



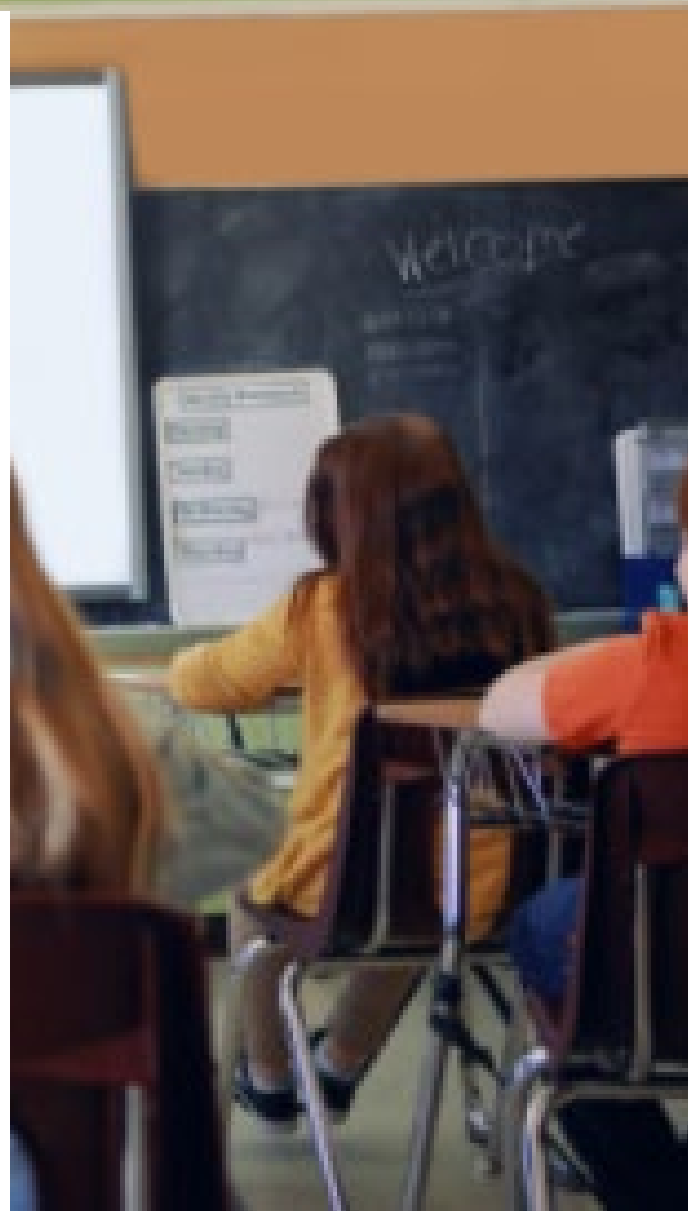
Put your creative, innovative thinking caps on!

**Evaluation of Mayor Sponsored  
Charter School:  
Enlace Academy  
Site Evaluation Date:  
October 3, 2022**

Prepared For: Office of Education Innovation-  
Office of the Mayor, City of Indianapolis  
and  
**Kevin Kubacki**  
Executive Director  
The Neighborhood Charter School Network

**Evaluation Team:**

Tijana Davis  
Jessica Dunn  
Aisha L. Goens  
Kimberly Ransom



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## School Demographics

### School Background

Enlace Academy is a grassroots charter school launched in 2013 on the west side of Indianapolis, serving K-8th grade. The name Enlace derives from the Spanish word for link or connection. Our school seeks to be the hub of the community for families and to create meaningful connections with community partners, so our students, staff, and families can be healthy and happy. Enlace Academy cultivates the competence and the character of our students so they can become leaders who choose their own futures in high school, college, and beyond.

### Mission Statement

The mission of The Neighborhood Charter Network (NCN) is to expand educational equity to the communities we serve by raising the achievement of all students.

### Academic Program (core components/philosophy)

Enlace Academy is built upon the belief that all children can and will learn. This is a bold belief that takes innovative thinking in order to actualize. To truly reach all of our students, we use a personalized learning approach that combines direct instruction, student-led learning, and differentiated instruction.

Students in grades K-4 are taught in a single-classroom setting. Students in grades 5-8 experience departmentalized instruction, taught by teachers specializing in content areas like English, math, science, and social studies. A variety of instructional support staff ranging from EL teachers to SPED teachers to interventionists provide targeted support during specific times of the day to meet the diverse student needs.

## Student Demographics\*

Enrollment by Grade Level	
Kindergarten	66
1st	67
2nd	74
3rd	73
4th	70
5th	77
6th	77
7th	77
8th	77
Total Number of Students	658

Reporting Category	%
Free/Reduced Lunch	74.6%
Multilingual Learners	72.7%
Student with Disabilities	9.7%
Race/Ethnicity	%
Black or AA	15.3%
Hispanic	80.3%
White	3.2%
Multiracial	1%

## Historical Academic Performance\*

*\*This data was self-reported by the school.*

State Assessment (IREAD/ILEARN/ISTEP+)	2020-2021 School Performance	2020-2021 State Average	2021-2022 School Performance	2021-2022 State Average
Grade 3 Reading Proficiency (IREAD-3)	41.4%	81.2%	39.4%	81.6%
Grades 3-8 English /Language Arts Proficiency (ILEARN)	14.0%	40.5%	11.3%	41.2%
Grades 3-8 Math Proficiency (ILEARN)	7.5%	36.9%	9.3%	39.4%
Grade 10 Math Proficiency (ISTEP+)	N/A	N/A	N/A	N/A
Grades 4 & 6 Science Proficiency (ILEARN)	10.2%	37.5%	12.2%	38.6%
Grade 5 Social Studies Proficiency (ILEARN)	17.5%	38.6%	14.7%	38.4%

## Attendance Data

Attendance Rates				
School Year 2018.19	School Year 2019.20	School Year 2020.21	School Year 2021.22	School Year 2022.23
94.6%	92%	89%	91%	93.5% (YTD)

**Additional context:** We are still working to recover from the pandemic's impact on student attendance and have implemented an attendance committee and attendance response plan to encourage strong attendance for the 2022-23 school year.

