



Mid-Charter Review

**Indiana Math and Science Academy - North
2020-21**

Office of the Mayor
2501 City-County Building
200 East Washington Street
Indianapolis, Indiana 46204
Telephone: 317.327.3601

Introduction

This Mid-Charter Review is a summary of the evidence collected by the Mayor's Office of Education Innovation (OEI) pertaining to the performance, sustainability, and plans for improvement of schools during the first four years of operation in the current charter term. The review is structured based on the Mayor's Performance Framework, which is used to determine a school's success relative to a common set of indicators and is a tool to address current deficiencies and drive continuous improvement prior to the formal renewal process.

For each indicator in the Performance Framework, this review summarizes the findings of the school's accountability reports for the first three years of its current charter term. Each year's accountability reports are publicly available [online](#). Additionally, OEI issues a "mid-charter rating" that takes into consideration each year's performance as well as the school's trajectory in each area evaluated.

The report includes the following information:

- **Summary of Ratings:** This chart contains an overview of the school's mid-charter rating for each indicator.
- **Summary of Historical Ratings:** This chart contains the school's ratings on each indicator over the past three years, as well as the mid-charter rating.
- **Detailed Reports for Core Questions 1, 2, and 3:** These linked reports contain detailed information on the school's performance on each academic, financial, and governance indicator over the past three years.
- **Core Question 4 External Site Visit Reports:** As part of the mid-charter review process, an external consultant evaluates the school's performance on each indicator in the fall of the second and fourth years (for schools in their first charter term). Schools past their first term are evaluated in year three.

Attached to this report the school has included a detailed response to any indicator that is not *Meeting Standard* for the Mid-Charter Review rating (meaning any indicator rated *Approaching Standard* or *Does Not Meet Standard*). The school's response includes a root-cause analysis, any relevant or updated data pertaining to that indicator, as well as plans for improvement prior to renewal in year seven. The school was required to respond to the following indicators:

- Core Question 1.1: Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system?
- Core Question 1.3 E/MS: Does the school demonstrate that students are improving the longer they are enrolled at the school?
- Core Question 1.3 HS: Is the school preparing students to graduate from high school on-time and preparing those students who have not graduated on time to graduate within five years, as measured by Indiana's cohort graduation rate?
- Core Question 1.5.: Is the school's attendance rate strong?
- Core Question 4.5: Has the school developed adequate human resource systems and deployed its staff effectively?
- Core Question 4.9: Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice?

Lastly, the school was required to address any current areas of concern, including ongoing Notices of Deficiency or Notices of Non-Compliance, as identified by the Office of Education Innovation. OEI did not identify any areas of concern, and the school is not currently under a Notice of Deficiency or Notice of Non-compliance, so no further response was requested.

Please note, in March 2020, the Marion County Public Health Department ordered schools to close and adopt remote learning due to the COVID-19 public health crisis. The U.S. Department of Education also waived state testing requirements, so summative assessment results are not available for 2019-20 reports. Additionally, because of the lack of state data and formative test data, other indicators were not able to be evaluated as well, which may affect overall MCR ratings.

Summary of Ratings	
Core Question 1: Is the educational program a success?	Mid-Charter Rating
1.1. Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system?	Approaching Standard
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model? <i>Only measured for elementary and middle school grades.</i>	Meets Standard
1.3. E/MS: Does the school demonstrate that students are improving the longer they are enrolled at the school?	Does Not Meet Standard
1.3 HS: Is the school preparing students to graduate from high school on-time and preparing those students who have not graduated on time to graduate within five years, as measured by Indiana's cohort graduation rate?	Approaching Standard
1.4. Is the school providing an equitable education to all students?	Meets Standard
1.5. Is the school's attendance rate strong?	Does Not Meet Standard
1.6. E/MS: Is the school outperforming schools that the students would have been assigned to attend?	Exceeds Standard
1.6 HS: Is the school preparing students for college and careers?	Meets Standard
1.7. Is the school meeting its school-specific educational goals?	Meets Standard
1.8. Are students demonstrating mastery of foundational reading standards as determined by IREAD-3? <i>Only measured for elementary school grade 3.</i>	Not Evaluated
Core Question 2: Is the school in sound fiscal health?	Mid-Charter Rating
2.1. A. Does the school demonstrate the ability to pay its obligations in the next 12 months?	Meets Standard
2.1. B. Does the network demonstrate the ability to pay its obligations in the next 12 months?	Meets Standard
2.2. Does the organization demonstrate long-term financial health?	Meets Standard
2.3. Does the organization demonstrate it has adequate financial management and systems?	Meets Standard
Core Question 3: Is the organization effective and well-run?	Mid-Charter Rating
3.1. Is the school leader strong in their academic and organizational leadership? <i>For 2019-20: Does the board demonstrate strong governance oversight?</i>	Meets Standard
3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations? <i>For 2019-20: Does the board utilize appropriate structures and tools to execute against its strategic vision?</i>	Meets Standard
3.3. Is the board active, knowledgeable and does it abide by appropriate policies, systems, and processes in its oversight?	Meets Standard

