



Put your creative, innovative thinking caps on!

**Evaluation of Mayor Sponsored
Charter School:**

Irvington Community Schools

Site Evaluation: October 12-13, 2021

Prepared For:

Office of Education Innovation

Office of the Mayor, City of

Indianapolis

and

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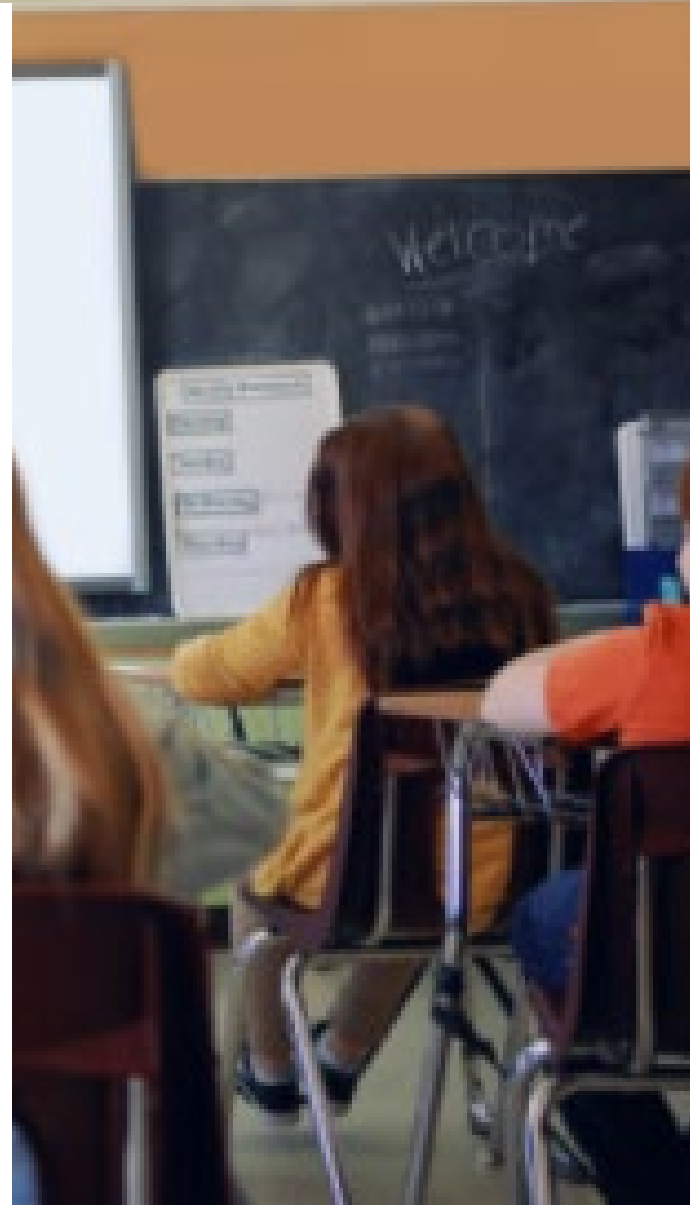


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OEI Ratings Summary

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

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% of 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?	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 preparation for post-secondary options? *Only applies to schools serving grades 9-12	Does Not Meet 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. Is the school's mission clearly understood by all stakeholders?	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 practice?	Approaching Standard
4.10. Is the school implementing best practice related to access and services to students with limited English proficiency?	Exceed Standards

School Demographics

School Background (Data source: DOE website 2018-2019 school year)

Irvington Community School, Inc. (ICS) is one of the largest and oldest public charter schools in the state, serving more than 1,000 K-12 children annually.

The three schools include Irvington Community Elementary School (K-5), Irvington Community Middle School (6-8), and Irvington Preparatory Academy (9-12). ICS is a stand-alone tuition-free nonprofit public charter school founded by community members seeking a viable educational option for children living in traditional public-school districts. As an independent “homegrown” charter school, ICS represents the original intent of the national charter school movement.

ICS is authorized by the Indianapolis Mayor’s Office of Education Innovation. The schools have consistently performed well academically compared to local public-school districts and in its annual rankings in OEI’s portfolio of public charter schools.

Enrollment by Grade Level*	
Kindergarten	73
1st	72
2nd	67
3rd	63
4th	69
5th	66
6th	72
7th	87
8th	85
9th	97
10th	111
11th	83
12th	92
Total Number of Students	1037

%	School Demographics*
65.4	Free/Reduced Lunch
3.1	Multilingual Learners
15.7	Student with Disabilities

Disclaimer: *This data is not yet available on the IDOE website and is self-reported data submitted by the school.

Academic Program (Data source: DOE website 2018-2019 school year)

All students receive instruction in Art, Music, and Physical Education. Restorative Practices and Social and Emotional Learning programs, with an underlying Positive Behavior Supports approach, complement behavior management efforts that focus on coaching and building strong relationships with students. Service-Learning programming is a staple of student character development at ICS.

Historical Academic Performance*

Student Achievement includes both student proficiency and student participation. Student proficiency measures whether students have met or exceeded grade-level standards and expectations. Only students who spend most of the school year enrolled in the school are included when reporting students' performance.

State Assessment (IREAD/ILEARN/ISTEP+)	School Performance*	State Average*
Grade 3 Reading Proficiency (IREAD-3)	85.3%	87.3%
Grades 3-8 English /Language Arts Proficiency (ILEARN)	46.2%	47.9%
Grade 10 English /Language Arts Proficiency (ISTEP+)	50.0%	50.9%
Grades 3-8 Math Proficiency (ILEARN)	40.4%	47.8%
Grade 10 Math Proficiency (ISTEP+)	13.0%	25.3%
Grades 4 & 6 Science Proficiency (ILEARN)	43.9%	47.4%
Grade 10 (Biology) Science Proficiency (ISTEP+)	5.3%	38.6%
Grade 5 Social Studies Proficiency (ILEARN)	43.5%	46.0%

Disclaimer: *This data is not yet available on the IDOE website and is self-reported data submitted by the school.

Evaluation Process

As a part of the OEI accountability requirements, Irvington Community Schools (ICS) commissioned Yellow Hat Consulting (YHC) to conduct a comprehensive assessment of the school's current organizational and academic progress. The focus of this evaluation was OEI Performance Framework *Core Question 4(CQ4): Is the school providing the appropriate conditions for success?*

The school evaluation process was divided into five phases. YHC collected both quantitative and qualitative data to determine how the school met each indicator. The five phases were:

1. Pre-Evaluation Meeting
2. Document Upload and Review
3. Virtual Focus Groups- Full Day
4. On-Site Visit- Full Day
5. Follow-Up Meeting with Leadership

Before the site visit, Lead Evaluator Kimberly Ransom met with the Chief Academic Officer, Mr. James Welter, to conduct a pre-evaluation meeting. They discussed logistics and documents needed for the site evaluation. After the meeting, YHC created a digital document and portal for ICS to upload documents and links for each indicator in the CQ4 Rubric. YHC reviewed various documents uploaded by ICS. The evaluation team gathered information from ICS's website, social media pages, mission statement, school handbook, staff handbook, calendar, pacing guides, and survey data. Other artifacts are listed in the report under the specific indicator. Next, YHC conducted the following focus groups via Zoom:

- High School Focus Group #1-Assessments & Instruction
- Elementary School Focus Group #2-Assessment & Instruction
- Middle School Focus Group #3-Assessment & Instruction
- K-12 Focus Group #4- ESL, Exceptional Learners, SEL Group
- Elementary Teachers Focus Group #5
- Middle School Teachers Focus Group #6

- High School Teachers Focus Group #7
- Operations Focus Group #8
- High School Students Focus Group #9
- Elementary Students Focus Group #10
- Middle School Students Focus Group #11
- Elementary & Middle School Parent Focus Group #12
- High Schol Parents Focus Group #13- Canceled due to technical issues with Zoom

On the day of the site visit, YHC evaluators went to Irvington Community Elementary School (ICES), Irvington Middle School (IMS), and Irvington Preparatory Academy (IPA). During the site visit, YHC evaluators observed classrooms and met with various teachers and administrators to conduct one-one-interviews. A representative from OEI was in attendance during part of the site visit. ICS was on an abbreviated schedule and had an early release day. At the end of the day, YCH met with ICS leadership and debriefed the site evaluation. During the debrief, YHC asked follow-up questions and cited possible concerns regarding SPED files, and notified ICS that these findings would be noted in the report. Finally, YHC held a virtual conference meeting with James Welter to submit the draft report and ask ICS to complete the report's School Demographics* and Historical Academic Performance* sections. *Typically, these items are found on the INDOE website, but the information on the site is not current.

YHC looked at the indicators in CQ4 to determine the performance rating. Performance ratings are highlighted to identify the overall rating for each indicator.

Curriculum and Materials

4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	
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.
Data/Artifacts Reviewed	
<ul style="list-style-type: none"> • Sample Lesson Plans (All ICS Schools) • Curriculum/Standards Map (ICES, IPA) • Core Learning Objectives (All ICS Schools) • Scope and Sequence Document (ICES, IPA) • Guest Lesson Plan (ICMS) • Emergency Lesson Plan (ICMS) • Classroom Observations (K-12) • Lesson Plans (collected on-site as part of observations) 	
Summary of Findings	
<p>YHC Evaluation team reviewed several artifacts provided by Irvington Community Schools. YHC also conducted focus groups and interviews with school leaders and teachers.</p> <p>Summary of Curriculum used by Irvington Community Schools</p>	

Grade/Subject	Curriculum	Software/Supplemental Resources
K-5 ELA	Teacher Created, Houghton Mifflin Journeys	ABC Mouse, Study Island
K-5 Math/Science	Teacher Created, Envision, Scott Foresman	Study Island
K-5 Social Studies	McGraw Hill	
6-8 Math/Science	Teacher Created, (Pearson Envision)	Khan Academy, IXL
6-8 ELA	Teacher Created, Houghton Mifflin Journeys	Membean, Read Theory
HSA Math	Teachers Created	
HS ELA	Teacher Created	

4.1 a) The curriculum used across all academic areas is rigorous, evidenced-based, and aligned with state standards.

Teachers use a variety of evidence-based resources, boxed series, and educational software to support instruction. There is a curriculum for all subjects, either teacher-created or boxed, and the curriculum aligns to Indiana standards. Teachers use the Indiana standards to develop Core Learning Objectives (CLOs) and power standards, the foundational standards for each subject/grade. Each school submitted documents for review to show how the curriculum aligns with the Indiana standards. ICES provided its Scope and Sequence Map, CLOs, and Literacy Vertical Articulation spreadsheet. ICMS provided its CLOs, and IPA provided its curriculum maps for every subject, Indiana standards, pacing, and how objectives will be assessed.