## Discipline Data

### 2022-23: Year-to-Date Discipline Data

School Year 2022-2023 Discipline Data (YTD)				
Type	Suspensions (total # of incidents)		Expulsions	
Number and Percentage	#	%	#	%
Total	22	3.33%	0	0
Black	5	4.95%=22.7	0	0
White	0	0%	0	0
Multiracial	0	0%	0	0
Hispanic	17	3.2%=77%	0	0
SPED	9	14%= 41%	0	0

### Historical Discipline Data\*

School Year 2021-2022 Discipline Data				
Type	Suspensions (total # of incidents)		Expulsions	
Number and Percentage	#	%	#	%
Total	70	10.97%	0	0
Black	20	3.13%	0	0
White	1	0.16%	0	0
Multiracial	0	0%	0	0
Hispanic	49	7.68%	0	0
SPED	24	32%	0	0

Discipline Data										
	Suspension Data					Expulsion Data				
	SY20.21		SY21.22		% Difference	SY20.21		SY21.22		% Difference
	#	%	#	%		#	%	#	%	
Total # of Incidents	14	2.19%	70	10.97%	8.78%	0	0	0	0	0
Total # of Students	10	1.57%	49	7.68%	6.11%					

\*This data is not yet available on the IDOE website and is reported by the school.

## Evaluation Process

As a part of the OEI accountability requirements, The Neighborhood Charter Network commissioned Yellow Hat Consulting (YHC) to conduct a comprehensive assessment of Enlace Academy'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 four phases. YHC collected both quantitative and qualitative data to determine how the school met each indicator. The four phases were:

1. Pre-Evaluation Meetings
2. Document Upload and Review
3. Site Visits
4. Follow-Up Meetings

Before the site visit, YHC held a pre-valuation meeting via Zoom with Enlace's leadership team to answer questions and discuss logistics for the site evaluation. Attendees included Kimberly Ransom (YHC), Kevin Kubacki, Stephanie Campos, Katie Dulay, Mary Ann Neighbors, and Carlota Dall- Holder (Enlace). Another Zoom meeting was held to discuss 4.10 rubric indicators between YHC team members Kimberly Ransom and Jessica Dunn and Enlace's Director of Academic Language, Carlota Dall-Holder.

After the meeting, YHC created a SharePoint for Enlace Academy to upload documents and links for each indicator in the CQ4 Rubric. YHC reviewed various documents uploaded by Enlace. The evaluation team also gathered information from Enlace's website and social media page. Other artifacts are listed in the report under the specific indicator. YHC asked Enlace Academy to complete the report's *School Demographics and Historical Academic Performance* sections. Typically, these items are found on the INDOE website, but the information was not current on the day of the pre-evaluation meeting.

On the day of the site visit, YHC evaluators completed classroom observations, conducted focus group interviews with teachers, administrators, parents, and students, and reviewed files. Each classroom observation ranged from fifteen to twenty minutes. Focus group sessions lasted between thirty minutes to one and a half hours.

List of Focus Groups and Participant Roles:

- **Focus Group #1 Assessment & Instruction**-School Leader, 2<sup>nd</sup> and 4<sup>th</sup> Grade Academic Dean, Kindergarten and 1<sup>st</sup> grade Academic Dean, Upper School Academic Dean
- **Focus Group #2 Social Emotional, Culture & Community**- 3<sup>rd</sup>-5<sup>th</sup> Grade Counselor, Assistant School Leader, Dean of Culture, Director of Special Needs, Special Education Coordinator, Director of Academic Language
- **Focus Group #3a Teachers (On-Site)**- 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, And 7<sup>th</sup> Grade Teachers, 6<sup>th</sup> Grade Resident Teacher, Music Teacher, Interventionist, And Bilingual Instructional Assistant
- **Focus Group #3b Teachers (Zoom)** (2) 1<sup>st</sup> Grade Teachers, 4<sup>th</sup> Grade Teacher, and 5<sup>th</sup>-8<sup>th</sup> Grade ELA Teacher
- **Focus Group #4 Operations**-School Operations Manager, Managing Director of Strategy, HR Generalist, Board Chair, Director of Operations
- **Focus Group #5 Students**- Students from various grades
- **Focus Group #6 Parents** - Director of Operations, and (3) Parents

YHC met with Elance Academy's leadership team at the end of the day and debriefed the site evaluation. During the debrief, YHC asked follow-up questions and notified Enlace that they (YHC) would need to ask teachers additional questions and come back the following day to finish classroom observations. The next day, YHC finished classroom observations. The Teacher Zoom focus group was conducted nine business days after the initial site visit.

YHC held a virtual meeting with the Enlace Academy leadership team to discuss the draft report and answer questions. Enlace provided additional documents with comments for YHC to consider. YHC reviewed documents and submitted the final report to the Executive Director, Kevin Kubacki, and OEI.

## OEI Ratings Summary

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

## Indicator Performance Ratings

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

### 4.3 - Was omitted because it only applies to secondary schools.

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?	Approaching Standard
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	Approaching Standard
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Does Not Meet Standard
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Approaching Standard
4.6. Is the school's mission clearly understood by all stakeholders?	Meets Standard
4.7. Is the school climate 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?	Meets Standard
4.10. Is the school implementing best practice related to access and services to students with limited English proficiency?	Meets Standard

## 4.1 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.
<b>Approaching Standard</b>	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"> <li>Curriculum Alignment Charts</li> <li>PLC Calendar</li> <li>Schedules</li> <li>Focus Groups: Leaders, Teachers, Parents, and Students</li> </ul> | <ul style="list-style-type: none"> <li>YHC Observation Notes</li> <li>LPI Documents</li> <li>BOY Data Checkpoint PowerPoint PPT</li> </ul> |
|--|--|

The Yellow Hat Consulting (YHC) Evaluation team reviewed several artifacts provided by Enlace Academy. YHC also conducted focus group interviews with school leaders and teachers. The evaluation team concluded that Enlace Academy is "Approaching Standard" for curriculum and supporting materials for indicator 4.1.

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

Enlace has a curriculum for all subjects.

Grade	Subject	Curriculum / Online/Resource
K-2	Reading Foundations	Wilson's Foundations
K-8	Math	Eureka Math (2015)
K-8	ELA	Wit & Wisdom
5-8	Social Studies	TCI
5-8	Science	TCI

YHC used EdReports to determine if the curriculum was evidence-based and rigorous. According to EdReports:

- The [Wit & Wisdom](#) - "materials meet the expectations of alignment to the standards to support students' growing skills in reading, writing, speaking, and listening. The program is built on engaging and high-quality texts and presents strong multimedia options alongside printed texts. The materials provide strong opportunities for students to hone their writing, speaking, and listening skills throughout the content while demonstrating their growing content knowledge."
- [Wilson Foundations](#) - "The Foundations Kindergarten, Grade 1, and Grade 2 materials reviewed partially meet the criteria for alignment to standards and research-based practices for foundational skills instruction."
- [Eureka Math](#) - "The instructional materials for Eureka Math meet the expectations for "Focus & Coherence, Rigor and Mathematical Practices, and Usability."
- YHC could not find evidence to determine that TCI is evidence-based and rigorous.