<i>For 2019-20: Does the school satisfactorily comply with all its governance obligations?</i>	
3.4. Does the board work to foster a school environment that is viable and effective? <i>For 2019-20: Is the school leader strong in their academic and organizational leadership?</i>	Meets Standard
3.5. Does the school comply with applicable laws, regulations and provision of the charter agreement relating to the safety and security of the facility? <i>For 2019-20: Not rated</i>	N/A
3.6. Is the school meeting its school-specific non-academic goals? <i>For 2019-20: Not rated</i>	N/A
Core Question 4: Is the school providing the appropriate conditions for success?	Mid-Charter Rating
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	Meets Standard
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	Meets Standard
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	Meets 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?	Approaching Standard
4.6. Is the school's mission clearly understood by all stakeholders?	Meets Standard
4.7. Is the school climate and responsive to the needs of students, staff, and families?	Meets Standard
4.8. Is ongoing communication with students and parents clear and helpful?	Meets Standard
4.9. Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice?	Approaching Standard
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	Meets Standard

Summary of Historical Ratings				
Core Question 1: Is the educational program a success?	2017-18	2018-19	2019-20	MCR
1.1. Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system?	AS	AS	AS	AS
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model? <i>Only measured for elementary and middle school grades.</i>	AS	MS	Not Evaluated	MS
1.3 E/MS: Does the school demonstrate that students are improving the longer they are enrolled at the school?	DNMS	Not Evaluated	Not Evaluated	DNMS
1.3 HS: Is the school preparing students to graduate from high school on time and preparing those students who have not graduated on	ES	MS	AS	AS

time to graduate within five years, as measured by Indiana's cohort graduation rate?				
1.4 Is the school providing an equitable education to all students? <i>Prior to 2018-19, 1.4 compared school subgroup performance within the building. For 2018-19 and later, 1.4 was updated to compare school subgroup performance with statewide subgroup performance.</i>	ES	MS	Not Evaluated	MS
1.5. Is the school's attendance rate strong?	DNMS	DNMS	DNMS	DNMS
1.6 E/MS: Is the school outperforming schools that the students would have been assigned to attend?	ES	ES	Not Evaluated	ES
1.6 HS: Is the school preparing students for college and careers?	ES	MS	ES	MS
1.7 Is the school meeting its school-specific educational goals?	AS	MS	Not Evaluated	MS
1.8 Are students demonstrating mastery of foundational reading standards as determined by IREAD-3? <i>Only measured for elementary school grade 3.</i>			Not Evaluated	Not Evaluated
Core Question 2: Is the school in sound fiscal health?	2017-18	2018-19	2019-20	MCR
2.1. A. Does the school demonstrate the ability to pay its obligations in the next 12 months?	DNMS	DNMS	ES	MS
2.1. B. Does the network demonstrate the ability to pay its obligations in the next 12 months?	N/A	DNMS	ES	MS
2.2. Does the organization demonstrate long-term financial health?	N/A	AS	ES	MS
2.3. Does the organization demonstrate it has adequate financial management and systems?	MS	MS	MS	MS
Core Question 3: Is the organization effective & well-run?	2017-18	2018-19	2019-20	MCR
3.1 Is the school leader strong in their academic and organizational leadership? <i>For 2019-20: Does the board demonstrate strong governance oversight?</i>	MS	MS	MS	MS
3.2 Does the school satisfactorily comply with all its organizational structure and governance obligations? <i>For 2019-20: Does the board utilize appropriate structures and tools to execute against its strategic vision?</i>	MS	MS	MS	MS
3.3 Is the board active, knowledgeable and does it abide by appropriate policies, systems, and processes in its oversight? <i>For 2019-20: Does the school satisfactorily comply with all its governance obligations?</i>	MS	MS	AS	MS
3.4 Does the board work to foster a school environment that is viable and effective? <i>For 2019-20: Is the school leader strong in their academic and organizational leadership?</i>	MS	MS	MS	MS
3.5 Does the school comply with applicable laws, regulations and provision of the charter agreement relating to the safety and security of the facility? <i>For 2019-20: Not rated</i>	MS	MS	N/A	N/A
3.6 Is the school meeting its school-specific non-academic goals? <i>For 2019-20: Not rated</i>	AS	AS	N/A	N/A

Core Question 4: Is the school providing the appropriate conditions for success?	3rd Year Site Visit 2019-20	MCR
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	MS	MS
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	MS	MS
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	MS	MS
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	MS	MS
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	AS	AS
4.6. Is the school's mission clearly understood by all stakeholders?	MS	MS
4.7. Is the school climate and responsive to the needs of students, staff, and families?	MS	MS
4.8. Is ongoing communication with students and parents clear and helpful?	MS	MS
4.9. Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice?	AS	AS
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	MS	MS

Core Question 1: Is the educational program a success?

