "No, not really. We have core learning objectives and curriculum maps."</p> <p>4.2 c) A clearly documented lesson internalization process is used to explicitly identify a wide range of instructional strategies that target core learning objectives across all academic areas.</p> <p>There is no documented lesson internalization process. When we asked teachers, "How do you internalize your lessons?" via survey, some responses included:</p> <ul style="list-style-type: none"> ● "Department meeting and verticals articulation" ● "I review my lessons before instruction" ● "By reflection?" ● "I post my objective in Google Classroom so students who aren't here can see what they missed." <p>4.2 d) Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles.</p> <p>Differentiation relies mainly on the teacher's perception of need and decision on how to do so. Teachers shared, "Sometimes, based on a formative assessment, I will make certain groups, making people who scored the same in the same group, or making a diverse group of different ability levels. That's one method. [The assessment] Could be a common Lit assessment, seeing how they scored on how to write an introduction and conclusion sentence."</p> <p>Another teacher shared, "I look at who did the worst, who did the best, and then consider grouping while having them work on a project together."</p>

Another, "I allow students to take their time on tests and test in a special room if needed."

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

Observations showed instructional strategies, when implemented, were sufficiently engaging to students of all types. When engagement was insufficient, it was due to the teacher's expectations.

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

Diverse texts were seen in some classrooms, and multiple teachers shared how they prioritize canonical texts and highlight authors and scientists from diverse backgrounds. One teacher shared how they are researching a scientist of color and have studied scientists who identified as LGBTQ.

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

Teachers shared that they are observed at least once per week and were able to give specific examples of feedback they have received, "Last time I got a glow that I was using responsive questioning. My questions were keeping them engaged. My grow was if there was a way I could effectively push them to take notes." Feedback is tracked/communicated within the Bullseye platform.

Teachers were unfamiliar with live coaching or real-time feedback.

Rubric Rating

a. The curriculum is implemented in all classrooms with fidelity.	2 - Emerging
b. A clearly documented lesson internalization process is used to target core learning objectives across all academic areas explicitly.	2 - Emerging
c. A clearly documented lesson internalization process is used to explicitly identify a wide range of instructional strategies that target core learning objectives across all academic areas.	2 - Emerging

d. Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles.	3 - Implementing
e. Instructional strategies are designed to promote authentic learning to impact levels of student engagement.	4 - Sustaining
f. Instructional practices are intentionally designed to validate and affirm the culture of students.	4 - Sustaining
g. Staff receive explicit feedback on instructional practices on an ongoing basis.	3 - Implementing

Strengths

Staff understand the importance of instruction that affirms students' culture and make effective efforts to do so. One example stated and seen was in an English class, "We study examples of heroic figures in a variety of texts, and students can weigh in on whether or not they consider them to be "heroes." Texts include biographies of Nelson Mandela and Malala Yousafzai, a Pakistani cartoon about the "Burka Avenger," a Hawkeye comic, and a short story about a girl living on the African plains. We also look at heroes in literary classics through a culture studies lens, examining what their respective cultures found heroic about Beowulf and Odysseus, and students are asked to evaluate whether those characters are heroic in their eyes.

Opportunities for Improvement

Adopting and implementing rigorous curricula, and supporting it with a clear lesson internalization process, is necessary for significant improvement in this area.

While numerous strategies effectively improve teachers' skills, live coaching is an untapped vehicle to improve instruction.

Recommended Next Steps

1. Adopt curricula for all subjects. The time currently spent aligning classes and grade levels can shift to analyzing student performance (both work and data) and teachers planning how to improve student performance.
2. Commit to a specific process for lesson internalization. [Instructional Partners has a Lesson Internalization document for math.](#) The national KIPP Foundation shares a [Lesson Internalization Guide](#) for content teams. Deans for Impact has a [Lesson Internalization Protocol and Template.](#)
3. Leadership should observe schools using live coaching. Work with a consultant/coach to gain the skill themselves and implement it to grow teachers. Live coaching is arguably the fastest way to grow teachers' efficacy and could be a critical tool in your approach to growing staff skills.

INDICATOR 4.3

For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options?	Exceeds Standard
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Data/Artifacts Reviewed
3-year graduation plan, high-ability enrollment demographic data, bell schedule, early college demographic data, early college kick-off presentation, IECP student expectations agreement, Indiana Core College planning document, sample course map, college visit schedule, College Matters grant documents, freshmen resources, junior resources, Pathways documents, senior resources, sophomore resources, Urban College Acceleration Network documents, ICS student withdrawal and mobility form
Summary of Findings
<p>4.3 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 that align with their interests.</p> <p>The school has AP classes and dual enrollment courses. There are college visits each semester, and students from all grades attend a college visit each semester.</p> <p>There is an SAT prep class.</p> <p>The school makes efforts to ensure diversity within the most rigorous courses. There are no requirements to enroll in an AP class. The “high ability” program can be requested by teachers or parents. Any student is allowed to take dual credit or honors courses. The college advisor works to discuss how college admittance will work for underclassmen who say they aren’t interested in college in case they change their minds.</p>
<p>4.3 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>The advisory period provides counseling and happens four days a week. Colleges come to speak to advisories, as well as trades and career options. Next week the Electricians Union is coming to speak to students. Seniors have a checklist of tasks that they must move through throughout the year.</p> <p>The school recently began using Naviance, and will be integral to continued progress.</p>
<p>4.3 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>In addition to the visits and trips mentioned above, the school provides many extracurriculars, most notably, a trip to Thailand which students earn through working at Colts games.</p>

Other activities include prom committee, Dungeons and Dragons club, movie club, gamer club, crafting club, art club, LGBTQ True Colors, student government, football, volleyball, baseball, softball, cheer, and basketball

4.3 d) The school offers a range of pathways that allow all students to meet or exceed Indiana Core 40 graduation requirements.

Multiple options are available to meet and exceed the Core 40 graduation requirements. The school works to retain students and has students previously expelled re-enroll the following semester.

In the Class of 2023, 85% received a Core 40 diploma. 14% the Core 40 AH, and 1% a general diploma.

Rubric Rating

<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 with their interests.</p>	<p>4 - Sustaining</p>
<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>3 - Implementing</p>
<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>4 - Sustaining</p>
<p>d. The school offers a range of pathways that allow all students to meet or exceed Indiana Core 40 graduation requirements.</p>	<p>4 - Sustaining</p>

Strengths

There is clear evidence throughout the school of a college-going culture. The trips abroad are phenomenal opportunities, not only because of the incredible experience of the trip itself but because of the work and effort students put into “earning” the trip.

Opportunities for Improvement

1. Evidence suggests, and the college advisor acknowledged, that colleges in Indiana are prioritized for students. This is reasonable, but more attention should be given to veridically answering the question, which colleges are our students most likely to graduate from? To a certain extent, this is likely to be colleges in Indiana. However, it may exclude very good options for students, such as Berea College in Kentucky, which is designed for students coming from a low-income background and has strong graduation rates.
2. There is no data available about students' post-graduation success. Questions a high school should be able to answer to measure its ultimate success include:
 - What percent of students who enroll in a 4-year college graduate within six years of enrollment?
 - What percent of students who enroll in 2-year college graduate within three years?
 - Post-graduation, what percent of students are meeting our school-specific measures of success? These may include achieving a certain income level, insurance, benefits, or just “dream” attainment.
3. Add student clubs to help support students of color. These could include a Black student union or activities of particular cultural significance, such as a step team, drumline, or Mexican folk dance team. Of course, these clubs are open to all students, but they will ensure club offerings don't cater to any one particular culture.

Recommended Next Steps

The school's college-going supports have the opportunity to truly differentiate it from other schools that families have access to. The school should fully commit to a to-and-through culture.

The college advisor is doing well and will gain from finding best practices implemented by charter schools across the country that are experiencing success in getting students to and through college. Budget for trips to appropriate conventions and excellent school visits.