Most of these curriculums meet expectations for being rigorous, evidence-based, and aligned to standards, according to EdReports. However, these ratings are for curricula aligned to Common Core State Standards (CCSS), not Indiana Academic Standards (IAS). The Indiana Department of Education has given guidance to ensure strong alignment to IAS when utilizing curricular materials that are not aligned to IAS. This guidance can be found in INDOE Standards Correlation Guidance Documents. YHC looked at curriculum map crosswalks, ILP documents, and lesson plans and listened to focus groups on determining if Enlace's processes align with INDOE Standards Correlation Guidance and best practices.

During the Assessment and Instruction focus group, leadership told YHC that they chose the ELA and Math curriculums because they are some of the highest-rated curriculums, according to EdReports. YHC asked Enlace to explain how they address standards in the curriculum that are not fully aligned with Indiana Academic Standards (IAS). Enlace told YHC that all curriculum modules align with IAS and used the curriculum crosswalk documents to confirm.

The curriculum crosswalks are color-coded to show how modules align with IAS. However, solely using a curriculum crosswalk to show how the Common Core State Standards (CCSS) in curriculum modules align to IAS is not a best practice because the crosswalk only addresses how modules align to IAS. The crosswalk does not address differences between IAS and CCSS learning objectives. Eureka Math and Wit & Wisdom Curriculum guides prioritize lessons and modules based on CCSS. An additional step should be taken to identify differences between IAS and CCSS learning objectives in each module.

YHC noted that Enlace has curriculum pacing guides for each subject. The curriculum pacing documents identify modules and the week in which lessons are taught. However, the pacing guides do not identify IAS. Enlace explained that during lesson plan internalization (LPI), teachers and coaches look up the IAS addressed in the module and lesson. This process can be problematic because standards are identified "as you go." There is no documentation to show if all Indiana Academic Standards (IAS) are being taught and the frequency. Modules that address IAS should be prioritized to ensure that all IAS are taught within the school year instead of ensuring all of the modules are being taught (See INDOE Standards Correlation Guidance Documents.)

With Enlace's current practice, some critical standards may not be addressed or are not addressed before ILEARN or IREAD. For example, Indiana Academic Standards 4.M1, 4.M.4, 4.D1. and 4.DA.3 are 4<sup>th</sup>-grade priority standards on ILEARN Math BLUEPRINT. However, these standards are addressed in 3<sup>rd</sup>-grade Eureka math modules. The IREAD BLUEPRINT identifies 3.RV.2.2 as a standard with a high point range for being assessed on IREAD. Yet, Wit & Wisdom standard alignment has this standard in yellow, which means "Wit & Wisdom may not completely address the Indiana standard." 3<sup>rd</sup> Grade ILEARN BLUEPRINT lists 3.RN.4.1 for possibly being assessed on ILEARN and Wit & Wisdom standard alignment has this standard in blue, which means "Wit & Wisdom addresses the Indiana standard at a different grade level." This standard is addressed in 2<sup>nd</sup> grade.

During the Assessment and Instruction focus group, leadership told YHC that they identified Wilson Foundations to be used as a supplement that addresses Indiana foundation(al) standards. Enlace provided documentation of how Foundations aligns with CCSS. Several IN K-3 Reading Foundations standards do not align with the common core. YHC did not see documents that showed how the Foundations curriculum aligned with IN Reading Foundations standards.

**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.**

Enlace has practices in place for looking at data to identify gaps based on student performance across and within subgroups. BOY Data Checkpoint PowerPoint identifies student performance on slides 18-20. According to the recommendation slides in the PowerPoint, staff will continue to review data in cycles every 6-8 weeks (slide 29). Although there seems to be a process in place, the BOY Data Checkpoint document lists CCSS standards. This practice can miss critical info because of notable differences between IAS and CCSS standards. For example, the BOY Data Checkpoint PowerPoint PPT (slide 23) lists "Math BOY-MOY Essential Content & Current Performance" 5<sup>th</sup>-grade CCSS standards 5.NBT.A.B are listed. These standards cover various IN standards. Student performance on the specific IAS was not identified. All curriculum documents should explicitly state IAS so users can identify how students perform on IAS.

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

Enlace staff described their process for ensuring content presentation aligns with learning objectives in the Assessment and Instruction and teacher focus groups. Teachers and leadership identify content and language objectives for the week during the LPI meetings. Indiana focus standards are identified using the "Know and Show" charts. Enlace uses the IN ILEARN BLUEPRINTS and released items to align them with core learning objectives for the week.

YHC reviewed grades k-8 curriculum maps and conducted a lesson plan audit during observations. YHC noted that most lessons aligned to pacing on curriculum maps and objectives listed on lesson plans. However, lesson documents did not align with IAS. This can be problematic because CCSS standards do not fully align with IAS. Instruction can omit core learning objectives because there are discrepancies between the Eureka math module correlation to IAS. Multiple days can be spent on lessons that do not fully align with IAS or standards with high point values according to ILEARN BLUEPRINTS.

For example, YHC examined a 3<sup>rd</sup>-grade math LPI document. The document was for Eureka math Module 2, Lessons 9-12. The standards listed were common core standards 3.MD2 (Measurement) & 3.NBT.1 (Rounding/Place Value). The Eureka math correlation document identifies this standard as green, which means lesson modules fully align with IN standards. However, INDOE correlation charts indicate that unlike CCSS 3.MD.2, IAS 3.M.1 specifically requires students to measure the volume of objects in quarts, gallons, and liters, and IAS specifies real-world problems. Eureka math Lessons 9-12 addressed grams and liters. INDOE correlation charts indicate that unlike CCSS standard 3.NBT1, the IAS correlating standard 3.NS.9 specifies rounding 2- and 3-digit whole numbers.

Enlace's LPI Know/Show chart did not identify the nuances in the standards and lessons.

**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.**

Enlace's leadership told YHC that they identify core learning objectives quarterly. Leadership told YHC that there isn't a specific document that shows how standards are aligned, but during PLC meetings, the staff looks at current units to determine standards and objectives from the previous grade level. Leadership stated that they reference the NWEA Learning Continuum to see where standards and objectives align across RIT ranges. Teachers in the focus group mentioned that Eureka's math modules list the previous grade-level standards modules built upon.