YHC used vetted websites like the USDOE and EdReports to determine if the curriculum used at ICES and ICMS were evidence-based. YHC also researched Khan Academy and found that it aligns with Common Core Standards and has produced some research-based evidence demonstrating a positive impact on student achievement. IXL is rated for Tier II evidence-based interventions by ESSA. During focus group discussions, teachers stated that they make decisions based on best practices and research when developing their curriculums. Rigor comes from expectations that students should strive to exceed mastery. Teachers set up challenges that prompt students to extend their learning. ICES uses ILEARN Blueprints to develop rigorous challenges and push students to exceed mastery. During the focus group discussion, teachers at ICMS shared that everything they do is based on research-based best practices and student data. To ensure that teachers know how to use the curriculum within the allotted time, they receive extensive training on the TAP Constructional Rubric that focuses on teacher effectiveness and student impact. Teachers indicated they use the Indiana standards to identify CLOs, including 10-12 power standards for each content area. From that, teachers have developed a tracking sheet which is broken down into individual units of study. Rigor at IPA is determined by DOK levels, classroom observations, student progress, and test scores.

4.1 b) Systematic reviews of curricula are conducted by administrators and school staff to identify gaps based on student performance across and within subgroups.

During the leadership focus group, IPA leadership indicated that they do not have a school-wide data management system to identify student performance by subject, grade, or subgroups. IPA Teachers identify gaps through reviews of the CLOs. ICES teachers indicated that they have a digital data wall that is utilized to meet these needs. ICMS teachers utilize a color-coded data tracking system to identify to what extent an objective has been covered. To determine student mastery, teachers rely

on end-of-unit tests, formative and summative assessments, and NWEA. All scores are entered into PowerSchool within a week. Teachers use data to place students appropriately so that they can receive the support they need to grow academically. Once gaps are identified, students are provided targeted differentiated instruction. Staff from all three schools discussed and demonstrated how the curriculum aligned to other assessment data such as NWEA, ILEARN, and ISTEP.

4.1 c) The school regularly reviews instructional curriculum maps to ensure presentation of content is aligned with learning objectives.

During focus groups, teachers describe their process for using curriculum maps. They meet weekly to review the curriculum, objectives, and pacing. They frequently spiral to review previous standards and current standards before starting new instruction. All schools have curriculum maps with objectives noted. However, the pacing on curriculum maps is fluid. Teachers mark which standards have been addressed after they have been taught. This process can negatively impact pacing because teachers can get to the end of the quarter or year and realize they have not covered all the standards.

Additionally, YHC evaluators observed inconsistent use of the maps. For example, some teachers may have marked that they have taught multiple power standards in quarter one, and others may have marked few if any power standards taught in quarter one. School leaders shared that they conduct three observations on each teacher annually and look specifically for curricular alignment to 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.

Each school has CLOs that are vertically articulated across grade levels. Additionally, most of the CLOs for K-2 are also assessed on IREAD-3. During teacher focus groups, it was confirmed that IPA's biology curriculum is aligned to New Generation Science Standards (NGSS).

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

All teachers in the focus group confirmed that they have the resources they need to teach lessons adequately. They feel fortunate to have one-to-one Chromebooks for all students. Teachers are surveyed annually to determine what supplies they currently have and what they need. Leadership has structures in place to ensure teachers are teaching using curriculum documents and materials.

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

The formal observation process, which occurs three times annually, is used to confirm that teachers are using the curriculum and materials effectively. Participants in the teacher and student focus groups noted that they feel they have an advantage over other schools having Chromebooks and can use the software provided (Khan Academy, IXL, Membean, ABC Mouse, etc.). Classroom observations and lesson plan review showed that students use the curriculum software the way it was designed and for the recommended timeframe. ICS provides professional learning and support to ensure teachers know how to use the curriculum effectively. Teachers identified several professional learning opportunities provided by the district. The school leaders in the leadership focus group shared that they are trying a train-the-trainer approach sending a core group for training and then having them train the remaining staff.

4.1 Rubric Rating	
a) The curriculum used across all academic areas is rigorous, evidenced-based and aligned with state standards.	Sustaining
b) Systematic reviews of curricula are conducted by administrators and school staff to identify gaps based on student performance across and within subgroups.	Implementing
c) The school regularly reviews instructional curriculum maps to ensure presentation of content is aligned with learning objectives.	Emerging
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.	Sustaining
e) Instructional staff have access to provided materials to deliver the curriculum effectively.	Sustaining
f) Instructional staff understand and uniformly use curriculum documents and related program materials to effectively deliver instruction.	Sustaining
Strengths	
<p>Curriculum is aligned to state standards. Core learning objectives have been identified and vertically aligned across grades.</p> <p>Learning objectives have been aligned to INDOE BLUEPRINTS</p> <p>Lesson plans identify differentiation.</p> <p>Instructional staff have the materials they need and understand how to use curriculum documents.</p> <p>One-to-one Chromebooks are used effectively to provide access to information, differentiation, and materials.</p>	
Opportunities for Improvement	
<p>Instructional staff reviews curriculum pacing and marks off standards as they are taught or at the end of the quarter instead of identifying priority standards and placing them strategically throughout the map to ensure standards are addressed frequently throughout the year.</p>	
Recommended Next Steps	
<p>Create a pacing system that articulates which priority standards will be covered and reviewed for each quarter. Ensure curriculum map addresses priority standards at a higher rate than supporting standards.</p>	
Potential Partnerships/Organizations Moving Forward	

Utilize resources provided by Achievethecore.org for guidance on instructional planning and pacing. [Guides provide recommendations on where to focus for each grade.](#)

Pedagogy

4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	
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.

Data/Artifacts Reviewed

- Core Learning Outcomes Document
- ICS TAP Rubric
- Lesson Plans
- Teacher Observation Schedule
- Classroom Observations
- Focus Group Interviews with Leadership and Teachers
- One-on-One Interviews with Leadership and Teachers
- Focus Group Interviews with Students
- Focus Group Interviews with Parents

Summary of Findings

YHC conducted classroom observations at Irvington Community Elementary School, Irvington Community Middle School, and Irvington Preparatory Academy. The schools were on an early release day. Some observation times were shortened to observe multiple classrooms. Most observation times ranged from fifteen to thirty minutes. The Evaluation team also reviewed artifacts and conducted focus group interviews with school leaders and teachers to conclude that *ICS Meets the Standard*.

4.2 a) The curriculum is implemented in all classrooms with fidelity.

ICS nurtures a culture of teacher autonomy. Teachers are responsible for creating the curriculum. Teachers decide which materials they use. As a result, teachers have flexibility on what standards they want to teach for each lesson. As a team, the teachers determine what resources will be used to deliver instruction. The curriculum was being implemented according to the lesson plan in nearly all of the classrooms YHC observed. The administration and teacher focus group participants verified that the curriculum was being implemented as intended.

4.2 b) A clearly documented lesson internalization process is used to explicitly target core learning objectives across all academic areas.

The teachers and administration follow an internalization process to create lesson plans and ensure learning objectives are met across all areas. Analysis of lesson plans showed commonalities that included differentiated groups or tiered lessons, routines for getting started (Morning Work or Bell Work), and formative assessments. Some grade levels use the same software (Planbook and PlanbookEdu) to create lessons. During the interviews, the administration and teachers said that lesson plans are written based on learning objectives highlighted in their learning outcomes. Teams meet weekly to plan and share resources that target specific learning objectives and goals. The administration conducts observations and provides feedback centered around the TAP Rubric. The TAP Rubric clearly defines differentiation expectations.

4.2c) 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.

Lesson plan analysis showed that grades and content areas identify a wide range of instructional strategies. YHC conducted interviews with the administration and teachers in the elementary school. During the interview, administration and teachers noted that they used NWEA data to support students. The elementary school uses a digital data wall that tracks informal data collected between formal assessments (NWEA, I-Learn, I-Read) to target learning objectives that are taught.

4.2 d) Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles.

Administrators and teachers explained how they use formative assessments and other criteria when differentiating lessons. Differentiation is part of the lesson plan and the TAP Rubric that is used for observations. Some practices include administering pre-assessments and creating groups based on the results. The lesson planning template has a place for teachers to consider and note the differentiation students require, including students with learning disabilities, students with special accommodations per their 504 plan, students who are identified as high ability, and non-native English speakers. In the focus group interviews, the teachers noted that their instruction is based on data collected through informal and formal assessments (Fountas and Pinnel, NWEA, I-Learn, and I-Read). A middle school math teacher explained how he uses MAP data to assign student work in Khan Academy.

Classroom observations revealed other types of differentiation. During an elementary classroom observation, students were working in small groups. When asked, "Why are you working using this book and the other group is using a different book?" The student said that they chose books based on what they were interested in reading. Teachers in the high school focus group provided examples of differentiating according to learning styles, student interests, and learning needs. For example, students can utilize software and have text read aloud to them. Teachers also shared that they contact students privately or virtually to discuss concerns and to provide individualized support.

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

Some teachers were observed using instructional strategies that promoted authentic learning and student engagement. Levels of student engagement and entry points varied in lesson plans and instruction. ICS's internal process requires a lesson plan format from the TAP Rubric. There was evidence of anchor charts, and students engaged in cooperative learning groups. At the elementary school, some whole-class instruction entailed the teacher reading the text to students

or taking turns popcorn reading. One consistency was that most of the engagement was teacher-to-student. The teacher asked questions, and students responded. Teachers were observed reading texts while students listened and responded to several questions led by the teacher. In some cases, a graphic organizer was provided for the students, but the students did not write on their graphic organizer during the observation. In many classrooms, levels of learning that involved critical thinking, problem-solving, and student-to-student interaction were less apparent.

Some students were observed having peer-to-peer conversations during small groups. In a classroom with a high-ability cluster, the students worked in groups to create topics for a writing assignment. The peer-to-peer engagement occurred more often in the high-ability classroom/clusters than in the other classrooms observed. During the focus group interviews, high school administrators and teachers said that there is a focus on providing students with Project-Based Learning experiences. ICS currently has a Maker Space, and they plan on expanding the honors and AP programs.

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

YHC observed multicultural books on display in several classrooms at each of the schools. However, the lesson plan analysis and classroom observations indicated that few instructional strategies intentionally validated and affirmed students' cultures. Some classes were observed using instructional resources that promote diversity. For example, Kindergarteners were reading *Stellaluna*, which can teach students how to overcome differences and promote friendship. YHC reviewed a kindergarten lesson plan and noted a discussion question that read, "Which statements at the end of the story show you that two animals that are different from one another can still be friends?" YHC observed teachers affirm students by making comments like "good job" and "way to go" when students give correct responses. In the focus group interviews, administration and teachers reported that they are learning how to implement more culturally responsive practices. High school teachers said students are exposed to a global body of music and styles in band class. ELA teachers create and explore diversity through texts and novels. During the focus group interviews, teachers stated that they are working to understand their students better.

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

The staff at ICS receive feedback on their instructional practices. During the operations focus group, the Chief Academic Officer explained the teacher evaluation and observation process. Teachers are made aware of these processes during orientation. ICS has a schedule for when teachers are given unannounced and announced observations. Lesson plans are reviewed periodically, and teachers are provided feedback. High school teachers stated that "glow and grow" feedback is given frequently. Middle school teachers shared that the school also uses Bullseye to provide teachers a weekly review of their instruction and feedback on their individual goals. Elementary teachers reported that Leadership conducts various "walk-throughs" where Leadership looks for something different every time. Feedback is placed in the teacher's mailbox.