INDICATOR 4.4

Does the school effectively use learning standards and assessments to inform and improve instruction?	Meets Standard
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Data/Artifacts Reviewed
Assessment data, list of at-risk students, core learning objective pacing guides, Bullseye Glows and Grows comments, examples of professional development documents, syllabi from PLC data meetings, vertical articulation instructions
Summary of Findings
<p>4.4 a) Assessments align with learning standards.</p> <p>The school has an IPA Core Learning Outcomes document that states an objective, state standard, a student/parent version of the standard, and core vocabulary.</p> <p>To receive a 4 in this area, there needs to be a stronger alignment of the assessments to these learning standards.</p>
<p>4.4 b) Assessments utilized are varied to support a wide range of student learning styles and abilities.</p> <p>Teachers were able to share examples of adapting assessments to various learning styles: “I have students who have to take my exams on the computer, I have students that have to take it written, I have students who can only take it, you know, half of it at time. Students who cannot do the written portions.”</p> <p>Another shared, “The speech class—students have stage fright. She was working with ones with 504s who have anxiety, and they can record their speech instead.”</p>
<p>4.4 c) Assessments utilized provide student-level data focused on growth and proficiency.</p> <p>The Virtual Data Room is a spreadsheet that compiles students' results and major, state-required assessments and the PSAT. It does not contain any formative assessments.</p> <p>Major assessments, such as AP tests and SAT, are utilized to examine growth and proficiency, but there is insufficient evidence of this happening at the classroom level. There is a reliance on the relatively small size of the school and the small class sizes, which does not replace clear data on growth and proficiency. One teacher said, “We’re small enough like we just have two teachers teach English 9. We don’t have the same taste in literature, so we don’t use the same assessment. We keep it aligned and focused on skills.”</p>
<p>4.4 d) Assessments are administered with sufficient frequency, and results are provided in a timely manner.</p>

While the school administers assessments at regular intervals, a significant challenge arises because these assessments are predominantly teacher-created. The frequency with which assessments are conducted is sufficient, as it allows for continuous monitoring of student progress and timely interventions. However, the integrity of the assessment results is a concern, as the reliability and validity of teacher-generated assessments may vary. The school must consider adopting a more standardized and objective approach to assessments, which can ensure greater consistency, fairness, and accuracy in evaluating student performance. This shift would not only enhance the credibility of the assessment process but also provide a more robust foundation for data-driven decision-making and educational improvement.

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

While there is some evidence that this happens at the yearly level with the major assessments, teachers were unable to share examples of looking at student performance data by subgroup. One teacher said, “Yes, I think the admin team does that, but teachers don’t know. We normally don’t compare a student group to assessment scores. That would be good to do, though. That would be interesting.”

Data was shared that tracked equity within the “high ability” program. A similar approach to student mastery is necessary.

Rubric Rating	
a. Assessments utilized are well aligned to learning standards.	3 - Implementing
b. Assessments utilized are varied to support a wide range of student learning styles and abilities.	4 - Sustaining
c. Assessments utilized provide student-level data focused on growth and proficiency.	2 - Emerging
d. Assessments are administered with sufficient frequency, and results are provided in a timely manner.	4 - Sustaining
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.	3 - Implementing
Strengths	

The school demonstrates a notable strength in its approach to various assessments, which are thoughtfully designed to cater to a diverse range of student learning styles and abilities. Two exemplary practices are illustrative examples of this commitment:

First, the school recognizes the varied needs of its students and addresses them proactively. For instance, in assessments, accommodations are provided for students with diverse learning styles and abilities. Whether it's offering the option for students to take exams on a computer, providing written versions, permitting students to complete assessments in segments, or allowing alternatives to written portions, the school ensures that every student can effectively demonstrate their knowledge and skills. This inclusive approach not only promotes accessibility but also acknowledges the individuality of each student's learning experience.

Secondly, in the speech class, the school has been particularly responsive to the unique challenges that some students face. The teacher has created a supportive environment for students with 504 plans who experience anxiety and stage fright. These students are allowed to record their speeches as an alternative to live presentations, allowing them to demonstrate their mastery of the material while accommodating their specific needs. This personalized approach in the speech class exemplifies the school's commitment to ensuring that students, regardless of their learning styles and challenges, have an equitable opportunity to succeed.

Opportunities for Improvement

There is a need for aligned interim tests that are not created by teachers. While teacher-created assessments serve a purpose, they may not consistently align with the state-required SAT performance standards, which are a critical benchmark for both state accountability and college admissions. To bridge this gap, it is essential to introduce standardized interim tests that are meticulously designed to align with the content, format, and rigor of the SAT.

These assessments should not only measure students' subject-specific knowledge but also assess their test-taking skills and readiness for the SAT, as these are vital components of college readiness. By incorporating SAT-aligned interim tests into the school's assessment framework, educators can better track student progress and predict their performance on this crucial state-mandated assessment and, by extension, their readiness for higher education.

Moreover, because colleges heavily consider SAT scores during the admissions process, these aligned interim tests become invaluable tools for preparing students for their future academic pursuits. They not only offer students the opportunity to become more familiar with the format and expectations of the SAT but also empower educators with data that can inform instructional adjustments to better support students in achieving their college aspirations. In essence, these standardized interim tests become a pivotal link between the school's educational goals, state requirements, and the broader ambitions of its students.

Recommended Next Steps

To address the need for aligned interim tests, which are essential for improving student preparedness for the state-required SAT and college admissions, steps could be:

- **Assessment Selection:** Identify or create SAT-aligned interim tests or assessments that match the format, structure, and difficulty level of the SAT. Consider partnering with established test developers or organizations specializing in standardized assessments to ensure the quality and reliability of these tests.
- **Pilot Testing:** Begin a pilot program to introduce these standardized interim tests into classrooms, gathering feedback from teachers and students to refine and improve the assessments over time.
- **Professional Development:** Offer professional development opportunities to educators to help them effectively implement these assessments into their teaching practices. This should include training on how to analyze the results and adjust instruction accordingly.
- **Data Analysis:** Establish a robust system for collecting, analyzing, and interpreting the data generated by the standardized interim tests. Use this data to identify trends and areas where students may need additional support.
- **Student Preparation:** Develop support programs or workshops to help students become more familiar with the SAT format, expectations, and strategies for success. These initiatives can help alleviate test anxiety and boost student confidence.
- **Assessment Schedule:** Implement a clear schedule for when these interim tests will be administered, ensuring that they align with students' academic progress and the timing of the state-required SAT.
- **Continuous Improvement:** Regularly review and refine the standardized interim tests and related practices based on feedback, results, and changing educational needs. Adapt the assessments to stay current with evolving college admission requirements.

By taking these steps, the school can effectively address the need for aligned interim tests, helping students better prepare for the SAT, college admissions, and overall success in their higher education pursuits.

INDICATOR 4.5

Has the school developed adequate human resource systems and deployed its staff effectively?	Meets Standard
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Data/Artifacts Reviewed
Master schedule, bell schedule, organizational chart, new student orientation presentation, school calendar, employee handbook, substitute handbook, ICS belief statements, employee spreadsheet, new hire process documents, observation data, professional development documents, performance management documents, survey data, vertical articulation instructions
Summary of Findings
<p>4.5 a) A standard recruitment/ hiring policy and procedure process is in place and is designed to ensure human resources are leveraged to reflect the needs of the school population.</p> <p>The central office posts positions and vets applicants before passing them on to the school principal. An administration team interviews the applicant. There may be a second interview.</p> <p>Sample lessons are not a required part of the process and are rarely used.</p>
<p>4.5 b) Hiring processes are well organized and used to support the success of new staff members.</p> <p>Staff agreed the hiring process was well organized and prepared them for their roles. One teacher shared, "I felt very supported from the time I accepted my position. Admin and other veteran teachers were very helpful to make sure I was comfortable and ready to begin my new position." Another teacher shared, "The administration as well as individual teachers made me feel welcome and made themselves available for guidance and assistance."</p>
<p>4.5 c) Staffing levels adequately allow staff to maximize instructional time and capacity.</p> <p>Class sizes observed were relatively small, and large class sizes were never observed. There are plenty of staff members.</p>
<p>4.5 d) Faculty and staff are appropriately certified/sufficiently trained in areas to which they are assigned and possess the instructional proficiencies needed for the school population served.</p> <p>Staff are sufficiently certified. Greater training on goal setting and the use of student performance data is needed.</p>
<p>4.5 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.</p> <p>Staff feel the professional development is relevant and supportive. Examples of cultural relevancy were shared, including anti-bias training and how to make LGBTQ students feel welcomed.</p>

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

Staff could not give recent examples of professional development determined through student outcome data. The closest examples teachers could give included:

- “Before the mid-year exam last year, we had a session on using PSAT to make sure our final exams prepare students for the SAT. We did a round table for every department where they could see the other departments’ exams.”
- “We have the Panorama survey, but that’s focused on culture. I want to say they gave a PD on that.”