The Academic Performance Framework, outlined in Core Question 1, gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis. Core Question 1 consists of seven indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and school-specific measures. Below are the Core Question 1 reports for the school for the last three years.

Note: The Academic Performance Framework has been revised to include additional measures and to reflect changes in state accountability systems. For this reason, not all historical ratings are based on the listed indicator targets, and some historical ratings are not available.

2017-18: <https://citybase-cms-prod.s3.amazonaws.com/36e1f4d09d304794b6f6a3f27e3f753e.pdf>

2018-19: <https://citybase-cms-prod.s3.amazonaws.com/fff09877ccc94ff08408aeaf0813cc97.pdf>

2019-20: <https://citybase-cms-prod.s3.amazonaws.com/b5f7e9f423824843a76ba840d7ee851e.pdf>

Core Question 2: Is the organization in sound fiscal health?

The Financial Performance Framework, outlined in Core Question 2, gauges both near term financial health and longer-term financial sustainability while accounting for key financial reporting requirements. Below are the Core Question 2 reports for the school for the last three years.

2017-18: <https://citybase-cms-prod.s3.amazonaws.com/676f371db7854f08ba76300e00ffcb1.pdf>

2018-19: <https://citybase-cms-prod.s3.amazonaws.com/454ad2f640a045848fd76a6c1b913ca9.pdf>

2019-20: <https://media.graphcms.com/Ka5v9hJSRPYK6tNbKQpQ>

Core Question 3: Is the organization effective and well-run?

The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of six indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations. Below are the Core Question 3 for the school for the last three years.

2017-18: <https://citybase-cms-prod.s3.amazonaws.com/42fb55dfb61f4b0f89023b35ab8946b6.pdf>

2018-19: <https://citybase-cms-prod.s3.amazonaws.com/8c86159fda6141488e99caa80cdbd8af.pdf>

2019-20: <https://citybase-cms-prod.s3.amazonaws.com/b8a307f0c7304b13a568391221ec987a.pdf>

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

The Academic Performance Framework, outlined in Core Question 4, gauges the school's conditions for success. Below are the Core Question 4 reports for the school.

2019-20: <https://citybase-cms-prod.s3.amazonaws.com/4f785389153b4490a68592d96b5a43e9.pdf>

School Response

The school was required to respond to the following areas in its mid-charter review, according to the guidelines below, by noon on Tuesday, July 6, 2021. The responses must be typed and emailed as a PDF document to Shaina Cavazos, Assistant Director of Communications at Operations, at Shaina.Cavazos@Indy.gov.

In the responses, schools are instructed to include detailed information pertaining to each of the required indicators:

- Core Question 1.1: Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system?
- Core Question 1.3 E/MS: Does the school demonstrate that students are improving the longer they are enrolled at the school?
- Core Question 1.3 HS: Is the school preparing students to graduate from high school on-time and preparing those students who have not graduated on time to graduate within five years, as measured by Indiana's cohort graduation rate?
- Core Question 1.5.: Is the school's attendance rate strong?
- Core Question 4.5: Has the school developed adequate human resource systems and deployed its staff effectively?
- Core Question 4.9: Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice?

Please structure responses in the following way:

List the Core Question and indicator(s) you are responding to from the Mid-Charter Review Summary of Ratings (i.e. "Core Question 1: Is the educational program a success? Indicator 1.3: Does the school demonstrate that students are improving the longer they are enrolled at the school?").

In an effort to streamline the response, you may combine responses to indicators that have similar inputs. For example, if a school is asked to respond to CQ 1.1 and CQ 1.2, the decisions and circumstances that led to those ratings and plans for improvement might overlap significantly. Rather than copy/paste your answer from 1.1 to a separate section for 1.2, you may include both indicators as the heading as outlined above. Please note that answers should still address each indicator in full and take into account differences in related indicators.

Sub-section: What decisions did school leadership make that led to the school not meeting standard?

The majority of this section should focus on internal practices and decision-making that are at the root of lagging performance, though external factors, such as state-level policy changes, may be referenced where necessary.

Sub-section: What steps has the school already taken to ensure standards can be met by the end of the charter term?

Along with detailed steps of the above actions and when they were implemented, please include in your answer any relevant data or evidence if performance on the indicator has improved since the prior school year.

Sub-section: What steps is the school planning to take to ensure standards can be met by the end of the charter term?

Along with detailed steps of the above plans, please include where the school is in terms of implementation as well as if any resources are still needed to execute these plans.

SAMPLE MCR RESPONSE STRUCTURE – NARRATIVE LENGTH IS FOR EXAMPLE PURPOSES ONLY

Core Question 1: Is the educational program a success?