4.2 Rubric Rating

a) The curriculum is implemented in all classrooms with fidelity.	Implementing
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b) A clearly documented lesson internalization process is used to explicitly target core learning objectives across all academic areas.	Sustaining
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.	Sustaining
d) Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles.	Implementing
e) Instructional strategies used are designed to promote authentic learning to impact levels of student engagement.	Sustaining
f) Instructional practices are intentionally designed to validate and affirm the culture of students.	Emerging
g) Staff receive explicit feedback on instructional practices on an ongoing basis.	Sustaining

Strengths

- Irvington Community Schools consistently uses data to provide instruction for students who are not approaching the standard.
- The instructional staff is given feedback regularly.
- The lesson plan internalization process identifies differentiation.
- Lesson plans identify core learning objectives.

Opportunities for Improvement

- Provide more rigorous learning opportunities for all students. Learning that involved critical thinking and problem-solving was not evident in some classrooms.
- Students could benefit from more peer-led activities and instruction.
- There is a clear distinction between high-ability instruction and student engagement at the elementary school. All students could benefit from activities that involve rigorous peer collaboration.
- Culturally responsive instructional practices were not explicitly noted in the lesson plan template and classroom instruction.

Recommended Next Steps

- Provide question stems to help students facilitate peer-to-peer conversations during whole-class and small group.
- Use the ILEARN BLUEPRINT item specifications to construct various DOK questions for class discussions and exit tickets.
- Provide students more opportunities to read by allowing them to read in pairs, independently or in small groups instead of popcorn reading or the teacher reading entire texts to students.

Potential Partnerships/Organizations Moving Forward

High School Guidance and Support

4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options? *Only applies to schools serving grades 9-12	
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.
Data/Artifacts Reviewed	
<ul style="list-style-type: none"> • School Handbook • School Website • List of School Curricula, Course of Study (Including IN Career Pathways, AP, And Dual Credit Options) • Memoranda of Understanding (MOUs) With College Partners • IN Diploma Options and Graduation Requirements • Disaggregated Reports on Course Enrollment By Grade Level • Counseling Department Policies, Procedures, And Additional Resources • Academic, Behavioral, And Emotional Supports • Student Handbook • Focus Group Data: Staff, Student, Parent Interviews Graduation Data 	
Summary of Findings	
<p>YHC Evaluation team conducted focus group and one-on-one interviews, reviewed artifacts, and conducted classroom observations to determine the following:</p> <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 aligned to their interests.</p> <p>Irvington Prep Academy (IPA) provides students with all courses necessary to meet the Indiana state requirements for graduation and post-secondary preparation. Along with these courses, students are encouraged to self-select enrollment into more rigorous college-level courses offered through the College Board and Dual Credit options with college and university partners. There are only a few pre-requisites that students must meet in an effort for IPA to maximize enrollment in college-level courses and increase the enrollment of students in subgroups who might not typically qualify to take these rigorous courses.</p> <p>Advanced Placement(AP), Advance College Project (ACP), and Dual Credit Options are considered as dual enrollment courses. Students earn high school credit and can be awarded college placement and credit hours with successful completion of the courses. If students score well on the final exams</p>	

for these courses, colleges and universities recognize their successful completion of college-level rigor; and use these exams as predictors for college success. High test scores can increase the students' chances of college admission and scholarship potential. IPA currently offers dual enrollment in English/AP Language and Literature; math/AP Statistics, and AP Calculus; AP Biology; AP Psychology; AP Government; and AP art history; and Dual Credit Spanish through Indiana University. Students have no cost to participate in these programs, so the financial benefit is significant to IPA families.

Of the approximate 350 students enrolled at IPA, approximately 32% participate in Advanced Placement (AP); or Advance College Project (ACP) Spanish courses. There is no partnership with Ivy Tech for Dual Credit Courses, but re-establishing a partnership is being discussed.

Approximately 15% of IPA students have passed at least one AP course with a College Board required passing score of 3 (passing), or a 4 or 5 to earn college credits. There is no cost to the student to take the courses or to take the exams. High Ability grants pay these costs and for all materials needed. Funding is not an inhibiting factor to student participation in the courses. Cumulative grade point averages and class rankings are calculated using a weighted grade system to recognize student efforts in these college-level courses.

Teachers are encouraged to take advantage of training to become AP teachers. They must express an interest to the administration; have an "effective" or "highly effective" rating on their annual TAPS review, and be willing to attend training sessions and Summer Institute offered by the College Board. AP and ACP courses are monitored closely to align curricula, activities, and testing outlined in the Memoranda of Understanding with the College Board and Indiana University. Student records/transcript review and test scores are considered for initial student course placement as new students enroll at IPA. A placement test using a course midterm or final exam may also be used to enroll transfer students into the appropriate level.

Students are introduced to career areas in subject content areas; through the IN Standards relative to Career Pathways; and through the efforts of the Guidance Department. The counselor and the Director of College and Academic Services present informational meetings for students and parents. Teachers coordinate efforts with the Guidance Department to provide students with post-secondary planning and career exploration during the Advisory Period that meets two times each week. However, teachers in the focus groups did not specify how they infuse college and career assignments or resources regularly in their lesson plans (sample resumes, writing prompts, practice college essays, career exploration, etc.)

4.3 b) A system is in place to ensure school staff provide students with the supports they need to effectively prepare for post-secondary opportunities.

Teachers utilize several instructional strategies to engage and support students in the learning process and help them make academic progress. Classrooms observed had lesson objectives posted; provided time for review while gauging students' understanding of topics; utilized laboratory and "hands-on" activities that differentiate and support student learning styles; small groups; and web-based instruction. Teachers consistently engaged and encouraged student participation throughout the lessons. Independent study to complete higher-level classes is available for students with teacher supervision.

Teachers assess the need to reteach through teacher-created daily, formative assessments, and common summative assessments. An SAT Fleet of assessments and GOOGLE Classroom's suite of lessons give students a broader scope of what they are learning and how it can be applied in other

courses. GOOGLE Classroom also allows teachers to view student progress in real-time to help focus instruction and remediate when needed. Curriculum maps and vertical articulation align to upper-level classes for student preparation. Because class sizes are small, teachers can readily identify students who need additional support. Students also use GOOGLE Voice to communicate with staff outside of the classroom.

English Language Learners (ELL) and students with Individualized Educational Plans (IEPs) are supported by teachers/coordinators and instructional aides in the classrooms. They work with teachers to ensure that student accommodations are being met. Students are also offered virtual tutorial support after school and may meet with teachers during specified times during the daily schedule. Summer school and an online program, APEX, are also available for students to recover credits, retake classes for better grades, and work ahead.

At IPA, students have the opportunity to earn: General, Indiana Core 40; Core 40 with Technical Honors; and Academic Honors diplomas. Materials and resources are available to help students identify college majors and career interests. Parents can access information and communicate with staff through online portals. COVID restrictions have limited parent nights, community partnerships, internships and externships, and other field experiences. However, students are still required to earn hours completing service-learning experiences. Several resources, materials, and links are available through the Guidance Department to assist students in exploring college and career options. Students are also supported through school-based clinical therapy provided by Community Health Network and the school social worker.

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.

COVID restrictions have had an impact on student engagement in extracurricular activities. Student interest has waned in some areas, and some teacher sponsors did not continue in their roles. For example, the high school Robotics program could not be sustained without a sponsor due to necessary COVID restrictions for visitors and partners in the building. Next year, there is a push to revive the program, allowing students to build and compete at a higher level.

Some clubs have thrived this year. The Philosophy Club is preparing for competition. Drama/Improvisation Club would like to present a play, even if it is virtual. The band and choir programs are still strong as most students continue from middle school throughout high school. Anime's participation is increasing along with Gaming and Video Game development. The Travel Club is planning for a tour of Italy through EF Tours. Members are working concession stands at Lucas Oil Stadium to raise needed funds. The service-learning curriculum is popular with students because they can earn distinctive cords to wear at commencement.

IPA has previously been a part of a Career and Technical Education Consortium through the Walker Career Center but is not active this year. Students have the opportunity of working through Computer Science Courses and club membership that includes coding. Students interested can choose elective courses that will introduce computer skills, programming, and cybersecurity. One of the computer science teachers is considering continued education to receive certification to teach her upper-level courses as Dual Credit through Ivy Tech.

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

Students and parents develop a graduation plan with the counselor to ensure that all course requirements meet or exceed IN Core 40 graduation requirements. While it is possible to achieve other IN diploma types, including Academic Honors, which every IPA student is encouraged to complete, upper-level math and world language courses were noted as inhibitors. Students may not be able to meet the challenges of taking the additional required math credits or world language courses needed for the AHD. (These classes are not necessary to earn a Core 40 diploma.) An AHD requires that students earn a “C” average or above in courses that will count toward the AHD diploma and must achieve a cumulative grade point average of 3.0 or better in all classes. In addition, students must have **one** of the following: a combined SAT math and critical reading score of 1200 or higher; **or** a composite score of 26 on the ACT exam; or pass two AP courses and exams with a 3 or higher. IPA students do have opportunities to retake classes during the school day and the summer. Credit recovery is offered online with teachers two days/week with teachers through the APEX system. Students may also retake AP courses and exams to raise scores and their GPA. According to the Principal and Guidance staff, some students can graduate from IPA in three years with the courses offered.

State graduation data is calculated for each high school based on the students who begin in the cohort of students who enter a school in the ninth grade. As students enter the school after ninth grade, they join the cohort. If students transfer to another school, they join the cohort at the receiving school. If students do not enroll at another school, they are considered “dropouts” from the cohort and count against the graduation rate of the previous school. Students who do not complete requirements for graduation with the cohort can remain at the school to complete them during the summer or the next school year. Special needs students with IEP accommodations who earn a Certificate of Completion instead of a diploma cannot be counted as graduates. Typically, these are awarded when a student cannot meet requirements for an Indiana diploma because of their enrollment in modified classes. (Special needs students can continue to attend high school until they reach 22 years of age.) Students may also be awarded a Certificate of Completion if they fail the state’s competency exam after five attempts.

The IN Department of Education released data that shows the 2019-2020 state graduation rate at 87.69%, an increase of 0.40% from 2018-2019 levels. IPA is consciously working toward increasing its rates and encouraging students to succeed at higher academic levels. The Indiana State Department of Education indicated the rates for the last three years as 2019: 70.8%; 2020: 77.1 %; and the current projection for 2021 is at 65.6%

The IPA Guidance Department shared that:

2020: 77.1%

Notes: Of the 16 students on the 2020 cohort who did not graduate, 7 no longer attended IPA but never enrolled in another school. One of the 16 is a special education student who received a certificate of completion, and one was retained at some point, so (s)he is a grade behind but still in this cohort. Seven of the sixteen are current students who did not complete credit requirements towards their diploma. Of these 7, two came to us during their senior year, and two are students with IEPs.

2021: 65.6% (Current projected graduation rate)

Notes: Of the 32 students in this cohort who are not graduating:

- 2 are IEP students receiving a Certificate of Completion
- 18 did not have enough credits to graduate (7 have IEPs, 2 have enrolled elsewhere for 21-22, 9 plan to return for a 5th year at IPA, 10 were entirely virtual for the year)
- 12 left us and did not enroll elsewhere or dropped out.

IPA noted: “We had 2, 5th-year senior graduates and 3 early 3-year grads. *If our rate was only calculated on students currently enrolled with us, we would be at 81% for this cohort.”