The school uses Exact Path from Edmentum. Students must spend 80 minutes a week (during advisory) in the platform on math and reading. However, no examples of using this data for teachers to adjust their instruction were shared.

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

Teachers share that the process is clear and explicit. 9 out of 9 staff members agreed or strongly agreed with this statement.

However, the evaluation process lacks a student performance component, and staff were unable to articulate any goals they have related to student performance. One teacher shared, “We were encouraged to set goals this year. They look at areas that we’re struggling and they encourage you to set goals in those areas. Two of those goals would help improve student outcomes. Mine was, I’m going to push myself to provide high-quality feedback on at least two assessments in my dual credit class in a feedback tracker.” However, that example is not a student outcome goal.

Another teacher shared, “My goal is that if a student’s grades slip below passing, then we look at their missing work and have a check-in with the student bi-weekly.” This is not a student outcome goal but rather a basic expectation and the minimum any teacher should do.

II. PERFORMANCE MANAGEMENT

Each staff member will meet with their supervisor a minimum of three times per school year for performance management: goal setting, interim review, and final review/scoring. Additional meetings may occur as needed.

Goal setting should include a minimum of three goals aligned to the school's mission and the staff member's individual role and areas of growth. The staff member should have a significant influence on establishing his/her goals, with suggestions for wording or revisions provided by their supervisor.

- ~~All staff members should have at least one goal aligned to The Irvington Way.~~
- All instructional staff members should have at least ~~one~~ TWO goals aligned to increased student achievement.
- All certified teaching staff should have at least one goal aligned to the TAP rubric.

Goals should be measurable and attainable, and should have clear expectations for how the goal will be achieved and measured on a 5-point scale.

- 1 = Does not meet expectations
- 2 = Approaching expectations
- 3 = Meeting expectations
- 4 = Slightly above expectations
- 5 = Exceeded expectations

End-of-year weighting for final score:

50% (40%?) TAP evaluations

20% Irvington Way

30% (40%?) Performance goals

The administration shared this document, which states, "All instructional staff members should have at least TWO goals aligned to increased student achievement." Still, staff were mostly unaware of this, and none were able to give a student performance goal. (Highlights and strikeouts were in the document.)

Formal Evaluation Summary

Teacher Observed:	Date of Post-Conference:
Area of Reinforcement <ul style="list-style-type: none"> • Reflective Questions • Evidence • Resources/Suggestions • "How does _____ impact student achievement?" 	
Area of Refinement <ul style="list-style-type: none"> • Reflective Questions • Evidence • Resources/Suggestions • "How does _____ impact student achievement?" 	
Summary & Conclusion <ul style="list-style-type: none"> • Revised Area of Reinforcement • "What is something positive we spoke about today in regards to this lesson?" 	

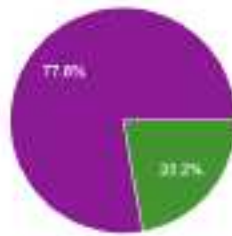
Formal Evaluation Summary Document.

Rubric Rating	
a. A standard recruitment/ hiring policy and procedure process is in place and is designed to ensure human resources are leveraged to reflect the needs of the school population.	3 - Implementing
b. Hiring processes are well organized and used to support the success of new staff members.	4 - Sustaining
c. Staffing levels adequately allow staff to maximize instructional time and capacity.	4 - Sustaining

<p>d. Faculty and staff are appropriately certified/sufficiently trained in areas to which they are assigned and possess the instructional proficiencies needed for the school population served.</p>	<p>4 - Sustaining</p>
<p>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.</p>	<p>4 - Sustaining</p>
<p>f. Professional learning opportunities are determined through analyses of student outcome data and clearly linked to strategic objectives and school improvement goals.</p>	<p>2 - Emerging</p>
<p>g. The teacher evaluation process is explicit and regularly implemented with a clear process and criteria.</p>	<p>2 - Emerging</p>
<p style="text-align: center;">Strengths</p>	
<p>The school is well staffed with a team that enjoys being a part of the school community and is willing to word hard. This was evident in the teacher panels and the survey completed as part of the review.</p>	

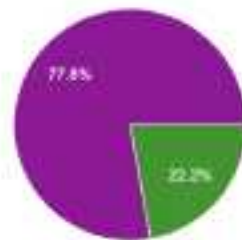
Q03 - I have the opportunity to do what I do best every day.

9 responses



Q01 - I know what is expected of me at work.

9 responses



Q05 - My supervisor, or someone at work, seems to care about me as a person.

9 responses



Opportunities for Improvement

1. Sample teaching should be a required component of the hiring process. Sample teaching is not required.
2. Each staff member should have goals on student performance (or a more rigorous standard, is that all staff have goals focused on student performance and growth). Meeting these goals should be the most significant part of the evaluation process. Staff were unable to articulate any academic goals. In addition to the quotes shared above in 4.5.g, examples teachers shared that demonstrate the need for clear goal-setting expectations and criteria include:

Regarding academic student outcome goals..."No one has told me any goals that that. We have our own personal goals. I tell my whole class, all of you can pass if you follow along with me. A student who comes here and sleeps through most of the class, but you can pass my exams, you'll pass. But if you're a struggler, and you do all of the assignment to your best ability, you

can fail my exam, but you can still pass my class because of the work you've done. It will give everyone some incentives to stay engaged and move with me. Because everyone can't get an A, but everyone can pass."

Another teacher shared, "One of my personal goals is to talk to two students every week who are failing my class. Emailing them, getting ahold of them, sitting down, having conversations with them, talking with them. That's just one of my goals." This is not a goal. It is a basic expectation of any teacher.

Another teacher said, "One of mine is keeping track of who has missing assignments. So I'm bringing them over in my class, 'I notice that you're missing these. What's up? Is there a way I can help you with these?' Making sure I'm advocating for them." Here too, this is not a goal, but a basic expectation of all teachers.

Recommended Next Steps

1. Require applicants to teach a lesson in front of your students. If the applicant is from out of state, pay for their travel to do the sample lesson. Require an effective lesson plan to be provided for the lesson they teach. Provide them ample feedback on the lesson and require the applicant to reteach the lesson implementing the feedback provided.
2. Provide professional development that addresses instructional needs demonstrated in student achievement data. For example, recent exit tickets across grade levels show that identifying the author's purpose is a skill students are underperforming. Provide professional development where teacher learn how to teach this well and then practice teaching it in front of their peers. Then, use common assessments not created by the teachers to assess new levels of mastery of this skill.
3. See the suggested next steps at the end of the report regarding goal setting.

INDICATOR 4.6

Is the school’s mission clearly understood by all stakeholders?	Meets Standard
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Data/Artifacts Reviewed

Interviews of admin, staff, and students, Panorama Action Steps Spring 2023, IPA Panorama Spring 2023 Parent Survey, Back to School PD Week Schedule, ICS BTS Staff Orientation Week 23-24, IPA Employee Handbook, reviewer’s “Irvington Community Schools Staff Survey”, school website, Community Service activities, Partnerships to service students & families, ICS Mission Statement, ICS Believe Statement, DEI (Diversity, Equity, & Inclusion Statement), school walkthrough

Summary of Findings

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

Irvington Preparatory Academy (IPA)’s admin and staff demonstrate a clear understanding of Irvington Community Schools’ Mission to:

- *Provide a small, safe learning community where respectful behaviors are modeled and expected.*
- *Offer a college-prep, career-readiness curriculum that focuses on developing a strong work ethic and creative thinking.*
- *Prepare all students for post-secondary success.*
- *Develop responsible citizens through involvement in service learning and community engagement for the betterment of local and global communities.*

IPA presents strong evidence of procedures in place for assessing stakeholder’s perceptions, knowledge, and commitment to the intentions of the school’s mission. The school’s use of a Panorama Parent survey in conjunction with “Teaching Leadership” (staff) and student preferences surveys sent out over the past year demonstrates the evaluation of staff, student, and family experiences and perspectives. IPA demonstrates responsiveness to parent feedback via “Panorama Action Steps Spring 2023” document, outlining planned “next steps”/responses to areas of reported concern/challenge. Additional procedures in place for assessing parent perceptions were evident in Advisory teachers’ weekly communication with parents via phone/email/text message to share information related to student grades/academics, behaviors, and missing assignments, providing regular opportunities for families to connect with the school regarding student and family support.