Indicator 1.1: Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?

Indicator 1.3: Does the school demonstrate that students are improving the longer they are enrolled at the school?

What decisions did school leadership make that led to the school not meeting standard?

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Maecenas hendrerit quam diam, at facilisis turpis consequat in. In lorem diam, porta sed interdum sed, malesuada et neque. Ut tellus enim, pharetra eget elementum ac, fringilla et sapien. Nunc sed lectus eu velit egestas ullamcorper. Cras dapibus, elit quis consectetur aliquam, sem magna laoreet justo, sed dignissim tellus nisl eu enim. Nunc scelerisque condimentum finibus. Integer dolor lorem, bibendum sed elit quis, suscipit fringilla neque. Nullam tincidunt neque sed efficitur varius. Phasellus tempor, felis sit amet pretium tempus, libero magna consequat metus, eu sodales felis tellus ut est. Vestibulum sollicitudin lacus tempor tristique vehicula. Nunc eu dictum tortor.

In facilisis congue orci eu facilisis. Quisque dictum lobortis risus, et ullamcorper ipsum consectetur sed. Donec egestas turpis non malesuada interdum. Vestibulum porttitor commodo venenatis. In sed massa tortor. Vestibulum eget ornare enim. Curabitur vel lacus id orci semper volutpat. Donec et enim ac nisi sagittis cursus. Integer vitae dapibus orci.

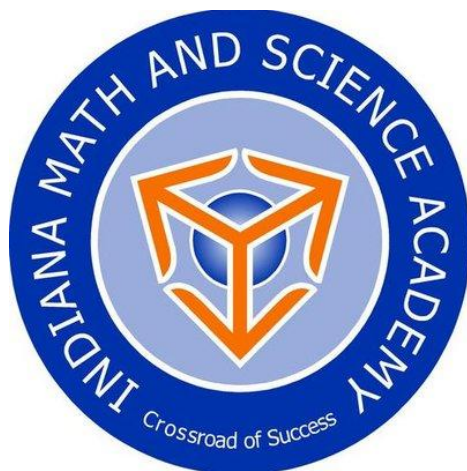
What steps has the school already taken to take to ensure standards can be met by the end of the charter term?

Morbi quis velit placerat, varius turpis placerat, mollis est. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aenean iaculis diam id tortor bibendum ultrices. Maecenas iaculis ligula quam. Vestibulum erat elit, ultrices ut mollis aliquam, bibendum in lacus. Sed faucibus magna sed dui venenatis, eget ornare magna tincidunt. Pellentesque fermentum arcu ut quam convallis ultricies. Pellentesque arcu mi, interdum sit amet nisl vel, maximus consequat est. Integer scelerisque lorem sit amet purus egestas, accumsan tristique velit facilisis. Vestibulum tempor libero eget odio condimentum, laoreet pharetra ante efficitur. Duis sit amet imperdiet elit.

What steps is the school planning to take to ensure standards can be met by the end of the charter term?

Donec a ante sed est rutrum euismod. Aliquam rutrum, justo volutpat placerat tincidunt, justo sem molestie elit, eu sollicitudin velit nunc eget turpis. Sed ac viverra risus. Vivamus rhoncus volutpat vulputate. Etiam blandit malesuada pulvinar. Proin sollicitudin accumsan orci, eu imperdiet urna. In sodales urna auctor nulla posuere molestie. Sed commodo eleifend est, ut pharetra felis auctor quis. Suspendisse congue magna quis dolor accumsan varius. Aenean viverra, est iaculis aliquam tristique, neque purus rhoncus sapien, sit amet pellentesque quam nisl ac lorem. Nam efficitur, dui ut vehicula sodales, urna nunc ultrices ex, non pretium ipsum erat in arcu. Vestibulum hendrerit nisl orci, eget elementum odio sollicitudin a.

Indiana Math & Science Academy North



Mid-Charter Review Response to Indicators 2020-2021 Submitted July 2, 2021

Core Question 1: Is the educational program a success?

Indicator 1.1 Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system? (*Approaching Standard*)

What decisions did school leadership make that led to the school not meeting standard? (Root Cause)

The root causes for not fully meeting this indicator are:

- Teachers lacked targeted training on instructional best practices, data analysis, and goal setting.
- Inconsistent curriculum resources caused a fragmented approach in addressing standards and meeting expected learning outcomes across grade levels.
- The need was not met for more ongoing professional development to internalize and use curriculum resources intentionally and with integrity.
- Guidance documents are needed to track goals and growth and be in alignment with School Improvement Goals.
- Leaders lacked the implementation of consistent accountability measures towards stated priorities.