There is a concern regarding student retention and their progression toward graduation. IPA staff will need to focus on maintaining general education and special needs students regardless of the impacts of COVID on student progress. The three Special Education teachers and the three instructional aides may not provide enough support to the number of students with special needs. Instructional aides are difficult to track down during the school day because they are often called to resolve problems. This practice seems to significantly impact the classroom support of students who have IEP accommodations. While observing classrooms, YHC saw one Title I aide in an Honors’ Algebra I class, but not in the other observed classrooms. The day had schedule changes due to the school administering the PSAT exam to sophomores, so special education teachers and aides may have provided testing accommodations for IEP and ELL students.

Corresponding Indiana Code or Law Violation (if applicable)

4.3 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 to their interests.</p>	<p>Implementing</p>
<p>b. A system is in place to ensure school staff provide students with the supports they need to be effectively prepared for post-secondary opportunities.</p>	<p>Emerging</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>Implementing</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>Planning</p>

Strengths

Students and staff benefit from the relationships they develop in the IPA learning community. Small class sizes allow teachers to get to know their students, build relationships, and offer academic support immediately and personally.

Students who elect to take advantage of the more rigorous courses in preparation for post-secondary options have opportunities to experience college-level expectations. Elective course offerings, clubs, and organizations, and community/service learning options provide students with ways to explore interests outside of the classroom.

Opportunities for Improvement

English Language Learners (ELL) and Individualized Educational Plan (IEP) are supported by Resource teachers and Instructional Aides in general education classes. While all students are encouraged to challenge themselves by selecting Advanced Placement courses, it was unclear how many ELL or SPED students are enrolled in the classes or supported in higher-level classes. AP Test scores for the past five years were provided for review. Most mean scores fall between a range of 1.67 - 3.0 out of a possible 5 points on AP exams. With such small class sizes, the expectation would be that students receive enough support to ultimately succeed in these classes and at higher rates on AP exams.

IPA graduation rates are a concern. The small class sizes should be advantageous to all students to learn subject content, but IPA has lost students for various reasons (failure to meet graduation requirements; transfers to other schools; withdrawal with no enrollment in another school). These factors negatively impact the IPA graduation rates for their cohort groups.

Recommended Next Steps

Improvement in the areas listed below would enhance the post-secondary awareness of parents and students and increase the level of communication between the school and parents as they maneuver the different processes related to post-secondary planning.

- A monitoring system to track high-ability students and their enrollment in dual enrollment classes would help determine which students successfully earn AP, ACP, and other dual credits before high school graduation. A closer look at why students are not more successful on the testing might also indicate which courses may need more teacher planning to meet curricula requirements; and how to implement student supports.
- Teachers should develop and implement more lessons and activities that regularly infuse college and career assignments or resources into their lesson plans (sample resumes, writing prompts, practice college essays, etc.). These assignments would help students practice skills in class and support the Guidance Department as they share information with students and parents. This information is vital as families consider college and career pathways; financing college; trending careers, and how preparation relates to what students are learning in the classrooms.
- Understandably, COVID restrictions have had an impact on parent/family information nights. However, printed materials are still available for information sharing. Virtual presentations or college planning videos would be beneficial for students and parents to communicate with the Guidance Department regularly. They could also provide access to recorded information so students and parents can review it at home.
- The leadership team should consider more professional development with all staff to identify and address student needs and instructional strategies to support students with accommodations. Continue addressing this subgroup's low graduation rate.
- Create a strategic plan to address the needs of general education students and how to differentiate instruction to support their learning styles. This might be helpful in an analysis of why students leave the school to enroll elsewhere.

Potential Partnerships/Organizations Moving Forward

COVID restrictions have impacted the ability to provide consistent opportunities for internships, externships, and service-learning projects. Students have been given suggested options this year, and the program continues to move on. IPA might consider one resource for internships: Work and Learn Indiana: <https://www.workandlearnindiana.com/>, a free partner matching connection for work-based learning experiences.

Assessments

4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?

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.

Data/Artifacts Reviewed

- Sample Assessments (IPA, ICMS, ICES)
- Testing Schedule/Calendar-ICES and ICMS
- Assessment/Standards Checklist or Alignment-ICES and ICMS
- Assessment Blueprints-ICES uses ILEARN Blueprints)
- Data Tracker/Walls/Dashboards
- Review of Most Recent Test Results:
- Summary of Assessments and supporting documents used by Irvington Community School Corporation:
 - Formative Assessments Observed-Thumbs Up/Thumbs Down, Exit Ticket, Classroom Assessments, Quizzes
 - Summative Assessments Utilized: Teacher-Created, Textbook, Pre/Posttests
 - Formal Assessments Utilized: ILEARN, NWEA, IREAD, ISTEP, ASVAB, PSAT, SAT
 - Content-Specific Assessments Utilized: Fountas & Pinnell (literacy), IXL (math). Khan Academy (Math)

Summary of Findings

YHC Evaluation team reviewed several artifacts provided by Irvington Community School Corporation. YHC also conducted focus groups and interviews with school leaders, teachers, and students. The evaluation team concluded that Irvington Community Schools *Meets the Standard* for using learning standards and assessments to inform and improve instruction.

4.4 a) Assessments utilized are well aligned to learning standards.

During focus group discussions, teachers in the elementary school shared that the benchmark assessments currently used are Fountas & Pinnell, NWEA, and ILEARN. The purpose of these assessments is to determine how students are performing based on the Indiana standards and to assess their growth in reading and math. ICES teachers use ILEARN Blueprints to develop

assessments that align with the Indiana standards. ILEARN Blueprints provide guidance on the assessment items that will be covered on ILEARN. During the observation, examples of formative assessments were employed, but not all aligned to Indiana standards. Formative assessments are intended to gauge student understanding in “real-time.”

YHC reviewed curriculum maps, scope and sequence, and spreadsheets and concluded that the summative assessments align with Indiana standards. ICES teachers have the autonomy to create curriculums that best serve their students. As a result, classroom assessments may not be uniform within grade levels.

The middle school uses a variety of interim, benchmark, and formative assessments to include NWEA, ILEARN, classroom assessments, exit tickets, quizzes, etc. It could not be confirmed that all formative assessments align to standards. Some are used to determine student understanding during instruction. Summative assessments align to learning standards and identify the power standards and Core Learning Objectives (CLOs) they assess. Classroom assessments are uniform within grade levels because there is only one section of each subject per grade level.

At the high school, assessments include teacher-created classroom assessments, formative assessments, common standard assessments, and semester exams. Students also take ASVAB, PSAT, and SAT exams. These assessments aim to promote and assess college readiness, practice test-taking, essay writing, and provide benchmarks for math scores. All summative assessments are aligned to standards, although not all are aligned to Indiana standards. During focus group discussions, IPA teachers shared that they respect the autonomy they have. Classroom assessments are not necessarily uniform within grade levels.

4.4 b) Assessments utilized are varied in order to support a wide range of student learning styles and abilities.

YHC conducted focus groups interviews with teachers and building administrators at the elementary, middle, and high school. Focus group participants shared that classroom assessments and data meetings help teachers understand where students are and what they are learning. According to teachers and administrators, classroom assessments vary and include traditional paper/pencil, online, and project-based approaches.

A review of assessments from the elementary school shows that assessment questions also vary and include examples for showing your work, multiple-choice, compare/contrast, short answer, essay, and projects. Teachers shared during focus group discussions that classroom assessments provide the best information on student progress because they get immediate feedback if a student is unsuccessful. Teachers also look at data weekly within their teams and plan for reteaching. During the SPED focus group, SPED teachers shared that most students are fully included in general education classrooms and provided modifications and accommodations for assessments identified on the IEP/504. ICES also has a high ability cluster, and teachers shared during the focus group that they track these students through weekly data meetings. Accommodations are embedded in the software for online assessments.

YHC reviewed sample ICMS assessments and noted that the assessments are administered in various ways, including written, oral, and computer-based. They also vary in response type. The samples provided included a project-based assessment with a rubric and a computer-based quiz. During the classroom observations, the types of assessments varied and included online assessments, traditional paper/pencil assessments, a lab activity with exit tickets, and group consensus. Teachers analyze standardized assessment data in team meetings and make decisions about

placement or interventions needed in math and reading. SPED teachers modify assessments and provide accommodations as needed.

Assessments at the high school showed a variety of response types, including matching, fill in the blank, application, short answer, and project-based. Assessments are also administered in a variety of ways. Assessments YHC reviewed were primarily written and computer-based. SPED teachers assist with providing accommodations through an inclusion model.

4.4 c) Assessments utilized provide student level data focused on growth and proficiency.

During focus group discussions at ICES, teachers shared that they all have a classroom digital data wall to track student progress on standards. All school staff has access to this data. It is color-coded to show whether students have mastered specific standards or not. Teachers also shared that NWEA is given three times each year to gauge student growth and can be used to predict how students will perform on ILEARN.

According to information provided during the ICMS school leader focus group, there is no school-wide data management system that provides student level data focused on growth or proficiency. Teachers capture this data within their classrooms and discuss it with their grade-level teams weekly. ICMS teachers indicated that the data captured by NWEA could be predictive of how students will perform on ILEARN. The middle school teachers create classroom assessments to determine grade level proficiency. Discussions during data meetings help teachers understand where students are in growth/proficiency and determine the next steps.

NWEA measures growth. Teachers can look at summative outcomes and progression models on where students should be performing. They can also see if they made more than a typical year’s growth, fell behind, or closed a gap. A regression model is used to inform instruction.

YHC reviewed documents and concluded that IPA does not have a school-wide data management system that provides student-level growth or proficiency data. Teachers explained that grade level proficiency is determined by the number of students meeting the standards. Growth is discussed during bi-weekly data meetings where pre/post data is reviewed. IPA teachers shared that students take the ASVAB, PSAT, and SAT exams, which predict college readiness.

4.4 d) Assessments are administrated with sufficient frequency, and results are provided in a timely manner.

During focus groups, elementary teachers and school leader responses revealed that formative (informal and formal) assessments occur multiple times in a class period. Summative assessments are completed at the end of units. Fountas & Pinnell is administered by the Title I staff. They use specific sheets to monitor this data. It takes two weeks for Fountas & Pinnell data reports to become available. Teachers grade and return classroom assessments quickly (within the week), providing immediate feedback if a student has not done well. NWEA scores are available immediately upon completion, but formal reports take longer to receive. Student data is tracked on the digital data wall. Teachers have their data wall, and everyone has access to the data. Assessment results are communicated to parents at parent-teacher conferences through Google Meet and shared data reports. Students work with their teachers to develop goals based on their NWEA scores.

In the ICMS school leader focus group, participants described how the school uses a variety of interim, benchmark, and formative assessments to include NWEA, ILEARN, classroom assessments,

exit tickets, and quizzes. During the observation, the YHC evaluator noted that formative assessments occur frequently and daily in classrooms. Both ICMS teacher and school leader focus groups discussed how teachers are expected to enter grades into PowerSchool every Monday by 4 pm. The assistant principal runs a grade report shortly after 4 pm to determine eligibility for student-athletes and club members. In the first and third quarters, students prepare a PowerPoint and hold student-led conferences for their parents. Parents whose students are earning Ds and Fs are notified immediately to expedite needed remediation. Students review their grades quarterly, set goals and write a letter to their parents/guardians indicating their areas of strength and areas of needed growth. The school board receives the CEO report and can view school progress from the dashboard. This data allows them to compare the school's progress with other schools with similar populations and discuss with school leadership.