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

Advisory teachers at IPA reportedly make weekly parent contacts via Google Voice numbers, phone calls, 1:1 communication in meetings (noted as the most effective and prioritized contact method), PowerSchool, and Swift K12 (School-based communication system). Talk-to-text Google Translate is reportedly utilized by staff to check in with ML students regarding basic understanding in the classroom environment, with additional support provided by bilingual staff to support connection with the school and ML families. Some evidence of family engagement activities, primarily related to service projects related to the “TOP” SEL curriculum, was identified. Community relationships were identified as a

primary point of connection for the school in establishing meaningful partnerships with families (e.g., McKinney Vento services, Center for Leadership Development, Irvington Community Council, Local library partnership, How Alumni Association, Project Search, Teen Works, Keep Indianapolis beautiful, INDY Go bus passes). Additional procedures in place for establishing meaningful partnerships with all families were observed in IPA's practice of assigning a specific Advisory teacher to each student for the duration of the student's academic experience at the school. One Junior interviewed stated, "I like having the same advisory teacher because when you come in as a freshman, you're a baby and growing into an adult, and your advisory teacher knows you and knows how to support you."

Rubric Rating

<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>4 - Sustaining</p>
<p>b. Procedures are in place for establishing meaningful partnerships with all families and community stakeholders to support the school's mission.</p>	<p>3 - Implementing</p>

Strengths

- The Panorama Action Steps Spring 2023 document demonstrates an analysis of survey data & responsiveness to student, parent, and staff feedback via established "next steps"
- Results of the school's Panorama Spring 2023 Parent Survey demonstrated >70% favorable responses in the following:
 - *How rigorous is the coursework provided to your student? (97%)*
 - *How much does the school value the diversity of students' backgrounds? (73%)*
 - *Given your child's cultural background, how good a fit is his/her school? (81%)*
 - *How would you rate the level of communication you receive from the school? (71%)*
 - *Overall, how likely are you to recommend this school to others? (81%)*
 - *How likely are you to return next year? (92%)*
- Teacher statements provided in the reviewer's "Irvington Community Schools Staff Survey" consisted of the following:
 - "Admin trusts us to do our jobs and do it correctly. They are not adding to our plate with unnecessary tasks. Everything extra that is assigned serves a specific purpose."
 - "Leadership and administration are always receptive to questions, comments, and concerns we express to them."
 - "The administration gives clear expectations."
 - "Our in-house professional development meetings provide opportunities to grow, and our leadership and administration are supportive of efforts to receive outside training."

Opportunities for Improvement

- Results of the school's Panorama Spring 2023 Parent Survey demonstrated <60% favorable responses in the following:
 - *How would you rate the effectiveness of school leadership in creating a learning environment that meets the needs of all students? (58%)*
 - *How well do the activities offered at your student's school match his/her interests? (52%)*
 - *How well do you feel your child's school is preparing him/her for the next academic year? (52%)*
 - *How would you rate the school's ability to create a welcoming atmosphere for parents? (57%)*

Recommended Next Steps

- Attendance was noted as an area of concern (e.g., 85-92% average). It is recommended that IPA increase school-centered Family Engagement Activities focused on student academics to improve family understanding of their role as stakeholders in the school's mission to support their students.
- Student apathy and lack of motivation/effort were noted as an area of concern across admin and teacher interviews. Early conversations and planning steps with Advisory teachers (Freshman-Sophomore years) should prioritize supporting students to identify interests/areas of motivation and work to research career and post-secondary educational opportunities pertaining to areas of skill and preference. Focus on the *why* early on to improve student autonomy in academic endeavors. Additional recommendations in this area include prioritizing PD centered on facilitating student motivation.
 - A related article can be found here:
https://selfdeterminationtheory.org/wp-content/uploads/2020/04/2020_RyanDeci_CEP_PrePrint.pdf

INDICATOR 4.7

Is the school climate responsive to the needs of students, staff, and families?	Approaching Standard
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Data/Artifacts Reviewed
Interviews of admin, staff, and students, reviewer’s “Irvington Community Schools Staff Survey”, IPA Panorama Spring 2023 Parent Survey, “Behavior Net” Excel document, EOY Discipline Data & Proportionality document, ICS Discipline Matrix, Student Behavior Contract, High Ability Plan Overview, HA Flow Chart, ICS School Social Worker, Irvington School Counseling Info, school website, classroom observations, school walkthrough
Summary of Findings
<p>4.7 a) A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity.</p> <p>Evidence of IPA’s academic framework was observed in the school’s adopted math curricula (e.g., Savvas enVision) and teacher lesson planning using core learning objectives and curriculum maps. Staff stated the school’s approach to academics to be “teacher-driven, teacher-determined” in contexts of alignment with state standards via articulation and data meetings. Except for math and SEL areas, no core curriculum has been established. IPA’s social-emotional framework was determined to be strong, supported by an established curriculum (e.g., TOP), with evidence of implementation. The process of referring a student for social-emotional support specific to working with a community therapist was described, and a school contact person was determined to be established. Food donation and McKinney Vento services are provided to families in need, with support for housing needs provided by the school’s social workers. Evidence of the school’s behavioral framework was identified in the following: “Behavior Net” Excel document (e.g., providing information on each student to track data), Incident Notes with corresponding Points System (e.g., School’s handout describing ten levels; support changes based on the levels), Restorative Practices (e.g., no evidence of forms but anecdotal evidence cited in staff & student interviews), the reward system in place for behavior & attendance (e.g., quarterly brunch for perfect attendance with prizes, food, and activities, “Raven’s Raffle” - 5 drawn every week from tickets that teachers hand out to students for doing “anything good” with food-related rewards).</p> <p>4.7 b) Culturally responsive and evidence-based interventions are explicitly identified and implemented throughout the school to support the needs of students.</p> <p>IPA has adopted the Wyman Center’s “TOP” (Teen Outreach Project) curriculum to support students’ SEL needs. TOP facilitators reportedly have access to the programming and push this information out to advisory teachers. The focus of the program is “building community skills through community service projects.” Evidence of implementation of this curriculum was identified in student & school service projects (e.g., fundraisers, creating signs to advertise for events, and plans for the “Big Brother” program with neighboring elementary schools). Culturally responsive and evidence-based interventions were explicitly identified in the school’s use of a Points System for negative behaviors and a rewards system for positive behaviors. The school’s Discipline Matrix document outlines Leveled Infractions with a description of offense(e) and progressive responses. Additional responsiveness was observed in the</p>

school's weekly communications with families regarding academics and behaviors. Academic responsiveness via evidence-based interventions was considerably sparse compared to those observed in the school's behavioral and SEL-related interventions. While teachers across interviews uniformly shared experiences of support regarding materials they need for student instruction, the rigor of coursework and instruction varied significantly from class to class. Students interviewed across grade levels expressed the common sentiment: "It depends on the teacher." Rigorously researched and thoroughly vetted curricula were found to be lacking in core subjects.

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

Evidence of explicit procedures communicated by IPA administration to staff to facilitate the development of strong, positive relationships between adults and students was observed in the following:

- An established system of regular communication between Advisory teachers and families with clearly defined timeliness of response to family concerns
- Community partnerships supportive of student and family needs
- An established behavior management plan concerning restorative practices, leveled infractions with corresponding descriptions of progressive responses, and a rewards/incentives program for positive behaviors and attendance.
- A wide variety of clubs offered to students (e.g., D&D, prom, crochet, art, "True Colors" LGBTQ, crafting, movie) with select sports offerings (e.g., volleyball, baseball, basketball, cheer, football)
- MTSS & High Ability Plans & supports demonstrate explicit procedures in place supportive of students across a broad spectrum of ability & performance levels
- Expectations related to Edmentum/Exact Path software are clearly defined: Students performing below grade level are required to complete 80 minutes (40 in math & 40 in reaching) during the advisory period
- For students with grades that fall below "passing" (No longer a D; now considered below a C), the expectation is parent contact made by subject area teacher and 1:1 conferences held "at least biweekly" to improve academics to at or above 70% to improve mastery & GPA

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

IPA demonstrates procedures in place for assessing staff, student, and family perspectives to ensure a sense of connectedness and engagement with the school via survey use, community partnerships to support student and family needs and barriers to education, PBIS-related "Raven of the Week" Nominations, and weekly communication made by Advisory teachers with families related to student academics, behaviors, and missing assignments.