Documentation of processes described by Enlace indicates some shared systems exist, but priority core learning objectives have not been well defined and vertically aligned across and within grade levels. The BOY Data Checkpoint PowerPoint identified Essential Content, K-8 CCSS Standards, and NWEA Goal Areas. However, there was no vertical alignment or correlation to IAS nor a connection to priority standards addressed in Indiana Assessments such as ILEARN and IREAD BLUEPRINTS.

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

Leadership told YHC that teachers have what they need. Teachers can always ask if they need something, and there is a process for teachers to check out resources. During the teacher focus group, most teachers shared that they have access to materials to effectively deliver the curriculum. Interventionists stated they would like more resources to support grades 5-8 in math.

#### 4.1 f) Instructional staff understands and uniformly uses curriculum documents and related program materials to effectively deliver instruction.

YHC conducted multiple classroom observations and noted use of curriculum documents and program materials varied. Some classrooms used math manipulatives, and some reading classrooms used anchor texts during instruction. Teachers uniformly used guided notes and handouts. YHC observed some teachers skipping or not fully implementing the concept development in the math lesson. In a primary ELA classroom, a teacher was observed incorrectly introducing academic language relating to the setting. The Wit & Wisdom lesson plan explicitly explained how to help students "Understand the Focusing Question" (See 4.2a)

During the Assessment and Instruction focus group, leadership told YHC that they frequently observe instruction to ensure staff uses materials effectively. On the day of the site evaluation, YHC randomly picked 5 grades and subjects and asked Enlace to provide observation feedback for those classes. Section 1.1 on Enlaces VOE Observation feedback form identifies the use of lesson materials. Feedback indicated that all materials teachers used during instruction came from the approved curriculum.

Rubric Rating	
a. The curriculum used across all academic areas is rigorous, evidence-based, and aligned with state standards.	Implementing
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.	Implementing
e. Instructional staff have access to provided materials to deliver the curriculum effectively.	Sustaining
f. Instructional staff understands and uniformly uses curriculum documents and related program materials to effectively deliver instruction.	Implementing
Strengths	
<ul style="list-style-type: none"> <li>Most instructional staff have access to materials needed to effectively deliver the curriculum.</li> <li>Majority of observed instruction corresponded to instruction on the pacing calendar.</li> </ul>	
Opportunities for Improvement	

- Enlace uses curriculums that are highly rated according to their alignment with CCSS. Enlace does not have a document identifying how often IAS priority standards are being addressed in the curriculum and if priority standards are being addressed before ILEARN and IREAD.

#### Recommended Next Steps

- When creating a curriculum map, it is important to list state standards and the frequency they are being addressed. In essence, mapping out when standards are being taught. YHC recommends Enlace make a curriculum crosswalk that explicitly identifies which Indiana Standards are covered in the curriculum modules and the frequency in which standards are addressed throughout the school year.
- LPI documents and lesson plans should identify IAS and any discrepancies between module instruction and IAS.
- YHC Recommends Enlace's standards alignment processes align with INDOE Standards Correlation Guidance

#### Potential Partnerships/Organizations Moving Forward

## 4.2 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.
<b>Approaching Standard</b>	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"> <li>▪ Curriculum Alignment Charts</li> <li>▪ PLC Calendar</li> <li>▪ Schedules</li> <li>▪ LPI Documents</li> <li>▪ Whetstone Feedback Documents</li> </ul> | <ul style="list-style-type: none"> <li>▪ Focus Groups: Leaders, Teachers, Parents, and Students</li> <li>▪ YHC Observation Notes</li> <li>▪ Lesson Plans</li> </ul> |
|---|---|

#### Summary of Findings

Yellow Hat Consulting (YHC) conducted teacher and administrator focus groups and observed classroom instruction at Enlace Academy. YHC conducted 21 classroom observations for about 20 minutes each.

After reviewing artifacts and data collection from focus groups, YHC concluded that Enlace Academy is "Approaching Standard" for indicator 4.2.

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

Leadership at Enlace have a system in place to ensure the curriculum is implemented with fidelity. Teachers meet with leadership weekly for LPI (lesson plan internalization.) Teachers are expected to annotate lessons and create guided notes or materials related to the curriculum. Teachers are observed weekly and given immediate feedback.

YHC observed reading, math, and intervention instruction. YHC invited an Enlace instructional coach to follow along during the observations. YHC referred to lesson plans, LPI documents, and an observation checklist

during each observation. YHC observed reading and math instruction. Implementation of the curriculum varied across grades and subjects. The majority of teachers were implementing the curriculum according to lesson plans.

YHC noted that lesson pacing was an issue in multiple classrooms. Teachers spent too much time on one portion of a lesson. For example, a primary ELA lesson plan had a three-minute time stamp for the lesson's welcome and vocabulary portion. The teacher spent more time than necessary previewing the vocabulary. In an upper school math lesson involving decimals, the teacher spent double and sometimes triple the recommended times on each portion of the lesson. YHC compared the classroom observation to the math lesson plan and noted that the lesson plan had been annotated; the recommended times for the lesson were marked out, and additional time was written instead.

However, the pacing was implemented as planned in sixth and eighth-grade ELA classes. Teachers spent the designated amount of time to introduce the topic, model expectations, and include transition time to set-up and incorporate technology.

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

Enlace utilizes a lesson internalization template. In summary, Enlace's ELA exemplar had sections for teachers and coaches to use backward planning based on the upcoming assessment. Know/Show charts identify skills necessary to master the assessment. Teachers are expected to anticipate student responses and identify learning progressions. The math exemplar had an area for teachers to record the standards, Know/Show, possible misconceptions, and student practice during the lesson.

Both templates are missing a key component; alignment of core learning objectives to Indiana Academic Standards (IAS). Omitting the alignment to IAS can limit student access to grade-specific content. For example, the LPI math document listed CCSS standards. INDOE correlation charts indicate that unlike CCSS 3.MD.2, IAS 3.M.1 requires students to measure the volume of objects specifically in quarts, gallons, and liters, and IAS specifies real-world problems. Eureka math lessons 9-12 addressed grams and liters. IAS correlating standard 3.NS.9 for CCSS 3.NBT1 specifies rounding 2 and 3-digit whole numbers. (See 4.1c)

YHC examined lesson plans and noted that most lesson plans had annotations and examples of exemplar student artifacts. YHC did not see IN standards/objectives identified on lesson plan documents. According to Indiana Academic Standards Correlation Guidance Documents, "Intentional alignment of instructional practices and curricular materials to the Indiana Academics Standards (IAS) is vital to improving student outcomes."