YHC reviewed IPA's curriculum map and noted most teachers are giving weekly quizzes over material and exams at the end of the unit. According to teacher discussions during focus groups, classroom assessment results immediately show how students are performing. Virtual data on standardized tests can be viewed in real-time on Google Sheets and helps teachers plan instruction. Assessment results are communicated through PowerSchool. Teachers and counselors send emails and make phone calls to provide additional information to parents regarding academic needs and concerns. The board reviewed standardized test scores via a dashboard and compared ICA schools with other similar schools. The Board receives updates monthly at Board meetings.

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.

During the teacher's and leader's focus group discussions, ICES teachers described how they utilize a digital data wall with tabs to keep track of data. Data from the NWEA assessment is analyzed across and within subgroups. The staff reviews student growth and to what extent students met or exceeded their goals. Classroom assessments are more anecdotal. Teachers make adjustments for students who are ELLs or have IEPs. The data that is analyzed is utilized to plan instruction, assessment, and reteaching. It is constantly being adjusted based on student needs. ICES teachers admitted that pacing is not consistent due to cluster groupings. Classes are mixed-ability, but all include high ability clusters and inclusion clusters. During team meetings, ICES teachers do a pacing check. Every few weeks, some teachers will pause to allow the other classes to catch up. ICES teachers check with other grade level teachers to ensure they have finished any given unit before assessing students on the material. ICES teachers are reviewing data weekly with their teams.

In the middle school focus groups, leadership and teachers discussed how the data provided by ILEARN and NWEA is analyzed across and within subgroups and is used to guide decision-making related to instruction and curriculum. Teams review this data as well as data gathered from classroom assessments during weekly team meetings. Teachers also use this data to decide student placement and any intense interventions needed in reading and math. ICMS teachers spoke a great deal about spiraling instruction so that they are constantly reviewing previous material in preparation for introducing new material. This is part of the reteaching process. If the majority of students are not mastering an objective, they will reteach the skill. YHC reviewed the master calendar and meeting schedule and determined there is adequate time allowed for data analysis.

In the IPA focus group, High school teachers and leaders explained how rubrics are used to analyze assessment data. IPA teachers also shared that small classes and flexibility during the day allow students to re-take courses. Summer school is also available. They did not specifically address reteaching/re-assessing. However, they have tutors available to work with students individually or in small groups to review missed material. IPA has an online credit recovery system available through

APEX. Teachers shared that they review pre/post data bi-weekly with grade-level teams. They have access to standardized test data in Google Sheets which they also review. Results on the 2020-2021 Parent Satisfaction Survey indicate:

- Parents consistently believe that ICS is preparing their children for success.

Corresponding Indiana Code or Law Violation (if applicable)

4.4 Rubric Rating

a. Assessments utilized are well aligned to learning standards.	Implementing
b. Assessments utilized are varied in order to support a wide range of student learning styles and abilities.	Sustaining
c. Assessments utilized provide student level data focused on growth and proficiency.	Emerging
d. Assessments are administrated with sufficient frequency and results are provided in a timely manner.	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.	Implementing

Strengths

All three schools gather various types of data that are reviewed regularly to determine students' needs, identify growth and proficiency, and drive instruction.

Students regularly review their progress and set goals. At ICMS, students conduct student-led conferences.

Opportunities for Improvement

The Administration does not currently monitor when reteaching is occurring in classrooms. ICMS and IPA do not currently use a school-wide data management system to monitor how students are progressing.

Recommended Next Steps

- Implement a school-wide digital data wall (like the one used by ICES) that focuses on gaps in instruction/curriculum.
- Implement a system for reteaching/focused intervention. Careful monitoring of this by administrators will also help reinforce the importance of reteaching for teachers.
- Implement a system where all schools provide student-level data focused on growth and proficiency

Potential Partnerships/Organizations Moving Forward

Human Resource Systems

4.5. Has the school developed adequate human resource systems and deployed its staff effectively?

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.

Data/Artifacts Reviewed

- Document Review of Staff Handbook
- PD calendars and agendas
- Evaluation Articles
- Org Chart
- Staff Roster
- List of Staff and Credentials
- Teacher Evaluation Summary Data
- Focus Group Interviews
- Leadership
- HR Director
- Teachers
- Surveys

Summary of Findings

YHC reviewed several artifacts and conducted one-on-one and focus group interviews to determine if ICS has developed adequate human resource systems and deployed its staff effectively.

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.

ICS has an elaborate system in place to identify school and stakeholder needs. These needs and goals are compiled in a scorecard. During a one-on-one interview, the Chief Academic Officer, Mr. James Welter, showed various dashboards, trackers, and surveys to identify needs, goals, or track progress. ICS has identified key areas that include academics, graduation rates, ILEARN, and NWEA. Other areas of focus include staff retention and maintaining positive relationships with stakeholders. These goals help determine hiring decisions. YHC conducted a focus group with the Chief Academic Officer, Director of Human Resources, and a Board Member. Shari Coomer, Director of HR, explained the hiring process. ICS posts positions on various sites. She spoke of how ICS has been talking about developing a more robust strategy and connecting with a more diverse pool of prospects.

4.5 b) Hiring processes are well organized and used to support the success of new staff members.

During the Operations Focus Group session, the HR Director, Ms. Coomer, articulated a hiring and onboarding process. Ms. Coomer stated that overall, the hiring and onboarding process is

consistent. Teachers and administrators play a role in the interview process of prospects. When a new teacher is hired, HR ensures they have everything they need before a "handoff" to building principals. New teachers are partnered with a mentor teacher. Mentor teachers work with new teachers and teachers identified as "needs improvement."

4.5 c) Staffing levels adequately allow staff to maximize instructional time and capacity.

ICS submitted a staff roster that included staff members' names, hire dates, positions, and work locations. YHC identified that in addition to classroom teachers:

- ICES has 7 Title I instructional assistants, 3 SPED Instructional Assistants, and 1 ELL Instructional Assistant.
- ICMS has 3 Title I instructional assistants, and 3 SPED Instructional Assistants
- IPA has 1 Title I instructional assistant, and 2 SPED Instructional Assistants

The HR director stated that all but two of the teaching positions had been filled. Classroom observations and focus group feedback indicate that there may be some additional staffing supports needed for Special Education and English Language Learners (see 4.9, 4.3, and 4.10 summary of findings and Recommendations). YHC observed that some classrooms had more than one adult in the room while others only had the teacher. YHC asked the operations focus group participants if IAs and other support staff had a schedule. The response was that scheduling is handled at the building level. Teachers in the high school, middle school, and elementary focus groups confirmed that they have instructional support that also included ESL and SPED. Furthermore, the middle school focus group teachers said that most teachers have support staff in their rooms daily.

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.

YHC used [Indiana Educator License Lookup](#) and identified seven staff members who did not have a valid license in the area where they were assigned, or their license had expired. YHC submitted the names of these staff members to the HR director and asked her to submit license information. YHC then conducted a cross-reference between the ICS list and the YHC list from the INDOE license lookup. YHC concluded that 89% (56/63) of staff are appropriately certified in the areas to which they have been assigned. YHC noted that four teachers did not have licenses, two had expired licenses, and one teacher was licensed but teaching in an area where they were not certified. INDOE considers licenses valid for the school year if they are valid on the first day of school. YHC noted that two staff members' licenses had expired since school had started and did not include these licenses in the number of expired licenses.

In the focus groups, teachers discussed the various professional learning opportunities they have participated in this school year. Elementary teachers described being provided mentor teacher training, implicit bias, critical conversations with others, math vocabulary, and vertical articulation. One teacher noted that the school leader, Ms. Dehner, has done a good job of ensuring teachers are provided training for any expected initiatives. Middle school teachers said they had received PD on research, project-based learning, higher-order thinking skills, and motivating students. Some teachers have received training in Orten-Gillingham. They have all received professional learning on restorative practice and the TAP Constructional Rubric. High School teachers also confirmed that they receive multiple professional learning opportunities. YHC reviewed PLC calendars and agendas and noted that ICS has several PLC offerings for instructional staff that vary in topic, some of which included MTSS, Test Data Analysis, and Creating

Rigorous Assessments. However, YHC did not find evidence of specific PLCs for Special Education and how to develop and implement IEPs. (See 4.9)

4.5 e) Professional learning opportunities are offered regularly in order to support the staff in delivering culturally relevant and differentiated instruction to meet the needs of all learners.

Differentiated instruction topics are posted on PLC calendars and are embedded in the TAP rubric. However, ICS is in the beginning phase of getting processes in place to address culturally relevant instruction. During interviews, teachers and administrators expressed that they are mindful that the district needs to incorporate more culturally relevant professional learning opportunities for staff. Unconscious bias training has been offered, and about twenty staff members opted in for a book study. Furthermore, ICS has taken steps towards completing an equity audit and partnering with Beloved Community for guided support on ways to "bridge the gap." YHC also noted Restorative Practices & Culturally Responsive Teaching was on the staff meeting agenda at the elementary school.

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

ICS has a comprehensive system for analyzing data and creating goals. Mr. Welter described the process during the Operations Focus Group and the pre-evaluation interview. ICS uses various needs assessments (surveys) and student achievement data analysis to create goals. Data is disaggregated, and specific indicators are identified as areas of strengths and improvement areas. School Improvement goals are tracked on a scorecard. The scorecard has three domains: Academic Excellence, Finance, and Culture. The Academic Excellence domain has nine indicators or "buckets" that address student achievement (growth and proficiency), graduation rate, and attendance. Principals have input on what they want to improve so that PLC offerings may vary across schools. ICS has school-wide initiatives and programs like authentic learning and project-based learning. Both teachers and leaders take an active role in utilizing data to make instructional decisions.

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

YHC conducted focus group interviews, reviewed PLC agendas, and Observation Calendars to identify the current teacher evaluation process and how it is being implemented. ICS uses the TAP rubric for its teacher evaluation. Teachers and leadership explained the evaluation process during the focus group interviews. This process is discussed during new teacher orientation and at the beginning of the school year with the entire staff. Teachers have individual SMART goals that they create with their supervisors. PLC agendas indicated that the TAP rubric is being addressed during meetings.

Corresponding Indiana Code or Law Violation (if applicable)

4.5 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.