Rubric Rating	
<p>a. A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity.</p>	<p>3 - Implementing</p>

<p>b. Culturally responsive and evidence-based interventions are explicitly identified and implemented throughout the school to support the needs of students.</p>	<p>2 - Emerging</p>
<p>c. Explicit procedures for facilitating the development of strong, positive relationships between adults and students are clearly communicated to and implemented by all staff.</p>	<p>3 - Implementing</p>
<p>d. Procedures are in place for assessing staff, student, and family perspectives to ensure a sense of connectedness and engagement with the school.</p>	<p>3 - Implementing</p>

Strengths

Irvington Preparatory Academy presents the following strengths associated with this indicator:

- IPA prioritizes meaningful student-driven, community improvement projects. Students, staff, and admin provided specific examples of activities aligning with the school’s mission. One fundraiser cited by staff was held in the school’s parking lot for participants to bring animal supplies or pay \$5 to play games to participate in a raffle. Students reached out to different community restaurants for goodie baskets & prizes (e.g., Black Sheep goodie bag, \$100 gift card for tattoo shop participants over age 18). Teachers summarized one of the intended lessons of community service projects: *“Even if you don’t have enough money to help, you can utilize community partnerships and make relationships to support help efforts to make a difference.”*
- IPA demonstrates academic strengths in offering AP & dual enrollment courses, SAT prep classes, and college visits for students. In addition, college counselors work with students to prepare college applications, with seniors responsible for the completion of a related checklist throughout the school year.
- The following statements were observed in the “Open Response” section of the Panorama Spring 2023 Parent Survey:
 - “I love the small school feel and the small community. Knowing a lot of the same students and families since kindergarten.”
 - “Close to home, familiarity”
 - “To my knowledge it’s a safe school for my child”

Teacher statements about Academics/Behavior/Social-Emotional Learning as well as school experience as staff according to the reviewer’s “Irvington Community Schools Staff Survey” consisted of the following:

- Q: What is the school doing well this year?
 - A: “The school is doing a great job of trying to remove unnecessary barriers that would hinder students from receiving their education.
 - A: “The staff at this school is amazingly supportive. I have dealt with multiple struggles personally and health-wise that other teachers and admin have been extremely

supportive of. Our school culture is very welcoming, and we form real friendships with the other teachers here. It is a truly special place to work, and I cannot imagine going anywhere else after working here.”

- A: “I have everything I need to deliver the curriculum effectively and am confident that if I needed something, the leadership team would work to make sure I had it.”
- A: “TOP for social/emotional learning is going really well with my advisory. I like our new late work policy and No D’s, although it’s taking the students a little while to adjust. Emphasizing those skills + early college classes is exciting.”
- Q. Our school has a multi-tiered framework to support the social-emotional needs of students and is implemented with fidelity.
 - A: “I believe the TOP program has really met the social-emotional needs of all students equally.”
 - A: “Advisory, TOP, counseling/therapy/social work team.”
 - A: “The counseling and behavior teams coach students with specific behavioral needs. Our social worker helps students with socioeconomic needs that can lead to behavioral issues.”
- Q: Instructional staff: How do you differentiate your instruction based on formative assessments?
 - A: “If 70% or more students mastered the objectives, we move on to new material as a class and students who did not master the materials are encouraged to come to office hours to review/relearn the objectives and take a retest. If fewer than 70% of students pass, the class reviews/relearns the objectives and takes a retest before moving on to new materials.”
 - A: “I attempt to spiral my curriculum so that we practice our skills with increasingly less scaffolding, but I can always bring back those scaffolds for students who are struggling or give an extra challenge to students who have mastered the skills by pushing them to add additional examples or giving them a higher-level text.”
 - A: “Often formative assessments will help me to decide on future pacing. For example, if students seem to be struggling with what I thought should have been a “simple” task, that is a good cue for me to try to either slow the pacing down or make sure I revisit that topic in a future class.”
- Q: “Our school has a multi-tiered framework to support the academic needs of students and is implemented with fidelity.”
 - A: “All teachers are required to have “office hours” from 3:45 to 4:30 pm on Tuesdays and Thursdays for students to come get extra help. The resource room provided extra coaching for students with specific academic needs.”
 - “Instruction focuses on subject-specific Core Learning Outcomes designated by teachers of that subject. Instructors with the same classes collaborate frequently, sharing lesson plans, materials, and assessments.”
- Q: One procedure I use to build connectedness with students and families is...
 - A: “We are required to text the parents of our advisory students on a weekly basis about their grades, missing assignments, and behavior.”
 - A: “Choosing texts and materials that students can engage with and having the support of the families in using those texts/materials.”

These statements of feedback demonstrate academic responsiveness to student learning.

Opportunities for Improvement

- IPA demonstrates strengths regarding the school's college-prep culture (e.g., dual enrollment & AP course offerings, SAT prep class, college advisor assistance with applications, senior checklist); however, no official support has been established for students post-graduation.
- Results of the school's Panorama Spring 2023 Parent Survey demonstrated <60% favorable responses in the following:
 - *Overall, how would you rate the quality of instructional materials used by your student? (58%)*
 - *How would you rate the services provided to students with exceptional needs? (59%)*
 - *How well do the teaching styles of your student's teachers match your student's learning style? (58%)*

The following statements were observed in the "Open Response" sections of the Panorama Spring 2023 Parent Survey and Teacher statements according to the reviewer's "Irvington Community Schools Staff Survey":

- On Academic responsiveness (*Parent feedback):
 - "You need to focus more on reading, WRITING, math, Real Science instead of what you have been teaching"
 - "She enjoys going to IPA but I feel like the teachers do not teach like they should. Some do, some don't. Help kids learn not just watch videos."
 - Q: What steps could our school take to improve?
 - A: "Many of her teachers do not follow her accommodations. Also, many of her teachers do not actually "teach", they have technology (edpuzzles, videos, etc) teach for them, spending most of their time on phones, sitting at their desks, etc."
 - A: "I would like to see some help for students that have C or below a C. The ones who are not understanding, not the ones who are just not doing the work. Projects to bring up grade. Someone to explain in a different way to help students to understand (get it)."
 - A: "Stop letting your teachers put their own opinions in their lessons as well as everyday issues."
- Pertaining to Academic responsiveness (*Teacher feedback):
 - Q: What skill or knowledge would you like to master that would lead to increased student learning?"
 - A: "I would like to be better at differentiation in my classroom."
 - A: "Our curriculum could be more rigorous."
 - Q: We have access to the materials we need to deliver the curriculum effectively.
 - A: "Teachers mostly create their own curriculum, but we are supported with access to licenses on TPT and other materials as needed."

Time spent aligning materials found on TPT with curriculum and state standards could be better spent in increasing the academic rigor of instruction.

- Q: Instructional staff: How do you differentiate your instruction based on formative assessments?
 - A: "I allow students to take their time on tests and test in a special room if needed."

This is not an academically responsive approach to differentiating instruction based on formative assessments.

- Q: Instructional staff: What is the biggest challenge the school currently faces?

- A: “Students’ skills are low (most of my students are reading way below grade level). Staffing is also tough so we’re spread thin covering for open positions, which makes it hard to support students as much as I’d like to.”

Staffing appears adequate in providing student support (re: student: teacher ratio in classrooms) - continue to work with teachers to improve confidence in and effectiveness of differentiated instruction for increased responsiveness to student needs during Tier 1 instruction.

- Pertaining to Academic responsiveness (*Parent feedback):
 - “Discipline does not seem to be uniform for all. My child has never been in trouble, but hearing from the student and other parents, discipline doesn’t seem equal amongst the kids.”
 - “Having the elder staff more involved and aware, as well as proactive in the drama or altercations and intervening and prevent such issues.”
 - “Not allow just anyone to attend...discipline issue students should not be allowed to disrupt the learning. Why was a student asked to leave last school...check records. Loved Irvington but lots of unnecessary drama this year.”
 - “Consistency with clear dress code, staff involvement in street side dismissal and prevention of fights by library- we’ve had to call IMPD twice on ipa student groups ready to fight.”
- Pertaining to Academic responsiveness (*Teacher feedback):
 - “I believe there is a lack of consistency in dealing with the behavioral needs of students in our school. Students from poverty tend to have more assistance (such as provided therapy). I think other students fall between the cracks and/or are given different consequences.”
- Pertaining to Social-Emotional Learning & post-secondary responsiveness (*Parent feedback):
 - “More opportunities for life skills, clubs, and focus on preparing to be an adult in the real world.”
- Pertaining to Social-Emotional Learning & post-secondary responsiveness (*Teacher feedback):
 - “I believe the TOP program has really met the social-emotional needs of all students equally.”