What steps has the school already taken to ensure standards can be met by the end of the charter term? (Actions Taken)

IMSA North secured new resources for grades K-8 (Zearn Math, Eureka Math, Wit & Wisdom) that allow for connected learning across grades and meet the academic rigor aligned to ILEARN and College and Career Readiness. With assessments from these resources and ClearSight data, we can be more consistent in our approach to using data to identify possible misconceptions, strengths and deficits, and make instructional adjustments.

IMSA North has hired additional instructional support (teacher aides) to support classroom teachers with intervention/small group instruction.

Teachers will continue with professional development to gain a deeper understanding of the resources, particularly the assessments. Embedded within the Zearn digital platform is on-demand professional development. Teachers will collaborate in working through these sessions before teaching each unit. In addition, Wit & Wisdom includes Module and Lesson protocols that help provide a consistent structure in lesson planning.

IMSA North will continue to use our 21st Century Community Learning Centers Program grant to impact the academic growth of our students through review and refinement of our after-school tutoring opportunities.

The school has hired Instructional Coaches to help build K-8 teacher capacity in pedagogy, analysis of data and planning for instruction, review of student work, and actionable next steps for improved education and support of students.

What steps is the school planning to take to ensure standards can be met by the end of the charter term? (Planned Actions)

Our review and use of data will intensify, and we will more quickly identify those students who need Tier II and Tier III support.

The additional teacher aides in grades K-8 will help support targeted instruction.

IMSA is committed to using the newly acquired resources for at least five years to track the impact on student learning. Our resources will be under continuous evaluation and supplemental materials added where content gaps may exist (i.e., specific IN standards not represented in the resources). The Director of Curriculum & Instruction will conduct ongoing reviews of curriculum and resources, with input from instructional coaches, teachers, and administrators.

IMSA North will begin implementing the Danielson Framework for Teaching evaluation model in 2020-21. The consistent use of metrics in classroom observations will identify how well teachers are using resources with integrity and provide objective evidence that will target needs in instructional growth. All leadership will be involved in the monitoring and collaboration to best support meeting the IN Growth Model expectations. Training for administrators and staff in the Danielson Framework will begin Fall 2021 and be ongoing throughout three years to full implementation. With the support of ICs, teachers will use the Danielson Framework rubric for reflection on practice and personal goal setting for improvement.

With support from the IMSA Regional Office, the school will create targeted accountability measures and systems to ensure all our efforts to support student growth are aligned and that everyone takes a stake in providing best practices. Data review practices will be more collaborative versus isolated (i.e., across grade levels), and grade levels will better collaborate in understanding vertical learning progressions. Collaboration for the latter will occur either once per month during early-release days or, at a minimum, quarterly.

IMSA North will continue to engage family and community partners in ways that can positively affect student achievement as these are valuable advocates that promote success. We will emphasize parental support in middle and high school as parental involvement tends to decline as students go up in grade. The drop is more dramatic at the middle school level, so we will seek parent input and collaborate at the school level to determine ways to support parents in supporting their children.

Indicator 1.3 (E/MS) Does the school demonstrate that students are improving the longer they are enrolled at the school? (*Does Not Meet Standard*)

What decisions did school leadership make that led to the school not meeting standard? (Root Cause)

The root causes for not meeting this standard are:

- Inconsistency of curriculum resources did not provide a dependable foundation of learning (standards progression) from year to year. In addition, those students who were with us 2+ years may have experienced overlap or absence of rigorous grade-level content due to lack of alignment.
- Many students come to us from other schools with pre-existing learning gaps. Thus, the task

of supporting students in improvement year-to-year is more difficult as we may have to address learning gaps of more than one year.

- Updates and changes in state standards, the new Indiana assessment format (ILEARN), and increased cut scores caused difficulty in determining academic mastery. As a result, it was difficult to determine the best instructional adjustments.
- Lack of adequate classroom instructional support (teachers aides, instructional aides)

What steps has the school already taken to ensure standards can be met by the end of the charter term? (Actions Taken)

In 2018-19 and 2019-20 new highly rated and rigorous curriculum resources (EdReports.org) were selected (Zearn, Eureka Math, Wit & Wisdom). IMSA North made professional development and monitoring of the integrity of implementation a priority and we are committed to maintaining the resources, and ongoing professional development, for at least 3-5 years. Curriculum research supports that a rigorous, aligned, and relevant curriculum can achieve gains as high as 24 percentile points (Steiner, 2017). As teachers internalize those resources and plan intentionally for instruction and differentiation, and with continuity of having the same resources across grade levels, we believe we will begin experiencing substantial gains as our students stay and learn at IMSA North.

A formal review process in a rolling schedule in all content areas allows for a more seamless transition and resource integration. We must allow time for our teacher and students to internalize the resources, expectations and to begin seeing academic achievement results from using these resources consistently.

Teacher aides will provide additional classroom support and these staff members will provide small group instruction, one-on-one instruction, re-teaching instruction, and other support as needed. IMSA North did not have enough teacher aides to support teachers with interventions and specific learning support in previous years. The addition of these staff members will enable us to do more for our students.