Implementing

b. Hiring processes are well organized and used to support the success of new staff members.	Sustaining
c. Staffing levels adequately allow staff to maximize instructional time and capacity.	Implementing
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.	Implementing
e. Professional learning opportunities are offered regularly in order to support the staff in delivering culturally relevant and differentiated instruction to meet the needs of all learners.	Emerging
f. Professional learning opportunities are determined through analyses of student outcome data and clearly linked to strategic objectives and school improvement goals.	Sustaining
g. The teacher evaluation process is explicit and regularly implemented with a clear process and criteria.	Sustaining
Strengths	
<ul style="list-style-type: none"> • Hiring processes include a system for onboarding and supports for new teachers. • ICS provides various professional learning opportunities for instructional staff. • Teachers are aware of the evaluation process. • Classroom teachers receive support for ESL and SPED students. Many classrooms observed had at least two adults. • The majority of the staff is Highly Effective According to ICS Evaluation Model. 	
Opportunities for Improvement	
<ul style="list-style-type: none"> • The number of staff members with expired licenses or licenses for areas other than the areas in which they are assigned can be decreased if instructional staff renews licenses. • Culturally responsive professional learning opportunities are optional or not offered to the entire staff. • ICMS-Aids did not appear to be working with students in classrooms. 	
Recommended Next Steps	

- Encourage staff to be proactive with obtaining and maintaining licenses. Have a notification system in place to remind HR and staff of expired licenses and alerts when licenses are expiring.
- Continue partnerships with entities that provide support on culturally responsive practices. Provide more culturally responsive professional learning opportunities and make them mandatory for all staff.
- Provide additional PLC offerings for ways to support SPED students.
- Provide detailed expectations of what aids are to do in the classroom, focusing their efforts on students who are not mastering objectives.

Potential Partnerships/Organizations Moving Forward

School's Mission

4.6. Is the school's mission clearly understood by all stakeholders?

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.

Data/Artifacts Reviewed

- Document Review: School Improvement Plan, Survey Questions And Results
- Student Handbook
- Staff Handbook
- Hallway Bulletin Boards, Classroom Boards, Postings
- Classrooms
- Parent Communication
- Focus Groups: Teachers, Leadership, Students, Teacher
- Surveys
- Website
- Newsletters

Summary of Findings

Irvington Community Schools Corporation's mission statement:

- 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.

YHC Evaluation team met with stakeholder groups and reviewed artifacts to determine how the school ensures that all understand the mission.

4.6 a) ICS has procedures in place for assessing staff perceptions, knowledge, and commitment to the intentions of the school’s mission

The school’s mission statement is posted, modeled, and sets the expectation for all students and stakeholders to reflect “The Irvington Way.” Stakeholders are committed, embrace the schools’ mission, and lend support when appropriate and as needed.

During a focus group interview with members from the operations team, a Board member explained how the Board member’s commitment to the school’s mission is assessed. Board members establish their own goals regarding monetary donations, participating in events, or donating services in their areas of expertise. The Board holds each member accountable for showing commitment.

In this same focus group interview, the Chief Academic Officer, Mr. James Welter, expressed the importance of stakeholder perceptions. He discussed the corporation’s various systems to administer surveys: these surveys gauge stakeholders’ commitment and perceptions. Mr. Welter provided documentation of data derived from multiple surveys and stakeholders. Surveys are administered periodically, and additional surveys are conducted if necessary. These additional surveys provide in-depth information as a follow-up on previous information from the initial survey (known as “spot checks”). 2021 Parent and student surveys indicate satisfaction with most aspects of the school culture and climate. Parent survey feedback revealed that curricula and rigor in the academic program could be improved. Parents echoed many of the students’ thoughts about the school culture and climate and their feelings that the schools are safe and welcoming. Student results indicate that they have built healthy and supportive relationships with school faculty and staff (Grades 6-12, 84%; Grades 3-5, 89%).

Stakeholders are provided data and reports and are included in ICS focus groups to provide objective feedback to school staff. In focus groups facilitated by YHC, students discussed how much they appreciate the “neighborhood feel” of the school. They enjoy feeling safe in the building and outside in the neighborhood when they have shortened days for teacher professional development. Students reported they enjoy small class sizes and receive one-on-one help. They also noted that they can engage with students and can socialize daily. Students also indicated that they appreciate the amount of effort and concern that teachers show toward them.

Data from another ICS survey revealed that the corporation’s Net Promoter Score (NPS) is over 50. In a broad sense, companies with an NPS in this range tend to value a quality customer experience and have a solid group of promoters and stakeholders ready to refer others to their company.

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

The Director of Community Engagement is responsible for keeping stakeholders informed. The schools also have individual websites with additional information about enrollment, virtual tours, curricular offerings, and extracurricular activities. Parents can stay abreast of student progress and communicate with teachers through the Power School student management system.

ICS provides newsletters, calendars, e-learning schedules, and events for stakeholders to stay involved. There are systems in place to ensure stakeholders access and read information. For example, the Director of Community Engagement uses Constant Contact to determine how many “clicks and

reads” a communication receives from stakeholders. The school also makes home visits to connect with parents.

Corresponding Indiana Code or Law Violation (if applicable)

4.6 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>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>Implementing</p>

Strengths

ICS schools have tremendous support from the students, parents, and the community as a neighborhood school. Their governing board is actively engaged in the life of the school and provides input in the development of curricula and programming.

The financial support of the Advanced Placement program and its sustainability continues to draw families to the school for students to attend a safe space for learning. Students have no costs to participate in these courses, nor do they have to pay for testing. This is a great benefit for students who can earn college credit while in high school without college tuition costs.

Teacher turnover is low at the high school. Teachers feel supported by the administration as they develop their curricula and help maintain a nurturing environment in their learning community.

Opportunities for Improvement

Staff is aware that student retention toward graduation should be a focus. With approximately 340-350 students enrolled at the high school, all staff, administration, and the governing board should pay greater attention to their matriculation progression. The current data suggests that the students in subgroups who need additional support should be of genuine concern if the school's mission is focused on college and career access and preparation for all students.

Recommended Next Steps

The mission of the school specifically promotes that the school will prepare students for post-secondary success. Small classrooms and the ability of students to self-select into rigorous coursework require that IPA have a dialogue with all stakeholders regarding a curriculum review. This review should discuss the area of concern in which students are failing to earn credits toward graduation. This is a priority when considering the number of students who transfer from IPA to other schools or drop out entirely. A discussion is required to assess how to offer more specific professional development opportunities for staff. There may also be a need to hire additional staff to work within subgroups to increase retention and graduation rates.

A concentrated effort should be made to analyze the status of each student in the current cohort and their ability to graduate from IPA. The students who are having the most impact on graduation rates should have a focused learning plan. This plan should be developed with all necessary stakeholders (students,

parents, teachers, and counselors) and focus on maintaining their enrollment and outlining the necessary measures to support their academic success.

Annual Case Review conferences of IEP students should include reviewing current goals and developing attainable goals to help students meet graduation requirements. Additional accommodations should be added to ensure that students have the best opportunity to graduate with their cohort. After their senior year, students should utilize summer school and online courses to recover lost credits if additional time is needed.

Potential Partnerships/Organizations Moving Forward

The school mission has a focus on post-secondary preparation for their students. As the school begins to consider relevant partnerships, the Ivy Tech connection should be reestablished to address the needs of students who may not attend a traditional four-year college but who might like to earn an Associate's Degree or certification in vocational career areas. These opportunities are the basis for many newer occupations and careers and reinforce the need for students to enter fields that are diminishing from the lack of skilled workers.

The IPA participation in the Career and Technical Education Consortium through the Walker Career Center would also introduce and broaden students' scope of available careers and provide training and certification before leaving high school.

Climate & Culture

4.7. Is the school climate responsive to the needs of students, staff, and families?

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.

Summary of Findings

YHC Evaluation team reviewed several artifacts provided by Irvington Community School Corporation. YHC also conducted focus groups and interviews with school leaders and teachers. The evaluation team concluded that Irvington Community Schools is *Approaching the Standard* for creating a school climate that is responsive to the needs of students, staff, and families.

4.7 a) A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity.

Responses from the ESL, SPED, and leadership focus group participants indicated that all schools within ICS have representative teams for addressing students' academic, behavioral and socio-emotional needs. There are licensed SPED teachers (and some working on licenses) in every building. They share the

educational psychologist and therapists for physical therapy and speech therapy. There is an instructional assistant at ICES who is bilingual and helps communicate. The Spanish teacher at IPA provides language support. Each school also has at least two instructional assistants who support the overall inclusiveness in each building. There are pull-out options for students at ICES and ICMS and self-contained classrooms at IPA and ICMS. The schools also have Deans and Social Workers available to address student behaviors.

Students that struggle academically are identified during data review meetings which happen weekly in all three schools. WIDA screening is used to identify students with language barriers. There is a robust RTI process in place to identify students with needs. Interventions are provided to students before referring a student for special education services. ICES provided an extensive sample of documents used to help staff effectively support students with various needs (RTI information guidance, Tier I/Tier II strategies, the Behavior Management Plan, High Ability Selection Process, and ADHD Helpful Hints. ICMS provided its Restorative Practices Referral form. In addition to other interventions, schools also utilize Behavior Improvement Plans, even for students without IEPs. A District Behavior Matrix is in place to ensure that the discipline plans are enforced equitably.

The district is in year three of implementing the restorative practice. The district provides training on restorative practice regularly and reviews and revises policies as needed. The expulsion officer is in place to ensure that everything that can be done has been done before suspending or expelling a student. Through Restorative Practice, intervention is also done on a leveled system, restoring the relationships between those involved being the goal. When students return from a disciplinary suspension, they start fresh. Students with behavioral needs are identified during regular team meetings. There is evidence of MTSS best practices in all three schools, such as small group intervention, one-on-one intervention, behavior plans (even for students without IEPs). It is also evidenced by the low number of incidents given that they draw students from the “three deadliest zip codes in Indianapolis” (personal comment by J. Clark, MS Assistant Principal) as well as the types of incidences that occur (primarily minor infractions).

All three schools have a framework in place to address the behavioral and socio-emotional needs of students. School-wide expectations are communicated via the student handbooks and the Irvington Way, which is repeated every day and posted in every classroom. This was confirmed during classroom observations.

No evidence was provided to support the statement that all staff implements evidence-based behavioral interventions with fidelity. However, students indicated during focus groups that the rules are fair and they are treated fairly.

4.7 b) Culturally responsive and evidenced based interventions are explicitly identified and implemented throughout the school to support the needs of students.

ICES provided a model for identifying students with academic/behavioral needs, reviewing it with the RTI Team, and implementing interventions. According to the model, ICES evaluates the effectiveness of interventions before moving to a more intensive option. ESL, SPED, and SEL leadership noted that RTI is strong as a district, and teachers will implement multiple plans to find what will work. ICMS provided an overview of Restorative Practice during teacher and school leader focus groups. This process focuses mainly on behavioral supports and restoring relationships. The ESL, SPED, and leadership focus group shared that IPA reviews a HOT LIST bi-weekly in teams. Students on the HOT LIST are identified due to behavior, attendance, or academic concerns. They have Deans and social workers who provide support as well.

ICES provided a formal plan for implementing Tier 2 supports for review. ICMS and IPA teachers indicated that they implement these types of support (ICMS-small group/academic interventions, IPA-tutoring, social

worker). IPA also employs a District Expulsion Officer who ensures that everything that can be done has been done to support students before expulsion. None of the ICS schools provided a formal plan for implementing Tier 3 interventions. However, individualized intervention is available if needed. For all three schools, the software available on Chromebooks allows students to work at their level.