**4.2 c) A clearly documented lesson internalization process is used to explicitly identify a wide range of instructional strategies that target core learning objectives across all academic areas**

Enlace has an internalization process that identifies instructional strategies. Wit and Wisdom and Eureka Math have lesson plans with embedded strategies, and teachers add annotations to lessons. Observation data revealed that the implementation of the strategies noted in lesson plans varied between classrooms.

Most classes observed used some type of graphic organizers or guided notes. YHC also conducted a tally of instructional strategies seen during the lesson observations and found that "turn-and-talk" was predominantly used in the lower school and underutilized in the upper school. A lower school reading class was observed utilizing learning stations that included listening, computer games, small group direct instruction, and independent reading. An upper school math lesson was whole class instruction, and the teacher asked

students questions. An upper school ELA lesson incorporated "turn-and-talk" as a pre-planning strategy before students worked independently to draft essays.

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

Enlace teachers have intervention blocks embedded in their daily schedules. During the Assessment and Instruction focus group, leadership told YHC the school has Vision of Excellence expectations. Weekly data meetings are a component. In the Vision of Excellence expectation, Critical Actions is for teachers to use student artifacts to score (i.e., identify student needs) before the weekly data meetings. YHC did not find evidence that this process is happening on a weekly basis. Enlace has a system in place for identifying student needs; however, the school does not have a tracker or artifacts to capture student data to show how students are performing based on differentiation and reteaching. (See 4.4)

Evidence of differentiation varied between classes. Differentiation based on student needs and learning styles was the least prevalent. YHC noted that students were receiving the same activities regardless of ELP level. (See 4.10b) However, YHC observed three classes where instruction was based on students' needs. A sixth-grade ELA class, a fifth-grade intervention block, and a third-grade reading block. In the sixth grade ELA class, the teacher delivered instructions in English and Spanish as students answered varying levels of reading comprehension questions. For fifth grade, the math coach explained that teachers used preassessment data to group students. Third-grade students were allowed to pick reading books based on interests and reading levels.

Differentiation based on interests and learning styles was observed in two first-grade classes. In one class, students were allowed to choose their own characters to write a story, while in a math class, students were allowed to represent numbers in various ways, including using manipulatives, drawing place value charts, and pictures.

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

Student engagement observed primarily consisted of teacher-to-student interactions and students working independently. In most classrooms, students were involved in completing tasks or answering questions. Few strategies allowed for students to take the lead in their learning. Some activities gave students the opportunity to demonstrate thinking in multiple ways. Lower school classes had more students working with peers while discussing texts and problem-solving. The majority of the upper school math instruction entailed the teacher asking a question and modeling how to solve the problem. The math process standards 3, 4, 5, & 6 were underutilized. During a sixth-grade math lesson, the teacher explained how to solve the problem instead of allowing students to share how they solved it with each other. In a third-grade math class, there was some discussion from classmates about other ways to solve the problem. However, all the students the teacher selected to share with the class solved the problem the same way.

Teachers were observed leading most of the ELA instruction. During an upper school ELA lesson, the teacher read most of the text while students followed along. The teacher asked students questions, and they responded by discussing with a peer or writing answers on a guided note sheet. Students were not observed asking or answering each other's authentic questions. In another Upper School ELA class, the teacher presented writing prompt options "for not opting out" based on real-world scenarios while addressing standards of characterization, character development, and plot progression.

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



YHC asked leadership, teachers, parents, and students how Enlace's instructional practices are intentionally designed to validate and affirm cultures. Leadership provided several examples. Some included inviting families who have moved to America to share their experiences with students. Enlace's students were invited to an event on Monument Circle. Enlace was given the opportunity to discuss what made their school unique, and students participated in a ceremony that celebrated Hispanic and Latino culture. Teachers include alternative texts that reflect various cultures during certain reading modules.

Leadership and students described Enlace's international festival. It is the most well-attended family event. Families are invited to come in heritage clothing, participate in a parade, and visit classroom presentations. Students also told YHC that they are given information about Hispanic people and culture and that their teachers ask them where they are from and the languages they speak. Sometimes they give papers in Spanish.

YHC examined lesson plans and did not see lessons that used texts that reflected various cultures.

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

During focus groups, teachers confirmed that feedback is given on an ongoing basis. Feedback is captured in Whetstone, and teachers can access the information immediately. YHC looked at examples of the feedback given to a first, third, fifth, and eighth-grade teacher. 3 out of 4 examples had ratings for categories like Lesson Focus, Instructional Practices, and Student Cognitive Engagement. There was a space for coaches to provide a debrief. 2 out of 4 examples had commentary with action steps related to feedback.

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

<ul style="list-style-type: none"> <li>▪ Lesson Internalization process is in place, and teachers annotate lesson plans.</li> <li>▪ Teachers are given feedback on a regular basis.</li> <li>▪ Lesson plans list various instructional strategies.</li> <li>▪ Class schedules allow for interventions.</li> </ul>
<b>Opportunities for Improvement</b>
<ul style="list-style-type: none"> <li>▪ Core learning objectives for Indiana Academic Standards (IAS) are not identified during LPI.</li> <li>▪ Students are asked to turn and talk without being provided modeling or sentence frames.</li> <li>▪ Teachers seem to be doing most of the instruction vs. facilitating learning. Students were not observed independently asking and answering questions.</li> <li>▪ Math Process Standard 1 (MPS1) was the process standard most observed during math instruction.</li> </ul>
<b>Recommended Next Steps</b>
<ul style="list-style-type: none"> <li>▪ Use IAS correlation charts and ELA and Math Frameworks to identify Indiana Academic Standards and core learning objectives during LPI and add them to lesson plans.</li> <li>▪ Use IAS Performance Level Descriptors (PLDs) along with Know/Show to help identify core learning objectives</li> <li>▪ Integrate MPS 3, 4, 5, &amp; 6 into math instruction. These process standards promote authentic learning through mathematical reasoning, modeling, and academic discourse.</li> </ul>
<b>Potential Partnerships/Organizations Moving Forward</b>

## 4.4 Assessments

4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	
<b>Does Not Meet Standard</b>	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"> <li>▪ Data Calendar</li> <li>▪ Module Internalization Protocol</li> <li>▪ Formative Assessments</li> <li>▪ Summative Assessments</li> <li>▪ Curriculum Assessments</li> <li>▪ LPI Documents</li> <li>▪ Data Dashboard</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional Development Calendar</li> <li>▪ Curriculum Map</li> <li>▪ Sample Lesson Plans</li> <li>▪ Focus Groups- Students, School Leaders, and Teachers</li> <li>▪ BOY Data Checkpoint PowerPoint PPT</li> </ul>
Summary of Findings	
The YHC Evaluation team reviewed several artifacts provided by Enlace Academy, conducted focus groups, and interviewed school leaders, students, and teachers to determine that Enlace Academy "Does Not Meet Standard" for indicator 4.4.	