We understand the importance of supporting students in social and emotional ways that better prepare them for academic learning. IMSA schools will be implementing a Social Emotional Learning (SEL) plan, supported by the Panorama Education platform to help us address the needs of every student. Improved SEL among students can result in an 11 percentile gain in achievement (Durlack, Weissberg, Dynmnicki, et al., 2011). We anticipate our students will continue to remain at IMSA because of our efforts to develop the whole child and create an even better environment in which they can thrive.

To better support all our students and to help further meet their needs, IMSA North hired a school social worker in 2020-21. In addition, we maintain one life skills teacher and two master-level therapists to support students' overall well-being, which helps them be better able to focus on learning.

What steps is the school planning to take to ensure standards can be met by the end of the charter term? (Planned Actions)

Going forward, IMSA North will use early-release days throughout the year for grade bands to better understand the vertical progression of standards, exactly where mastery of a skill is to occur. In

addition, we will better assess our students to determine precursor skills through this process, help teachers support schema of learning, and how topics connect.

Instructional Coaches (IC) will be new to our building in 2020-21. They will partner with teachers to increase teacher instructional capacity using research-based strategies, data analysis, assessment review and planning, etc. The ICs added are K-3 all content areas, 4-8 ELA, and 4-8 Mathematics.

IMSA North will focus on the impact of our practices and their contribution to educational equity. To ensure gaps narrow among all students, we will practice a more comprehensive and collaborative review/revision of policies, practices, and procedures so all students benefit based on their needs.

The school will use rubrics (Danielson Framework for Teaching, OEI) and provide professional development to ensure instructional practices align to academic outcomes, include high student engagement, and affirm the cultural background of students. In addition, the improved pedagogy of our teachers will further increase the achievement opportunities for students who remain at our school year after year.

To better support the foundational skills learned in lower grades, there will be training for all K-2, SPED, and ELL staff in the Orton-Gillingham method. In addition, our school will hire a Reading Specialist w/reading endorsement to begin in the 2021-22 school year.

IMSA North will optimize existing resources and invest in instructional-related professional learning for administration, teachers, and other staff. We will be diligent in ensuring our efforts align with our academic plan.

Indicator 1.3 (HS) Is the school preparing students to graduate from high school on time and preparing those students who have not graduated on time to graduate within five years, as measured by Indiana's cohort graduation rate? (*Approaching Standard*)

What decisions did school leadership make that led to the school not meeting standard? (Root Cause)

In reflection of the recent years of this charter term, we neglected some crucial support areas for our high school teachers and students. As a result, we determined several shortcomings that we have started to address within the 2020-21 school year.

- Lack of instructional support for high school teachers and lack of relevant professional development opportunities
- Resources that were either outdated or did not meet rigorous expectations for high school standards
- Lack of summer school opportunities for high school credit recovery.

What steps has the school already taken to ensure standards can be met by the end of the charter term? (Actions Taken)

IMSA North has implemented a credit recovery program (summer school 2021) and has started the process of training HS staff in Project-Based Learning (PBL) (2021). In addition, there has been the

employment of CCR and ISTEP/ASVAB prep (remedial) classes for all sophomores preparing to take the ISTEP+ GRE and all juniors who failed to pass one or both subjects on ISTEP+ GRE.

Teachers are reviewing and evaluating content resources for better alignment and that contain rigorous and relevant materials for our students. This process has started and we plan to make curricular changes over the next two to three years, with support from our managing company, Concept Schools. In addition, IMSA North has assigned a dedicated assistant principal for grades 9-12.

Students will have the opportunity for more credit recovery classes during the school year and we will maintain a credit recovery opportunity within our summer school program (beginning summer 2022). In addition, timely communication will occur before the summer school session so students may register, be informed of course offerings, attendance requirements, etc.

Career and Technical Education (CTE) will be a focus during the remainder of this charter term. An Engineering CTE Pathway is in place with plans to add courses and staff for additional CTE opportunities for students, leading to certification or college credential or degree. For 2021-22, grades 9-12 will have a resource pool of lessons directly aligned with Indiana Employability Skills Standards (ESS). Students will explore career interests and participate in activities that support ESS, such as resume writing and interviewing skills. These ongoing learning opportunities will make their education more relevant and essential as they begin thinking about and preparing for successful work and life after high school.

What steps is the school planning to take to ensure standards can be met by the end of the charter term? (Planned Actions)

To ensure we continue to fulfill our mission of providing real-world engagement through a STEM-focused education, we will be expanding opportunities for students by offering three CTE Pathways; Engineering (already in place), Health Science, and Computer/Programming.

In addition, to satisfy the PBL Pathway, all HS staff will be trained in PBL, and the inclusion of PBL will expand in more content areas. Our goal is to have all high school staff trained in PBL within the next three years.