Based on discussion responses during the ESL, SPED, and SEL leadership focus group regarding culturally responsive interventions, some teachers have received ten weeks of Diversity, Equity, and Inclusion training. This training was paid for by the Mind Trust and provided by the Beloved Community in ½ day segments each month. Teachers at ICES intentionally choose curriculums that present a diverse approach. They recently adopted a new textbook series that addresses multiple perspectives. They also celebrate Spanish Heritage Month, which includes salsa dancing. Teachers have learned about cultures through read alouds, Black History Month materials, Women’s Rights studies, and having multicultural books in the classroom.

YHC did not see Culturally responsive interventions explicitly identified and implemented throughout all of the schools. A review of PLC calendars did not reflect many sessions on culturally responsive practices.

The Irvington Way is how the district communicates expectations of positive relationships between adults and students. These expectations are repeated daily, posted in every classroom, and used to guide behavior choices.

Student handbooks showed that each school has a different approach to behavior management. However, they use a district behavior matrix to review discipline policies regularly. They are currently revising the policies on seclusion and restraint and will review the behavior policy next. School leaders shared that Irvington Schools believes that their job is to look at the whole student and their best interest. They also consider family dynamics and how that contributes to behavior and interventions.

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.

The Irvington Way is how the district communicates expectations of positive relationships between adults and students. During focus groups with teachers at all three schools, teachers indicated that knowing their students was a high priority. Students confirmed this during focus groups by indicating that their teachers try to get to know them. This is a priority area for the ICS district per a review of the Irvington Community School’s Balanced Report Card, which focuses 35% on culture.

Responses from the school leader, teacher, and ESL, SPED, and SEL leadership focus groups indicated that the Restorative Practice program brings students, teachers, parents, and administration together to solve disagreements and or chronic behavior issues. The staff believes that this has contributed to the safe school environment they enjoy and academic gains. ICS staff works hard to ensure that every student has at least one adult they trust and can when issues arise. This is measured annually through the Social/Emotional Student Survey.

Teachers model expected behaviors/attitudes based on responses during the teacher focus groups; they believe their job is to teach the whole child, not just academics. Restorative Practice helps them deal with conflict in a way that allows everyone to start the next day anew.

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.

Each year, the district administers a Teacher Retention Survey and a Parents Satisfaction Survey to determine if teachers and families feel a sense of engagement and connectedness to the school.

On the 2020-2021 Teacher Engagement and Retention Survey, teachers indicated that:

- Respect for teachers has declined significantly.
- Feeling supported with discipline has increased.
- Safety has declined significantly.
- Positive relationships with co-workers have declined a little.

On the 2020-2021 Parent Satisfaction Survey, parents indicated that:

- They consistently believe the school discipline policy is fair.
- Discipline in the classroom has improved significantly.
- Safety at the schools has improved slightly.
- They feel welcome in the schools.
- They are satisfied with the overall communication from schools.
- They believe that teachers are committed to modeling appropriate behavior for students.

On the Fall 2021 Panorama Social Emotional Learning Student Survey, students indicated that:

- Grades 3-5, ninety percent (90%) indicated that they have a teacher or other adult from school that they can turn to for help, no matter what.
- Grades 6-12, eighty-four percent (84%) indicated that they have a teacher or other adult from school that they can turn to for help, no matter what.

During the Student Focus Groups, students indicated that:

- They feel the rules are fair, and they are treated fairly.
- They can talk to their teachers about anything.
- During the Parent Focus Group, parents indicated that:
- They feel a limited connection to the school.

Data/Artifacts Reviewed

Review of Disaggregated Discipline Data (2021-2022):

- IPA-25 incidents noted (64% White/24%Black/12%Hispanic)
- ICMS-7 incidents noted (71% White/29% Black)
- ICES-10 incidents noted (40% White/40% Black/10% Hispanic/10% Multiracial)

Sample Communication to SPED Parents

- Classroom Observations
- Student Handbooks

Lists of available Interventions

- Classroom Observations
- Family Engagement Plan
- Survey Data: Parent, Teacher, Student
- High Ability Selection Process

Examples Of Tools Indicating An Established System To Support Communication With Families:

- Sample Corporation Calendars (noting events)
- District Newsletters
- General Communication-Parent Outreach (also in Spanish)
- Samples of email communication with SPED Families
- Peek @ the Week Notifications-all three schools

Focus Groups: Staff, Students, Family

Corresponding Indiana Code or Law Violation (if applicable)

4.7 Rubric Rating	
a. A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity.	Implementing
b. Culturally responsive and evidenced based interventions are explicitly identified and implemented throughout the school to support the needs of students.	Planning
c. Explicit procedures for facilitating the development of strong, positive relationships between adults and students are clearly communicated to and implemented by all staff.	Sustaining
d. Procedures are in place for assessing staff, student, and family perspectives to ensure a sense of connectedness and engagement with the school.	Sustaining
Strengths	
<ul style="list-style-type: none"> • Dedicated Staff-86% retention expected (teacher retention survey). • Most students feel that they have supportive relationships within the school (Grades 6-12:84%, Grades 3-5:90%). • The Middle School administration has been there since the opening of the school. • Student K-8 appears to embrace the restorative practice program (student focus groups). • Parents feel that discipline is fair (parent satisfaction survey). 	
Opportunities for Improvement	
<ul style="list-style-type: none"> • ICS has several interventions and processes in place for meeting students' needs. • Culturally responsive interventions are not explicit, so it is difficult to tell the effectiveness of what is being implemented. • One parent indicated that they did not feel connected to the school (Parent Focus Group). • Coming out of COVID, ICS may need to expand its efforts to engage and connect with parents. 	
Recommended Next Steps	
Continue work with Beloved Community	
Potential Partnerships/Organizations Moving Forward	
Partner with organizations like UnboundEd. This organization provides professional learning support rooted in equitable, asset-based, anti-racist instructional practices. UnboundEd	

Communication

4.8. Is ongoing communication with students and families clear and helpful?	
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.

Data/Artifacts Reviewed

- Artifact Review: Staff Handbook, Student Handbook, Newsletters
- ICS Webpage and Facebook Page
- Parent Communication Examples
- Focus Group and One-on-One Interviews-Parents, Students, Teachers, Leadership

Summary of Findings

YHC conducted focus group interviews, one-on-one interviews, and reviewed various artifacts to identify the communication processes between ICS and families.

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

YHC spoke with the Chief Academic Officer, Mr. James Welter. He described multiple ways in which ICS communicates to families. Information is shared via newsletters, social media, robocalls, and PowerSchool. For example, the weekly newsletter Peek @ the Week Weekly is sent out and posted on the website and linked to Facebook. Mr. Welter noted that ICS uses Constant Contact to verify if links have been clicked and send follow-ups. The website lists recent news and updates. The Parent Resources tab has links to resources and lists names of contact information for the school counselors, student services representative, and therapist. During the focus groups, leadership and teachers confirmed that newsletters are available in Spanish and English. Some teachers use class dojo. When necessary, the Director of Community Engagement, Tammy Hughes, makes home visits along with other administrators/staff.

During the Elementary and Middle School Parent Focus Group, a parent of an elementary student said that communication between the school and parents seems disorganized and that they “never know where information is coming from.” Parents were asked, “In what ways can communication between the school and parents be improved?” The response was that communication needs to be more consistent. One parent stated they would like to see teachers back on Facebook, do weekly meetings, and read a book. They wanted more interaction/communication with the administration. A parent also noted that staff member changes should be announced. They found out by accident via Facebook.

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

Mr. Welter explained ICS’s communication procedures during the Operations Focus Group interviews. There is a 24-hour email rule for any communication. The staff handbook mentions this policy, but communication expectations go beyond what is written in the handbook. Teachers in the high school focus group explained that they initiate conversations with parents and students first. If they need additional support, they bring in the counselor, social worker, or administrators. An elementary focus group teacher said that the communication process has come a long way and is more streamlined. ICS utilizes restorative practices. Students in the high school focus group were able to describe this process. One student stated, “We have chances to be better, instead of just going straight to the principal’s office.” Students also validated that the school provides an environment where everyone feels safe and respected. If there is a problem, students can talk with teachers directly to get the issue resolved. During the Elementary & Middle School Parent Focus, parents of an elementary school student said that communication is open and they have been able to express their thoughts and concerns, and it was kept confidential. Parents also confirmed that the response times for addressing concerns are within 24-48 hours. Additionally, the Student Handbook has information regarding how the school and parents can communicate with each other.

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.

Parents in the Elementary and Middle School focus group said they are asked if another language is spoken at home. Parents confirmed that everything was sent in English and Spanish. During the teacher focus group, teachers said that they use Dojo and translators to translate to parents. Translation services are provided to parents. Academic reports like NWEA can be printed in other languages. In the ESL, SPED, SEL Leadership Focus Group session, participants told YHC that parent involvement happens frequently. There are IA's and teachers who are bilingual and help communicate.

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.

ICS utilizes communication methods that are designed to promote partnerships. Elementary teachers discussed various ways in which school counselors support families. The Director of Community Engagement and the Social Worker help build or maintain partnerships with families, and ICS has community outreach programs. YHC looked at current posts on the website and noted a link to a Facebook post about the social worker, Ashley Cook, and the IPA nurse Lisa Aughe creating Thanksgiving meal bags for 50 Irvington families.

High school students reported that they feel safe and teachers meet with them to discuss goals. Teachers meet with parents and students every quarter to conduct conferences. High school students have advisory periods, giving them time to share and build relationships between students and staff.

A parent in the Elementary & Middle School Parent Focus Group stated that they do not feel connected to the school and would like a Back to School Night and connect with other families. However, a parent of a student on an IEP said that their communication is solid. It was also noted that some parents have trouble accessing different forms of communication.

Corresponding Indiana Code or Law Violation/Artifacts Reviewed on (if applicable)

4.8 Rubric Rating

a) An active and ongoing system of communication between the school and family members in place.	Implementing
b) Procedures for responding to concerns of families are clearly defined and implemented by all school staff and validated by families.	Implementing
c) Families are regularly informed in their native or home language of their students' academic and behavioral strengths and areas of need.	Sustaining
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.	Implementing

Strengths

- Leadership and Teachers communicate to parents frequently and in multiple ways.
- ICS has conducted various surveys to identify the needs and perceptions of stakeholders.

Opportunities for Improvement

- Send out the same communication multiple ways and on various platforms.
- Identify parents' preferred method of communication periodically to see if it has changed.
- ICS has various ways to communicate, and there is a lot of information on the website. Parents and students who are new to the community may have difficulty finding the information they need.
-

Recommended Next Steps

- Establish communication protocols for notes and newsletters, social media posts, and verbal communication. Identify what content will go on social media, websites, newsletters, and the frequency. Communicate this to stakeholders so they know where to find specific information and when it will be disseminated.
- Add a one-page document to Student Handbook with links to various resources: PowerSchool, Facebook, School Website, Parent Resources.

Potential Partnerships/Organizations Moving Forward

Exceptional Learners

4.9. Do the school's special education files demonstrate that it is in legal compliance and is implementing best practice?

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.

Summary of Findings

YHC conducted a review of 3-5 exemplar IEPs (chosen by each TOR), as well as 3-5 randomly chosen files from each of the three schools (Elementary, Middle, and High). The files reviewed represented approximately 10% of the Special Education files, an approximate representation of the district's number of Special Education students. Most of the IEPs reviewed addressed present academic and functional performance levels to drive IEP decisions specific to the student. However, there were inconsistencies across each school. Inconsistencies included reviewing and updating annual goals, reviewing and revising transition plans, regular progress monitoring to ensure goals are met or need revision, and overall file organization.