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

Enlace provided YHC with a Curriculum Embedded Assessment (CEA) document. This document provides guidance on how to use Wit & Wisdom and Eureka Math CEA. The process for using Eureka Math and Wit & Wisdom assessments is similar. Wit & Wisdom entails administering Affirm assessments, question tasks, new read assessments, vocabulary quizzes, and end-of-module (EOM) tasks. There is detailed guidance on how to prepare for Affirm assessments, score assessments, and access reports. The school's Vision of Excellence document (VOE) identifies critical components and actions for data analysis.

Other documents examined included: Module Internalization Protocol, Curriculum Map (Assessment Columns), Data Calendar, and BOY Data Checkpoint. Some of the documents examined identified CCSS standards. None of the documents aligned with Indiana Academic Standards (IAS). None of the guidance documents mentioned aligning assessments to IAS during the data analysis or the assessment process.

All of Enlace's assessments align with standards. Enlace's formative assessments align with CCSS standards. Summative assessments include Affirm, NWEA, and end-of-module assessments. NWEA aligns with IN standards. Wit & Wisdom and Eureka Math summative assessments aligned to CCSS.

Currently, Enlace does not have a system in place that tracks assessments based on IAS.

Enlace needs a system that explicitly shows how assessments align with IN standards. For example, students take formative and end-of-module assessments, but there is no document to show how students performed on a particular IAS within the module or on formative assessments.

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

NWEA and CEA assessments used by Enlace vary in response types. The Affirm Assessments have various response types and features that support a wide range of learning styles and abilities.

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

Enlace has a color-coded 2022-2023 Data Dashboard that provides student level data focused on growth and proficiency. The dashboard tracks instructional level data for BOY, Interim, MOY, and EOY. Fall, winter, and spring NWEA data are also captured on the dashboard. YHC noted that NWEA data is color-coded based on grade level mean RIT scores. Student scores that are at grade mean RIT are colored blue. This process may be effective for tracking growth but can become problematic when tracking proficiency because MAP/NWEA grade mean RIT scores do not equate to ILEARN Proficiency or grade level proficiency. For example, a third-grade student had a reading RIT score of 189. The score was colored blue because the Fall Norm Grade level RIT for 3<sup>rd</sup> grade is 187. However, MAP Growth Cut scores for ILEARN Proficiency begin at 193. A 187 is considered "Approaching Proficiency." Staff may look at the students who are blue and think they are proficient because they scored at norm grade level RIT. This is an inaccurate assumption.

CEA assessments provide proficiency data. However, there was no evidence demonstrating how Enlace is using CEA data to track student performance, including growth or proficiency on Indiana Academic Standards. During focus groups, teachers told YHC they use a grading scale and standards-based grading. Teachers look at tasks related to CCSS and correlate them to IAS. However, there needs to be a system in place to capture student performance on IAS addressed within lesson modules.

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

Enlace's Assessment calendar and CEA Guidance documents indicate there is enough time to administer assessments and provide results in a timely manner. In fact, the Data calendar lists dates for assessment and dates for results. There are data days embedded throughout the school year. Leadership told YHC that data is analyzed during weekly data meetings and used to plan for intervention blocks and instruction. Teachers told YHC that they look at upcoming lessons and plan for instruction during weekly data meetings. They were able to articulate what should happen during data meetings but haven't been able to complete this process because they do not have time to look at the data. They plan on using data to plan for instruction in the future.

**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.**

Enlace has dates on the assessment calendar for CEA Goal Checkpoints. The most recent BOY Goal Checkpoint Stepback presentation identifies subgroups and specific instructional recommendations. YHC noted the majority of Enlace's emphasis is on NWEA growth. When looking at student achievement, growth and proficiency should both be considered. It is possible for students to make continuous growth and never meet proficiency, and it is possible for students to be proficient and not show much growth. The instructional recommendations did not identify what is considered "proficient."

Lesson plans did not have explicit evidence of "Data-Informed Instruction." YHC saw a template of a weekly data meeting but did not see a completed weekly data meeting template from the week before or the week of the site visit.

Some students in the focus group said they are retaught lessons they miss on quizzes, and others said they were not retaught items they missed. During the teacher focus group, some teachers stated they need more planning time to look at data and effectively use weekly data meetings. During the parent focus group, more than one parent shared their concern that their child could not read. Parents stated concerns about class instruction "lacking" due to class behavior impeding the teacher's time to teach and language acquisition hindering the child's reading ability. Other parents reported that their students were improving. For example, a parent said that their student's speech has improved since they have been given speech therapy on a regular basis. Another parent reported that their child learned English in 1.5 years.

Rubric Rating	
a. Assessments utilized are well aligned to learning standards.	Emerging
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.	<b>Emerging</b>
e. A system is in place to ensure that assessment data is analyzed across and within subgroups and used to guide decision-making related to instruction and curriculum.	<b>Emerging</b>
<b>Strengths</b>	
<ul style="list-style-type: none"> <li>▪ Enlace uses assessments that vary in response types.</li> <li>▪ Enlaces assessment calendar has scheduled times for data analysis.</li> </ul>	
<b>Opportunities for Improvement</b>	
<ul style="list-style-type: none"> <li>▪ Student performance is assessed based on CCSS.</li> <li>▪ The data tracker identifies NWEA norm grade level RIT without considering ILEARN proficiency levels.</li> <li>▪ Data is not consistently used during weekly data meetings; instead, time is spent planning for upcoming lessons.</li> </ul>	
<b>Recommended Next Steps</b>	
<ul style="list-style-type: none"> <li>▪ Incorporate IAS alignment in assessment analysis and data tracking processes.</li> <li>▪ Track student performance based on IAS, IAS performance level descriptors (PLDs), or ILEARN proficiency levels.</li> <li>▪ Identify Indiana priority standards assessed in lessons and modules. Look at student artifacts that align with IAS or PLDs to track proficiency and identify standards for reteaching.</li> <li>▪ Use weekly data meeting times to analyze data to plan for tiered instruction. PLDs can be used as guidance.</li> <li>▪ Provide PLC time to look at data and plan for instruction.</li> </ul>	
<b>Potential Partnerships/Organizations Moving Forward</b>	

## 4.5 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.
<b>Approaching Standard</b>	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"> <li>▪ Document Review of Staff Handbook</li> <li>▪ PD Calendars</li> <li>▪ Evaluation Articles</li> <li>▪ Staff Roster</li> </ul>	<ul style="list-style-type: none"> <li>▪ List of Staff and Credentials</li> <li>▪ Focus Group Interviews: Leadership Team, HR Director, Teachers</li> <li>▪ Whetstone Teacher Feedback</li> </ul>

## Summary of Findings

YHC reviewed several artifacts and conducted one-on-one and focus group interviews to determine how Enlace Academy has developed adequate human resource systems and deployed its staff effectively. Based on the evidence gathered, YHC determined that Enlace Academy is "Approaching Standard" for indicator 4.5.