The school will create a plan by the end of the 2021-22 school year for students to opt-in to a CTE pathway beginning in 9th grade.

IMSA North will hire eligible CTE credentialed staff, adjust facility/space issues to accommodate CTE classes more efficiently, and budget for the technology and materials needed for staff and students.

IMSA North will maintain a dedicated 9-12 assistant principal, and teachers will participate in more instructional growth opportunities through observations/feedback. In 2021-22, we will transition to the Danielson Framework for Teaching evaluation instrument, guiding continued instructional improvement based on evidence.

Through ongoing interactions with the Indiana Employability Skills Standards and social-emotional learning, we will support our students in being not only academically ready for post-high school careers but mentally and emotionally ready as well. Through ESS and SEL, we will encourage

student goal-setting in all classes.

IMSA North is committed to ensuring our high school students have real-world engagement learning opportunities and STEM-focused education to help our students and school meet standard by the end of our current charter term.

Indicator 1.5 Is the school's attendance rate strong? *(Does Not Meet Standard)*

What decisions did school leadership make that led to the school not meeting standard? (RootCause)

The root causes for not meeting standard for this indicator:

- School focus on ADM 'count day' versus attendance
- Lack of a dedicated school social worker to work with families on their needs, many of which can result in absenteeism
- Lack of targeted educational opportunities for parents regarding educational neglect/truancy, compulsory attendance, etc. and the Indiana Code regarding chronically absent students
- COVID-19 pandemic and school closures contributed to higher absences during eLearning
- Bus transportation driver shortage forced the school to change school start/end times once we were able to begin an in-person hybrid learning schedule
- Need for family attendance resources

What steps has the school already taken to ensure standards can be met by the end of the charter term? (Actions Taken)

NOTE: IMSA North's attendance was 89.9% (aggregate attendance rate), which is .1% from Approaching Standard under the new OEI rating for this indicator. The COVID-19 pandemic resulted in lower than usual attendance due to students participating in eLearning. But for the pandemic, we anticipate our attendance rate would have been significantly higher.

As we transition back to in-person learning for 2021-22, our procedures will ensure that reported attendance is accurate and reflected correctly in our Concept School Information System (CSIS). We are also shifting from an over-focus on enrollment numbers to better understanding and addressing the root causes and prevention of absences and truancy.

The implementation of social-emotional learning (SEL) will help students grow in self-efficacy, motivation, coping skills, and goal setting, all of which will reduce school avoidance or attendance reluctance.

The newly hired school social worker has already started reaching out to families and making connections to educate about attendance policy, share resources that may help families, and establish a relationship of trust.

The expectation of home visits will continue to build family relationships of respect and trust. Research shows that home visits result in 24% fewer absences (John Hopkins University, 2015). Our communication and contact efforts with parents will continue to be a focus.

What steps is the school planning to take to ensure standards can be met by the end of the charter term? (Planned Actions)

IMSA North will continue monitoring and updating attendance reporting as needed and continue in-depth review of reporting data before submission to IDOE. The school will increase our review of attendance data and action steps rather than a more singular focus on enrollment numbers. Our attendance rate going forward will increase as we work diligently with teachers and parents and provide timely information to educate all stakeholders regarding attendance matters and expectations.

Implementation of Parent University at IMSA North will engage, educate, and equip parents in all aspects of their child's education, including the importance of regular attendance. In addition, IMSA North will provide opportunities for parents to learn more about our attendance policy, the importance and impact of attendance, and how they can partner with the school in support of our attendance efforts. With parents as allies in reducing absenteeism, everyone benefits, and we believe this partnership will provide a unified understanding of the need to be present for learning.

Continuous improvement of school culture and community that increases teacher/student relationships will occur as we continue to implement SEL and use Panorama Education resources, such as research-based adult and student surveys, and act on the data provided to improve student outcomes for self-improvement and academics.

The school will look for patterns that may exist by analyzing our student SEL surveys and attendance patterns. The data will help us create intervention plans, identify barriers to attendance, and develop accountability/measurements to reach attendance goals over 95% or higher.

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

Indicator 4.5 Has the school developed adequate human resources systems and deployed its staff effectively? (*Approaching Standard*)

What decisions did school leadership make that led to the school not meeting standard? (RootCause)

The only indicator not met (out of six) is 4.5c; *Are faculty and staff certified in areas to which they are assigned?* The root causes for the *Approaching Standard* rating are:

- Lack of adequate tracking and follow-up of teacher licensure status.
- The number of staff with substitute licensure contributed to the reduction in the overall percentage of licensed teachers. While substitute teachers are allowable toward the 90% licensure rule (state of Indiana), the school fell short of the Mayor's office expectations for licensure.
- The school was not diligent in ensuring that staff was assigned to an area in which licensure was held.
- Challenges in hiring fully licensed (certified) educators who want to serve in a high needs/urban environment. To be fully staffed, we hired some educators who were not yet licensed or in the process of obtaining licensure.