Ms. Williams, Special Education Coordinator, mentioned the desire to transition to electronic IEP files utilizing IIEP. Paper files were primarily up to date for this file review; however, some documents (MET

Reports, Progress Monitoring, most current IEP) may have been electronic. A review of the IIEP system initially showed many students who appeared to be out of compliance and over 240 students enrolled. However, after meeting with Ms. Williams, it was determined that unenrolled students were not marked as inactive, making compliance appear inaccurate. After manually sorting, all but two students were in compliance in IIEP. One was in process, and Ms. Williams said she needed to investigate why the other was marked non-compliant.

There was a protocol in place for the organization of files. Elementary files were less organized yet compliant with all required paperwork. Middle school files were very well organized and compliant, while high school files were more organized but less compliant (outdated IEPs, missing documents).

4.9 a) Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs of the student.

In general, the IEPs reviewed were representative of services that appeared to adequately match the exceptional needs of each student across all three schools. Only one reviewed IEP (in MS) specifically mentioned a written text deficit that was not addressed by a goal. Most services were extensive and included many supports to match the students' needs.

4.9 b) IEP plans include student-specific goal and plan for ongoing assessment of student progress.

All Elementary and Middle School goals were student-specific and included assessment plans, as required by IIEP. While all High School goals included plans for assessment, there was no indication that regular progress monitoring was being completed, as required. The SpEd Coordinator indicated the desire to transition to electronic files, which may be documented in IIEP but not reflected in the paper files.

4.9 c) IEP goals are rigorous and based on state and national learning standards.

All goals reviewed were standards-based and had grade-level indicators. While most goals were rigorous and robust, some were less student-specific but were still aligned to grade-level standards. Rigorous goals reflect high expectations that are robust, relevant, and achievable.

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

This indicator was problematic across all programs. While goals were often noted as reviewed, in many (4 in High School, 2 in Middle, and 4 in Elementary), the Present Level or the Goal remained the same for as many as three years. Some were partially updated (only speech, not academic, or only Math but not Reading). Some included present-level needs (organization, homework, following directions, behavior), but goals did not address these concerns.

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

All IEPs included Specially Designed Instruction. It should be noted that SDI is not differentiation (designing for all learners), an accommodation (providing a change in how the student obtains information, such as Braille or calculator), or a modification (adjusting the content a student is meant to access). SDI is the instruction provided to students to help master IEP goals. Overall, the Specially Designed Instruction component in the reviewed IEPs was inclusive of many types of SDI that teachers use to address the unique needs of the child that result from the child's disability and ensure access to the general curriculum.

Data/Artifacts Reviewed	
<ul style="list-style-type: none"> • Teacher focus group interviews • Student focus group interviews • Leadership interviews • Document Analysis • Special Education File Review • IIEP Data Review 	
4.9 Rubric Rating	
a. Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs of the student.	Implementing
b. IEP includes student specific goal and plan for ongoing assessment of student progress.	Implementing
c. IEP goals are rigorous and based on state and national learning standards.	Sustaining
d. IEP goals are reviewed and revised annually as determined by present levels of student level of performance.	Planning
e. IEP explicitly identifies requirements for specifically designed instruction to align with student needs.	Implementing
Strengths	
<ul style="list-style-type: none"> • The staff at ICS includes 5 licensed Teachers of Record, 1 pursuing licensure, 8 Instructional Assistants (1 part-time), plus a full-time Speech-Language Pathologist(SLP) (for Elementary & Middle) and a part-time SLP for High School. • Observations of the Resource Rooms show that the staff works together well. • The physical setup of the high school is excellent for housing Resources, Self- Contained, and having plenty of testing and remediation spaces. • The Middle School Resource Room is spacious and can accommodate multiple groups and activities at once. 	
Opportunities for Improvement	
<ul style="list-style-type: none"> • The Special Education Coordinator is the Teacher of Record in one building while also “supporting” two other buildings. It appears that she may not have the availability to adequately ensure compliance with the current number of students while also carrying a full caseload. Her role, possibly as Public Agency Rep or as a Case Conference member for all IEPs, may help ensure overall compliance with development and consistency within the program. • A regular dedicated time to review files, progress monitor, and review and train staff in developing and implementing IEPs by the Special Education Coordinator may be beneficial. • If goals aren’t being met, quarterly progress reviews may not be sufficient to plan for appropriate goals. Goals should be ambitious and rigorous yet attainable. 	
Recommended Next Steps	

- Training in specially designed instruction and goal writing is recommended for all Teachers of Record.
- Care should be taken to note dates of conferences (If a conference is a Move-In and Annual, this requires updating of Present Levels, Goals, Specially Designed Instruction, etc., and not carrying over from the previous IEP). A statement can indicate that another conference will be held if the goals and levels need to be updated.
- ICS utilizes IIEP, which houses all files electronically. However, ICS also maintains paper files in each building. In this case, a cumulative file that includes all necessary components should be maintained and regularly updated. Ideally, this would consist of a sign-out sheet, signed notice of conference and IEP, most recent evaluation, any behavior documentation, progress reports, and a previous IEP. If managed electronically, all files will be available in IIEP.

Potential Partnerships/Organizations Moving Forward

- The Indiana IEP Resource Center offers many free opportunities for teachers and administrators.
- Subscribe to INDOE Special Education Newsletter available on Moodle.
- IDOE has a publication, “Specially Designed Instruction,” that would benefit all Teachers of Record. (<https://www.indianaieprc.org/images/lcmats/SDI/SpeciallyDesignedInstructionSTWBT-Edits.pdf>) Also, their IIEP Tips and Tricks slideshow has SDI information. (<https://www.in.gov/doe/files/iiep-tips-and-tricks.pdf>)

English Language Learners (Multilingual Learners)

4.10. Is the school implementing best practices related to access and services to students with limited English proficiency?

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.

Summary of Findings

A review of both the IILP system and the district-wide tracking sheets was performed by a YHC, as well as interviews with school leadership Jenn Sahagun, who supports the ELL program. The ESL Coordinator, Mrs. Heck, was out of the country but was responsive in communicating any questions necessary for a comprehensive review of supports. All ELL files are maintained and managed locally via the IILP system.

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.

ICS has a small population of ELs (n=37). Reviews of process, policies, and procedures indicate that the ELL Coordinator is aware of her legal obligations and continually strives to provide support for the ELLs and PD for teachers who support them. WIDA standards are sent to all staff in the district. Also, “Tips of the Week” are sent to each building with instructional strategies to foster ELL support.

4.10 b) Staff have a knowledge of the process of language acquisition and the skillsets needed to differentiate instructional strategies to meet the needs ELL students.

According to focus group interviews, the staff is given WIDA standards, and professional development is presented to staff to ensure understanding of language acquisition. Teachers are trained in Orten-Gillingham to support struggling

readers, and data is used to address specific gaps. Students move in and out of intervention groups based on growth or need.

4.10c) 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.

Parents indicated that communication is sent in English and Spanish, and they are asked annually which language they prefer. Their contract company (K1ds Count) can evaluate students whose Native language is not English. It was also evident in students' IILP files that the parent letter was appropriately generated and sent within compliance with IDOE guidelines.

The EL Coordinator continually evaluates student progress and provides ELL support as noted in ILP plans. During the interview, it was noted that the ELL Coordinator and IA's are available to support classroom instruction and address student needs. The ELL Coordinator also serves as the Teacher of Record for ELLs.

4.10 d) ILP plans include student specific goal and plan for ongoing assessment of student progress.

All files reviewed had student-specific goals, correlating to goals of the student needs. YHC evaluator conducted and with the interview with Ms. Sahagun. She confirmed that goals are developed and reviewed regularly, accommodations are chosen based on the needs of each student, plans are actively implemented and adjusted as needed to foster student success. During the interview, dialogue indicated that they are currently reviewing and adjusting the monitoring and assessment of student progress on their ILP goals.

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

A random sample of 20% of the IILP files that were reviewed showed compliance with all indicators. All student HLS have been uploaded into the system, except for two that were on paper to be uploaded (Noted in the file). All files included current WIDA scores and the required Notice to Parents; it was noted that documents were mailed within the 30-day guidelines. All reviewed ILPs had student-specific goals, listed accommodations, and were also listed on a tracking sheet to monitor active ELs, Els in the 2-year tracking process, and also (39) students who were no longer ELLs but were identified as Language Minority students.

Data/Artifacts Reviewed	
<ul style="list-style-type: none"> • IILP files • Google Tracking Sheet • Confidential Student Files • Survey Data • Focus Group Data (Leadership, Teachers, Students) • Teacher Communication • Parent Communication 	
Corresponding Indiana Code or Law Violation/Artifacts Reviewed on (if applicable)	
No code violations were found	
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.	Implementing
b. Staff have a knowledge of the process of language acquisition and the skillsets needed to differentiate instructional strategies to meet the needs ELL students.	Implementing

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.	Sustaining
d. ILP plans include student-specific goal and plan for ongoing assessment of student progress.	Sustaining
e. ILP plans explicitly identify needs for targeted instruction to align with student needs.	Sustaining

Strengths

- The ELL coordinator communicates effectively with staff and parents. She monitors student progress and does a resource period three days per week to support MS & HS, while an IA is the primary Elementary support.
- The ELL Coordinator provides District PD for staff on strategies to use for working with ELLs. She does Tips of the Week to help address instructional strategies and foster EL support.
- The online enrollment process identifies ELL students and helps ensure notification and proper documentation, and timeline adherence.

Opportunities for Improvement

- The process for adjusting and reviewing ILPs is currently in review. There should be a specific plan in place to progress monitor and adjust goals accordingly, if necessary.
- While there seems to be adequate support for the current low number of ELLs, the ELL coordinator splits responsibilities between multiple schools. There is a dedicated IA for Elementary (7 ELLs). There was dialogue that the district is looking to hire more ELL support at the Middle (4 ELLs) and High School (25 ELLs) levels.

Recommended Next Steps

- Continue to provide professional learning opportunities for staff who work with the Multilingual Learners (MLs) in the building.
- Encourage diversity and celebration of cultural differences (Hispanic Heritage events, library books, etc.)
- Provide SIOP training and implementation of SIOP model to ensure ELLs have their content and language needs met in all classrooms.

Potential Partnerships/Organizations Moving Forward

Maximize services that are provided with your Wabash Valley Education Center.
Attend TESOL conferences or other EL conferences to stay abreast of best practices.

Closing and Recommendations

After listening to ICS stakeholders and conducting a comprehensive examination of ICS's website, artifacts, and survey data, the YHC evaluation team concluded that ICS has several systems in place to support the success of its mission. ICS has created a community that is nurturing and responsive to the needs of most learners. Although systems are in place, YHC recommends the processes for implementing the systems be reviewed and updated to meet the demands of the various needs of students and graduation goals. YHC recommends curriculum maps and pacing be monitored more frequently to ensure priority standards are taught frequently. YHC recommends ICS implement a system for reviewing and updating SPED files and Teachers of Record become familiar with DOE's "Specially Designed Instruction" publication.