### **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.**

YHC conducted a focus group with the Operations team. The attendees in the focus group included the School Operations Manager, Director of Strategy, Director of Operations, Board President, and an HR Generalist.

Enlace is a school in The Neighborhood Charter Network (NCN.) NCN has a system in place to recruit and onboard instructional staff. The Neighborhood Charter Network's (NCN) Interview guide documented resources that support hiring and general and specific interview guides. The Hiring Resources include the system used to post positions and track applicants and their Interview Paradigm.

NCN uses Nimble as its applicant tracking system. The Hiring Manager, School Leader, and HR have access to this platform. Hiring managers can screen and score applicants in the system. They can also recommend for hire, which triggers HR to do a reference check. The staff can also use Nimble to communicate with applicants. A phone screen or Mission Alignment survey is completed to identify if the applicant is mission aligned.

NCN conducts panel interviews, which utilize the Interview Paradigm in concurrence with the Interview Guide to ensure mission alignment questions are asked, and panel members are clear on what specific responses the organization is looking for in the applicant's questions. Interview guides have been modified by functional area to capture the specific needs of those functions. Interview guides are available for Instruction, Operations, Data & IT, School Leaders, and HR.

The NCN Interview Process document also provides additional guidance for hiring through teacher residency or transition to teaching programs and internal hires.

One way NCN works to hire the needs of the school population is through its Staffing Plan Guidelines. The plan references a Staffing Plan tool that utilizes "... the positions, those available and the number of them, and the costs associated with staffing assignments to allow school leaders to make their best-informed recommendations for their staffing plan."

NCN Staffing Model provides school leaders with guidance on what should be included and considered in their staffing recommendations. It includes, but is not limited to, staffing structure, funding, number of classes per grade, and necessary classroom and student supports.

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

After completing a review of the "Hiring Materials" for 2022-2023, YHC found the completed phone screen of every candidate listed. There were no interview guides for all applicants. Interview guides were only completed for those applicants who moved forward in the interview process.

The onboarding process begins with "Follow-Up. The purpose is to develop a rapport with the new employee by keeping them informed about school happenings and excited about joining. In addition, NCN has a two-

week Summer Staff Institute (SSI). There are general sessions all staff attend, and then the schedules are designed for EL, Ops, SPED, and Culture. These sessions provide training in the areas that support NCN goals, such as their core beliefs, adopted instructional framework, policies, and systems.

During the Operations focus group, the Director of Strategy spoke about the process for new employees who join during the school year. She indicated that the hiring managers take them on a tour after initially meeting with HR. Then the new hire shadows teachers. During the teacher's focus group, a teacher spoke directly about this experience. "I was told that I would be kind of transitioning into the classroom. Well, I shadow for about a good three, four days, and boom!" This teacher indicated, "... I was really learning and growing, but to me, I kind of feel like that was the best way for me."

The teacher's focus group also shared the additional training Master teachers received. They referenced a separate component focused on Master teachers, but the follow-up sessions that were supposed to occur in September did not materialize.

A review of the organizational staff chart indicates there are three academic deans divided by grades K-1, 2-4, and 5-8. These individuals are responsible for coaching seven teachers. In addition, an ELA Master teacher for grades 5-8 is responsible for coaching six teachers. Finally, six teachers receive coaching from the Director of Academic Language, and three teachers receive coaching from the Reading Specialist. Feedback from the teacher focus group indicated that they received support, but more support is needed.

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

NCN submitted a staff roster that included staff members' names and positions YHC identified that there were: (27) classroom Teachers, (5) Specials Teachers, (2) ELL Teachers, an ELL Coordinator, (4) SPED Teachers, (4) SPED Assistants, one SPED Director, (4) Interventionists, and (9) additional staff to support the Social and Emotional needs of students and their academic success.

YHC looked at the 2022-2023 Master Schedule and noted that time is allotted for daily instruction and teacher planning. For grades k-4, there is an intervention block for Math. In the teacher focus group, teachers told YHC that the ELL schedule is adhered to and that SPED interventionists do not stick to the schedule. Teachers also stated, "One ESL person has several students," and ESL support personnel need additional staffing to support the needs of students. Teachers also told YHC they did not have enough time to look at the data. (See 4.4d)

During the draft report feedback meeting, Enlace noted additional licensed staff. However, evidence of those credentials was not provided for those individuals. Even with the additional licensed staff at Enlace, this brings the licensed EL staff to six. Enlace told YHC that they have 11 teachers in the EL licensure program at Marian University. These teachers do not yet have a license.

#### **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.**

The school provided license status information to YHC for review. It was determined that there were 52 academic and instructional staff. 90% (47/52) of Enlace's academic and instructional staff credentials aligned with the titled positions. YHC used [Indiana Educator License Lookup](#) and determined that instructional staff 65% (34/52) held a Professional Educator License, 13% (7/52) held a Transition to Teaching Permit, 8% (4/52) held an Emergency Permit, 4% (2/52) held Substitute Permit, 4% (2/52) held other educational licenses, and 6% (3/52) were without any educational credentials.

Although The School has a significant number of staff with valid permits, teachers indicated that they need more training to support ELL students. Given the high population of ELL students, Enlace would benefit from frequent SIOP training and Universal Design for Learning. YHC classroom observations confirmed that teachers could benefit from additional SIOP professional learning to help enhance instruction.

During the draft report feedback session, Enlace noted that monthly SIOP PD was offered. YHC determined that SIOP PD offerings were not listed in the Q1 monthly PD calendar provided. None of the other quarters were completed in the monthly PD provided during the evaluation. YHC noted that although SIOP is covered in SSI, evidence of ongoing development was not submitted during the evaluation.