Recommended Next Steps

- IPA should adopt rigorously researched, thoroughly vetted curricula and implement them in all core subjects to improve the school's academic framework, increase culturally responsive and evidence-based interventions, and more effectively prepare students to succeed in current and post-secondary academic goals.
 - Less time spent working on aligning teacher-determined teaching materials with state standards means increased time for teachers to improve differentiation of instruction using evidence-based materials and supplementing lessons with expansion activities aligning with standards.
- Increase reward/incentive-based activities and events centered on academic achievement (e.g., Fun Friday activity, Honor Roll donuts day, monthly drawing for prizes)
- Continue to provide PD on differentiating Tier 1 instruction to improve teacher skills and confidence in this area. Many teachers expressed a need to "hire more staff"; however, during classroom observations, student-to-teacher ratios were considered adequate to meet the needs of students in the classroom.
- Increase family involvement in academic-related school activities via family engagement nights (e.g., PPT review of college prep tasks and materials with families w/ quizlet activity and related prizes)
- "The Irvington Way" outlines a way of conduct as a pathway to success both in the school setting and in any post-secondary educational or professional endeavor. IPA improvement efforts associated with this indicator should be centered on "Be Focused" (e.g., on my academic success, on my test preparation, on my career plans, on my personal best). Apathy related to student learning was reported as an area of concern by teachers about student and family efforts and perspectives. Continue to focus on improving student and family understanding of and alignment with current academic goals and post-secondary academic and career plans.
- Develop an official system of support for students post-graduation, including contact person and related responsibilities, a system of record keeping, and survey use to better align IPA's actions with the school's mission and values to improve student outcomes.

INDICATOR 4.8

Is ongoing communication with students and families clear and helpful?	Meets Standard
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Data/Artifacts Reviewed

Interviews of admin, staff, and students, including interview of ML staff, reviewer’s “Irvington Community Schools Staff Survey,” IPA Panorama Spring 2023 Parent Survey, Communication Expectations, school website, Community Service activities, Partnerships to service students & families, ICS Mission Statement, ICS Believe Statement, DEI (Diversity, Equity, & Inclusion Statement), Raven “Peek at the Week” messages sent via email

Summary of Findings

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

IPA utilizes the following systems of communication between the school and family members: 1:1 communication via in-person meetings (prioritized as the preferred method of communication whenever possible), phone calls, and text messages via Google Voice numbers, PowerSchool, Swift K12 (School-based communication system), email, “snail mail”, and via support of bilingual staff members for ML families. Per teacher, staff, and student interviews, parents and teachers regularly utilize at least one, or a combination, of the tools listed to communicate regarding student needs, concerns, school events/activities, and for scheduling purposes (e.g., conferences, IEP meetings, changes to regular schedule).

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

IPA administration has set clearly defined expectations on staff communication with families. Advisory teachers are responsible for weekly communication with families about student behaviors, grades, and missing assignments. Teachers are expected to respond to family concerns and communications within 24 hours, keeping records if not a written response. Subject area teachers are expected to reach out to families of students with grades below a C to discuss student academics and recommendations for improving grades. The staff interviewed expressed a clear and uniform understanding of expectations and shared positive implementation results.

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

There is evidence that IPA communicates in the home language of students to the best of their abilities. IPA reportedly utilizes bilingual staff members for regular communication with ML families. Additional supports cited in staff interviews include talk-to-text via Google Translate. Bilingual staff members provided anecdotal evidence of support in bridging the language gap between school and Spanish-speaking family members of ML students. The school’s designated TOR & primary TOS of ML students cited the following communication supports for ML students and families: translation support for staff as needed, forms translated on PowerSchool, bilingual support for scheduling parent conferences,

and securing interpreters for parent-teacher conferences. Raven “Peek at the Week” messages sent out to families via email are provided in English and Spanish.

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

Administrators and teachers spoke of using multiple methods for communication with families (e.g., in-person, phone calls, texts, email, school-based communication system, PowerSchool, via translation services, etc.) for best-practice support of family responsiveness and communication preferences. Quarterly progress reports are sent home to communicate student grades and attendance with families, with additional support for multiple absences provided by the school resource officer who checks in on students at their home following absences of 3 or more days. Before the officer’s visit, teachers reportedly provided information related to student grades, attendance, behaviors, and missing assignments to support the family’s understanding of the role of attendance in student achievement. Teachers meet with families in person for parent-teacher conferences and reportedly utilize translation services to support communication with bilingual families. Communication on community service events and family support provided via community partnerships were identified as areas of strength in the school’s efforts to promote family-school partnerships to meet the needs of a diverse set of families.

Rubric Rating

a. An active and ongoing system of communication between the school and family members in place.	3 - Implementing
b. Procedures for responding to the concerns of families are clearly defined and implemented by all school staff and validated by families.	3 - Implementing
c. Families are regularly informed in their native or home language of their student’s academic and behavioral strengths and areas of need.	3 - Implementing
d. The school’s communication methods are designed to promote family-school partnerships in ways that meet the needs of a diverse set of families.	4 - Sustaining

Strengths

Irvington Preparatory Academy presents the following strengths associated with this indicator:

- The following statements were observed in the “Open Response” section of the Panorama Spring 2023 Parent Survey:

- “I receive regular check-ins from my student’s Advisory teacher and I know that I can reach his other teachers any time I have an issue. I feel that my child’s needs as a high ability student are being met through AP & dual credit course offerings.”
- “I like that her home room teacher sends me a text each week to let me know how she is doing.”

In response to the reviewer’s “Irvington Community Schools Staff Survey”, the following was provided by teachers:

- Q: One procedure I use to build connectedness with students and families is...
 - A: “Reaching out and making calls for good things, not just poor behavior.”
 - A: “Peek at the week, the CEO weekly calls home, and phone blasts really increase the communication (I am also a parent of a student).”
 - A: “Contacting families on a regular basis with information on grades and school performance.”
 - A: “I typically contact the parents/guardians of my Advisory students every week.”
 - A: “The Raven Peek at the Week message goes out in e-mails every week. Our CEO also generally sends out a message every week.”
 - “Keeping the lines of communication open between myself and my students, reminding them I am happy to help and communicating with all of my advisory students’ parents/guardians via email or text every week.”
 - “Advisory teachers communicate with their advisory students’ parents every week, the principal sends out an informational email every week, and the CEO sends an informational voicemail every week.”
 - “Emailing my advisory parents weekly.”
 - “Our weekly Peek at the Week messages go out in English and Spanish to make sure our Hispanic population is well informed.”
 - “Peek@the Week, Weekly advisory contact, Automated phone & text messages”
- Q: An example of a concern that a family had and how we addressed it is...
 - “We had an emergency situation last year that resulted in a lockdown. Parents were not happy that their students were not allowed access to their cell phones during this time. We have adjusted AND made many improvements to our lockdown procedures. We have a committee that parents are encouraged to be a part of for this process.”
 - “Three siblings joined the school this year and their parents asked for a meeting with their teachers to get to know us. All of the three students’ 8 teachers met with the parents to discuss their expectations and concerns.”

IPA demonstrates strengths in clearly defined expectations pertaining to school/staff communication with families and strong evidence of regular and active implementation.

Opportunities for Improvement

- The following statements were observed in the “Open Response” sections of the Panorama Spring 2023 Parent Survey:
 - “Better communication from the teachers to the students. The teachers will have to have the assignments ready for the students in a timely manner and then grade them in a timely manner also.”
- In response to the reviewer’s “Irvington Community Schools Staff Survey”, the following statements were provided by teachers:

- Q: What is the biggest challenge the school currently faces?
 - A: “Communication and consistency”
- Admin and staff interviews noted challenge in communication consistency related to transient population stating, “This is a huge struggle for us”. Admin expressing difficulty in determining updated contact info for families and shared current strategy of saving student phone numbers when students reach out to the school from a new number to add to the school’s contacts.