What steps has the school already taken to ensure standards can be met by the end of the charter term? (Actions Taken)

As of June 2021, 92% of our teachers/staff have appropriate licensure in their assigned areas, a 4% increase since the last OEI report. With the actions already taken and will continue to take, we anticipate reaching Meets Standard for this indicator by 2022-23, before the end of our charter term.

IMSA North collaborates with Indianapolis Teaching Fellows (ITF) and Teach for America (TFA). These organizations provide teacher training support and support in obtaining licensure, including identifying candidates in a Transition to Teaching master's program who may be a good fit for our school.

IMSA North has a new teacher induction program at the start of school, and we continue to get better each year at providing the needed support and matching mentors for our new staff. This upfront support will help retain teachers going forward and help reduce the attrition rate.

Professional growth opportunities are shared so teachers who need to renew their licenses can earn Professional Growth Plan (PGP) points. Many of these opportunities exist through in-person professional development and online/virtual platforms.

Tuition reimbursement of up to \$3,000 per year is available to those teachers who need to complete coursework for licensing requirements.

Future recruitment and hiring efforts will include job application language such as "*Teaching Certificate Required*" or "*Must hold Indiana Teaching License.*"

What steps is the school planning to take to ensure standards can be met by the end of the charter term? (Planned Actions)

More frequent and intentional licensure tracking will be in place. For example, a dedicated office staff member will track licensure and follow-up with administrators to keep them informed of pending expirations or staff who have not made adequate progress to certification. IMSA North will use the 2021-22 Employee Spreadsheet provided by OEI as our primary tracking document. In addition, administrators will follow up at least quarterly with staff who have expiring licenses or who have updates pending and assist them as needed.

With the implementation of the Danielson Framework for Teaching evaluation protocols, our teachers will have opportunities to reflect on personal growth goals. Those who need to continue to work toward appropriate certification or who may have expiration dates upcoming on licenses will include steps toward gaining their certification within their professional growth plans. Having these plans in writing will allow building administrators to communicate with staff on progress in licensure on a more regular basis.

Increased community awareness of the positive happenings at IMSA North will help attract highly qualified teachers, and partnership with teacher education programs at local universities will further support recruiting efforts.

IMSA North will continue to evaluate and adjust salaries to be more competitive. We will maintain a

high level of administrator support. Additionally, the implementation of SEL will help prevent teacher burnout and provide a positive impact both personally and professionally.

Indicator 4.9 Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice? (*Approaching Standard*)

What decisions did school leadership make that led to the school not meeting standard? (RootCause)

In reflection of our IEP goals and plans for assessment:

- Review reflected that 21% of our IEPs lacked measurable, specific goals (SMART)
- Without goals in the SMART format, our goals and objectives were too vague or general to be effective tools in supporting our special needs students

What steps has the school already taken to ensure standards can be met by the end of the charter term? (Actions Taken)

At *Approaching Standard* for this indicator, 79% of our IEPs did include corresponding goals with identified need and specificity.

To address the 21% (7 of 34) of our IEPs that lacked measurable goals, IMSA special education staff participated in IDOE training to review writing SMART goals. As a result of this training and the efforts of our SPED team, 100% of IEPs now contain SMART goals that correspond to our student needs and are specific and measurable.

Special Education Coordinator scheduled weekly meetings with resource teachers to review student caseload goals and intervention strategies.

The coordinator arranged for reevaluation for students who had not tested in the last five years. Formal evaluations resumed in August 2020 (previously on hold due to the COVID-19 pandemic), and the new evaluations align with SMART goals for the identified needs.

A checklist is now in place to ensure all files include the goals and plans for assessments (either grade level or adaptive assessments).

IMSA North implemented a plan to connect our graduating or older students with Vocational Rehab resources that further support academic goals.

What steps is the school planning to take to ensure standards can be met by the end of the charter term? (Planned Actions)

IMSA North special education staff will maintain the process of rewriting goals that contain specific skills students will work on, how IMSA North special education staff will monitor progress, how often, and a timeline for reaching the goals. With clear, well-designed IEP goals in place, we can better partner with parents to help their child reach full academic potential.

IMSA North special education staff will continue to participate in ongoing training offered by the IEP

Resource Center to further advance our skills and expertise in writing SMART goals.

The special education team will maintain regular meetings to audit all IEP goals and maintain communication with parents/guardians on any changes, progresses, etc., with the defined goals for students. In addition, we will share SMART goals during parent/teacher conferences and through Parent University education sessions to cultivate informed and positive engagement for learning goals.

We expect to achieve and remain at Meets Standard going forward through the end of our current charter term and throughout all charter terms.