Recommended Next Steps

Continue to utilize weekly family contacts as an opportunity to promote parent involvement pertaining to student attendance, academics, and mastery goals. Providing a subject-specific strategy to a parent weekly to support their student academically at home demonstrates responsiveness to both students and parents as stakeholders in the school’s mission for student success.

INDICATOR 4.9

Do the school's special education files demonstrate that it is in legal compliance and is implementing best practices?	Exceeds Standard
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Data/Artifacts Reviewed
Interviews of admin, staff, students, & Special Education TOR, reviewer's "Irvington Community Schools Staff Survey," IPA Panorama Spring 2023 Parent Survey, review of Special Education student files & IEP documents, discussion of differentiated instruction and push-in pull-out supports with teaching staff, classroom observations, school walkthrough
Summary of Findings
<p>4.9 a) Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs of the student.</p> <p>Upon in-depth review of 20% of IPA's IEPs, the following was identified:</p> <ul style="list-style-type: none">● Student goals were individualized based on individual student needs and aligned with identified area(s) of exceptionality. A wide variety of goals were observed, based on student needs, with the establishment of appropriate criteria for meeting goals supported by student-specific provisions/minutes.● Support for student services was appropriately varied (e.g., push-in/pull-out, 1:1, small group, speech/language therapy groups, reteaching in smaller settings) and well documented.● IEPs and student special education files were found to be well maintained via electronic record keeping. Each showed student progress on goals with necessary procedures followed.● IEPs supported individual needs for testing, including listing testing accommodations for each student identified.● Special Education files and IEPs contained the necessary paperwork required for folder compliance. <p>4.9 b) IEP plans include student-specific goals and plans for ongoing assessment of student progress.</p> <p>Upon in-depth review of 20% of IPA's IEPs, the following was determined:</p> <ul style="list-style-type: none">● Individualized and appropriate goals● Statements of student strengths, and sufficient evidence of student growth.● IEPs outlined methods for assessing student progress on goals.● Special Education instructional staff can access student IEPs via the IIEP online portal.● Email is sent to all students teachers asking for present levels information/teacher input <p>4.9 c) IEP goals are rigorous and based on state and national learning standards.</p> <p>Student goals reviewed in IEPs were based on grade-level standards and aligned with growth toward grade-level performance. Standards were specified in goal domains. Social-emotional and behavioral goals were well documented.</p>

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

IEP case conferences are held annually within compliance deadlines. Teacher input was evident in IEPs reviewed as related to student’s strengths, challenges, learning, peer/teacher relationships, homework and classwork completion, participation, behaviors, and progress monitoring data, with examples of data. Student progress and present levels were well documented with appropriate revisions and updates of goals observed. Teachers of Record (TOR) was established for students receiving Special Education services. Narratives of present levels were noted as strong and included information on content areas, work completion, and student effort.

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

Specially Designed Instruction (SDI) was readily identifiable during the IEP review. A wide variety of SDI was identified and determined appropriate, specific to student needs, and in alignment with goals. Various transition assessments were identified as supportive of student individual interests and needs in context of post-secondary goals.

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

Strengths

Irvington Preparatory Academy presents the following strengths associated with this indicator:

- IPA presents strengths in this indicator on PD support, reportedly provided every month by Irvington’s Special Education Director
- IPA utilizes the support of IAs to meet student minutes with tracking to ensure the provision of student services
- Student minutes/provisions were noted as predominately push-in to support student academics per LRE
- Teachers are reportedly provided a roster with student goals and accommodations (file on Google Drive with access only for their students)

Opportunities for Improvement

The following statements were observed in the “Open Response” sections of the Panorama Spring 2023 Parent Survey:

- Q: What steps could our school take to improve?
 - A: “Many of her teachers do not follow her accommodations. Also, many of her teachers do not actually “teach,” they have the technology (Edpuzzles, videos, etc) teach for them, spending most of their time on phones, sitting at their desks, etc.”

This parent statement is concerning as it relates to services IPA is legally bound to provide to students.

Recommended Next Steps

IPA administration and Special Education TORs should increase proactive communication with parents of students receiving Special Education services to discuss concerns of the survey statement. Follow-up communication is recommended with IPA teaching staff on the school’s legal responsibility to provide classroom/daily and testing accommodations to students, as listed in their IEP.

INDICATOR 4.10

Is the school implementing best practices related to access and services to students with limited English proficiency?	Exceeds Standard
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Data/Artifacts Reviewed
Interviews of admin, staff, and students & ML TOR, reviewer's "Irvington Community Schools Staff Survey", IPA Panorama Spring 2023 Parent Survey, MLL files, ILP documents, Home Language Surveys, Family letters, WIDA Screener & WIDA Screener Score Reports, WIDA Can-DO's document, MLL-related communication examples, enrollment process information, electronic documents shared by Regional ML Director
Summary of Findings
4.10 a) Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the provision of services for ELL students.* IPA staff demonstrate understanding and implementation of the communication processes and procedures of effective enrollment and organization of ML students, electronic documentation for regular and reliable access to ML student information including proficiency information and related classroom, state, and district testing accommodation, PD and coaching opportunities supported by ML TOR related to using visuals, graphics, use of strategic grouping to support students, and high expectations for ML student growth. IPA's principal's weekly memo reportedly contains a "little tip" generated by ML TOR related to supporting ML students in the general education setting.
4.10 b) Staff have a knowledge of the language acquisition process and the skill sets needed to differentiate instructional strategies to meet the needs of ELL students. IPA staff demonstrate knowledge of the language acquisition process and the skill sets needed to differentiate instructional strategies to meet the needs of ML students as determined by interviews and artifact review. ILP documents demonstrated an understanding of the language acquisition process in goal determination related to proficiency scores in each area. ML TOR has TSOL and experience teaching Spanish. Support is provided by ML TOR & TOR related to student services (e.g., All who score below a three on the WIDA have a "Sheltered English" class that meets first period on Mondays for 50 min, then Tuesdays and Thursdays for 85 min). Content support is reportedly provided via graphic organizers and adding videos in the home language to support comprehension and understanding.
4.10 c) Procedures are in place to ensure relationships with ELL students, parents, and external providers are well-managed and in compliance with Indiana law and regulations. IPA staff discussed multiple tools used in communication with families to support translation needs (e.g., talking to text via Google Translate, using translators, and using a second language by bilingual staff). Translation services are reportedly provided for all parent-teacher conferences. IPA staff cited weekly phone contacts made by bilingual staff as a positive engagement point for MLL families. The Raven "Peek at the Week" newsletter is provided in both English and Spanish, and PowerSchool documents have been translated into Spanish by ML TOR to support IPA ML families. ILP documents are managed

electronically with evidence of Home language Surveys provided via PowerSchool. WIDA Screeners are given within two weeks to new students enrolling, and ML TORI develops ILPs based on WIDA data.

4.10 d) ILP plans include student-specific goals and plans for ongoing assessment of student progress.

IPA's ML files and ILP plans are managed electronically by the established ML TOR. ILP documents were found to contain student-specific goals and plans for ongoing assessment of student progress. Method/frequency of measuring progress was noted as "teacher observation" and "grades" for >90% of ILPs reviewed in detail with BOY and EOY WIDA testing verbally stated but not included in ILPs. ILP goals were noted as appropriate given student proficiency levels. An electronic tracking form utilized by ML TOR to track student support minutes was shared during the review. Annual WIDA ACCESS Assessments are reportedly utilized to track student progress related to proficiency areas.

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

IPA's ILP plans reviewed outlined a need for targeted instruction aligning with student needs based on the student's English language proficiency assessment results. Accommodations appeared varied and thoughtfully selected based on student levels of proficiency. ILP plans were found to contain evidence of a specified Program Mode (e.g., English Second Language (ES), Content-Based, English Language Development (ELD)), with "services" (e.g., frequency of support/minutes provided) evident in 90-100% of ILPs. ML student minutes are reportedly provided during "tutoring" time (T/TH 3:50-4:30 pm) to meet the needs of students testing an "overall" WIDA score over 3. ML TOR noted that not everyone goes since they could be with a content teacher during this time to support academics.

Rubric Rating	
a. Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the provision of services for ELL students.	4 - Sustaining
b. Staff have a knowledge of the process of language acquisition and the skill sets needed to differentiate instructional strategies to meet the needs of ELL students.	4 - Sustaining
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.	4 - Sustaining
d. ILP plans include student-specific goals and a plan for ongoing assessment of student progress.	3 - Implementing

e. ILP plans explicitly identify needs for targeted instruction to align with student needs.	4 - Sustaining
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Strengths

Irvington Preparatory Academy presents the following strengths associated with this indicator:

- ILPs demonstrate excellence in general information about students of lower proficiency levels with descriptive narratives about student skills
- ML TOR incorporated Social-Emotional goals related to a Newcomer’s experience due to non-compliance with learning new language demonstrating responsiveness to individual student needs.
- ML TOR leads trips abroad via IPA’s “travel club,” the “Roving Ravens”. Anecdotal evidence was shared of experiences of fundraising with students to earn money for trips where community service work is done (e.g., building a foundation for a greenhouse in Peru), and students can earn 12-16 hours of related community service.
- High expectations for ML student learning and growth evident in ML TOR and services provided
- In response to the reviewer’s “Irvington Community Schools Staff Survey”, the following statements were provided by teachers:
 - Q: An example of a concern that a family had and how we addressed it is...
 - A: “Many of our Spanish families need translators!”
 - Q: Can you share a specific example of how your instruction affirms or validates the culture of your students?
 - A: “I spend a great deal of time learning my students and creating materials and units that serve as mirrors and windows for their culture and community.”
 - Q: My main reason for this answer is...(4.10A)
 - A: “We meet as a staff with the Sped Department at the beginning of each school year to reiterate legal obligations of IEP and ELP students.”
 - A: “We receive the documentation and reminders that they are legally binding.” (Pertaining to ILPs)
 - Q: A specific strategy I use with students learning English is...
 - A: “Talk to text google translate to check in with students about basic understanding.”
 - A: “Reduced assignments, picture/photo materials, bilingual agenda”
 - A: “Using graphic organizers”
 - Q: A recent example of such an intervention is...(4.7B)
 - A: “Our weekly Peek at the Week messages go out in English and Spanish to make sure our Hispanic population is well informed.”
 - Q: An example of a concern that a family had and how we addressed it is..
 - A: “Recently a parent who spoke mainly Spanish came in with concerns about her son’s attendance and grade. I was able to put her and her teacher in contact so that she can more closely follow how he is doing.”
 - A: “Our office administrator was very thankful when I communicated with the parent that only spoke Spanish.”
 - A: “Our ELL coordinator puts together summer packs for families, including books/materials in both their home language and English.”

- A: “Clear & helpful communication with resource team, ELL team, & a push-in IA to support students in class whenever possible.”

Opportunities for Improvement

- Method/frequency of measuring progress was noted as “teacher observation” and “grades” for >90% of ILPs reviewed in detail with BOY and EOY WIDA testing verbally stated but not included in ILPs.
- “Weekly” reported as the method and frequency of measuring progress but inconsistent documentation of HOW/method
- Description of services written as “Other” instead of “English Second Language (ESL) Program identified
- IPA staff, admin, and ML TOR discussed need more ML certified teachers; admin are reportedly very supportive of this need and actively working to hire accordingly

Recommended Next Steps

- IPA demonstrates excellence in the established support person’s (e.g. ML TOR) electronic record keeping, understanding of legal obligations, current legislation, research, effective practices, knowledge of the process of language acquisition, and skill sets needed to differentiate instructional strategies, as well as assisting teachers in doing so, to meet the needs of ML students. It is recommended that ML TOR correct minor errors in ILP documentation to include the following:
 - Updating method/frequency of measuring progress to include verbally described BOY & EOY WIDA testing
 - Description of services updated to “English Second Language (ESL)” Program where accurate
- It is recommended that admin continue to work proactively to hire ML certified teachers to support immense efforts made by ML TOR in the role of supporting ML students and families via ML TOR & TOS responsibilities, club involvement, providing of translation services, and leading of PD on ML services.

STRENGTHS

- 1. Within the school, there are notable instances of classrooms that exemplify strong engagement in meaningful content.** One particularly effective practice observed is the restriction of phone usage, which has significantly contributed to a focused learning environment. The student body is characterized by diversity and integration, fostering a rich and inclusive educational experience. Although the school staff lacks diversity, the leadership is commendably proactive in recognizing this as an area for growth, addressing issues that may arise from the lack of diversity. Moreover, there are pockets of excellence in instructional quality. We saw strong instruction in Chemistry and English using quality texts such as *The Odyssey* and *Beowulf*. Some teachers excel in delivering high-quality education. These exemplary classrooms serve as shining examples within the school community.
- 2. There is a strong college advising system.** The college counseling services are well-established and appear to be on the brink of a significant transformation, signaling an exciting period of growth. The introduction of Naviance, a valuable college and career readiness platform, enhances the resources available to students. Additionally, the school's commitment to student success is evident through mandatory bi-semester meetings with advisors, ensuring that every student receives personalized guidance. Furthermore, providing at least one college trip each semester for every grade level allows students to explore higher education options firsthand. College materials are prominently displayed throughout the school, fostering a college-oriented atmosphere. To further equip students, the availability of SAT prep classes is another valuable resource. Moreover, the opportunity for dual enrollment in courses through IU offers a head start on college-level academics, illustrating the school's dedication to preparing students for their post-secondary pursuits. In summary, this high school demonstrates a strong commitment to providing comprehensive college advising and support, setting students on a path to success in their academic and career aspirations.
- 3. The staff's investment in the leadership is palpable and inspiring.** There exists a mutual trust between the faculty and the administration, resulting in a harmonious and productive working environment. Teachers, support staff, and administrators alike are aligned in their vision for the school's success, demonstrating a shared commitment to excellence. This collaborative spirit extends to their readiness to embrace higher expectations. The staff, rather than being apprehensive, welcomes the prospect of elevated standards and expectations. They view it as an opportunity for growth and improvement, underlining their unwavering dedication to fostering a thriving educational community. This synergy between staff and leadership is a cornerstone of the school's achievements and promising future.

RECOMMENDATIONS

- 1. Embrace established curricula for ELA, history, and science that have garnered recognition for meeting established standards.** This decision holds paramount significance for several reasons:
 - a. Quality Assurance:** Ed Reports is an authoritative source known for its comprehensive evaluations of educational materials. By opting for curricula that meet their standards,

educational institutions can be confident in the quality and effectiveness of the selected materials.

- b. **Improved Educational Outcomes:** High-quality curricula have a direct impact on student learning outcomes. When educators have access to well-designed and standards-aligned materials, they are better equipped to deliver instruction that promotes student growth and achievement.
- c. **Equity in Education:** By adopting curricula rated as meeting standards, schools can promote equity in education. All students, regardless of their background or location, can access the same high-quality learning resources, reducing disparities in educational outcomes.
- d. **Teacher Confidence:** Teachers play a pivotal role in the success of any curriculum. When they have confidence in the materials they use, it positively influences their teaching, leading to increased engagement and motivation among students.
- e. **Accountability:** By selecting curricula rated by a reputable, the school can demonstrate its commitment to delivering a high standard of education and be more prepared for accountability measures.

Adopting curricula for ELA, history, and science endorsed by Ed Reports is a strategic move to ensure that educational materials meet rigorous standards, align with educational goals, and contribute to improved student outcomes. It promotes a fair and consistent educational experience while instilling confidence in educators and the broader community.

2. Thoroughly outline the criteria for curriculum adoption within the school, specifying the permissible teacher modifications and the mandatory components to be retained from the curriculum. As a baseline requirement, stipulate the utilization of assessments and the achievement of essential milestones in the scope and sequence to guarantee the class's academic rigor. Implement these expectations for enVision math.

3. Require all teachers to have student performance goals and make achieving these goals part of the performance evaluation process. The goals must be student performance-based, not teacher-input-based. Possible examples:

- a. Raise SAT scores for the class of 2024 in science from xxx to xxx (this may require students to take the SAT before 11th grade)
- b. 80% of students will complete my courses with an 85% or higher, with 80% of students' grades determined by unaltered assessments in the adopted curriculum.
- c. 100% of choir students will perform for at least 20 minutes in the fall and spring concert, which takes place outside of the normal school day and outside of the school facility.
- d. 90% of PE students will increase the number of push-ups and situps they can do in 2 minutes by 10% by the end of the semester.
- e. 100% of communication students will give an informative speech in front of at least 20 of their peers that teaches a new skill and lasts at least 2 minutes.

Enlist teachers in determining what they want their goal to be, ensuring it's based on student outcomes, and have the goals posted in their classrooms and reflected in their planning documents and syllabi.