**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.**

YHC examined NCN's 2022-2023 Professional Development schedule and noted the calendar has monthly topics for testing grades scheduled through April. The PD calendar lists training topics as testing training for NWEA, Dyslexia, IDOE Integrity, WIDA, IREAD, and ILEARN. For grades 5-8, additional training is focused on Math, ELA, and Science/Social Studies. The quarter 1 schedule had topics for August and September. A quarter 2 tab was included but did not contain any topics.

Teachers shared in their focus group their insights on PD in their school. One specifically referenced the 5-8 ELA session that focused on the swirl model and its applicability to other subjects. Teachers also shared their desire to have more de-escalation training and more focus on non-punitive forms of discipline. They noted how this aligns with the Love and Logic model but that the training during SSI was more conceptual, and they believe, especially for newer teachers, more training is needed on classroom implementation.

The Operations focus group noted that NCN has contracted with Virtuoso Educational Consultants (VEC) to conduct classroom observation every other month and, subsequently, on the other month, provide PD. PD for the staff is, "...focused on developing Equity Oriented Mindsets, Skillsets, and Toolsets aligned with School-wide goals for SY 22-23." In addition, the contract also includes PD for Leadership, "... focused on Culturally Proficient Leadership aligned with Network goals for SY 22-23."

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

NCN utilizes its strategic plan to set its goals for school improvements. The strategic plan has four goals with actions related to its goal for achievement.

**Goal 1 – By the end of the '22-'23 school year, Enlace Academy will have a 95% attendance rate.**

The strategy is to "Raise family awareness around the importance of daily attendance." Professional learning on this was during the SSI on the third day for 30 minutes. Other action steps in the strategic plan include calls from teachers if students are absent for more than two days. A tracker of students' absence and communication to families and a month dedicated to lifting awareness of the importance of attendance.

**Goal 2 – Ensure students are mentally, socially, and emotionally engaged each day so they are ready to learn, as measured by a suspension rate that is ≤12%.**

**Strategy 1 (S1)** Ensure the school's physical spaces are inviting and inclusive. Two hours of professional learning were dedicated to this goal during SSI. All grades are given approximately two hours to work on their classroom set-up.

**(S2)** Ensure school-wide and classroom systems support SEL. This included a classroom culture plan. In addition, the revision and relaunch of MTSS was a noted action step. According to the MTSS meeting schedule, 30 minutes, by grade, per month is dedicated to the review and next steps.

**(S3)** Train/evaluate staff on the Teaching with Love and Logic techniques. Two and half hours were dedicated to professional learning on Love and Logic during SSI. In the focus groups, teachers shared that they would like additional professional development for Teaching with Love and Logic techniques.

**Goal 3 - Ensure  $\geq 80\%$  of classroom walkthroughs rate the lessons  $\geq 2.5$  on the Instructional VOE, leading to  $\geq 80\%$  of students making typical or high growth as measured by NWEA (formatively) and ILEARN (summatively).**

**(S1)** Ensure the quality of Tier I instruction. During the SSI, 9.5 hours were dedicated to the SIOP instructional framework.

**(S2&3)** Increase the number of staff trained in OG and EL and Provide strong Tier II and III instruction. YHC found no documented training schedule; however, the operations focus group did speak of the ongoing relationship with Marian University. In addition, NCN plans to financially support >10 teachers in EL licensure; currently, two are licensed.

**Goal 4 - 80% of families participate in our family engagement programming.**

**(S1)** Ensure the quality of participation in our family outreach resources and programming.

**(S2)** Increase the number of strategic community partners.

Neither of these strategies had specific professional learning for staff; however, a Parent/Teacher Conference guide was prepared and provided logistics, roles and responsibilities, and conference timeline.

During the draft report feedback meeting, Enlace noted an attendance committee. However, no evidence was provided regarding the members, agenda, or frequency. In addition, Enlace noted OG trained staff. The Literacy Training plan noted during the feedback meeting was not provided to YHC before the submission of the draft report.

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

YHC received a presentation for the 2022-2023 school year, which detailed to staff the changes that were made to the current year's performance review and how these changes aligned with the strategic plan. This presentation contained a performance evaluation timeline. In addition, a Performance Review Guide was provided, outlining the review's components and their respective weights. This document also includes expectations, rating calculations, and key actions.

During focus groups, teachers confirmed that feedback is given on an ongoing basis. Feedback is captured in Whetstone, and teachers can access the information immediately. Enlace provided YHC teacher feedback in Whetstone.



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.	<b>Sustaining</b>
b. Hiring processes are well organized and used to support the success of new staff members.	<b>Implementing</b>
c. Staffing levels adequately allow staff to maximize instructional time and capacity.	<b>Emerging</b>
d. Faculty and staff are appropriately certified/sufficiently trained in areas to which they are assigned and possess the instructional proficiencies needed for the school population served.	<b>Implementing</b>
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.	<b>Implementing</b>
f. Professional learning opportunities are determined through analyses of student outcome data and are clearly linked to strategic objectives and school improvement goals.	<b>Implementing</b>
g. The teacher evaluation process is explicit and regularly implemented with a clear process and criteria.	<b>Sustaining</b>
Strengths	
<ul style="list-style-type: none"> <li>NCN has a well-documented hiring process with clear documents to follow to ensure the process is followed correctly.</li> </ul>	
Opportunities for Improvement	
<ul style="list-style-type: none"> <li>There is an opportunity for Enlace to do more ongoing professional learning throughout the year. During the SSI, there is an intentional focus on SIOP; more training is needed.</li> <li>As noted in the teacher focus group, teachers would benefit from ongoing Love &amp; Logic training.</li> <li>The documents provided regarding MTSS did not include professional learning. In addition, YHC noted the dashboard only contained students in grades K-2.</li> <li>Schedules and staffing issues may inhibit data-informed instruction.</li> </ul>	
Recommended Next Steps	



- Providing ongoing SIOP, OG, and differentiation professional development would further support Goal 3's S2&3 strategies.
- Conduct focus walks related to SIOP implementation.
- Provide ongoing Love & Logic training, specifically on what that looks like in the classroom. This implementation would also improve the actualization of Goal 2, S3.
- Determine if EL and SPED support is being implemented according to expectations. Add EL and SPED schedules to the master daily schedule.
- Provide professional learning on differentiated instruction and allow time for data-informed instruction.

#### Potential Partnerships/Organizations Moving Forward

- [WIDA School Improvement System](#)- WIDA SIS focuses more specifically on school-wide leadership practices that affect teaching ELs. It assesses current practices and provides specific recommendations for implementing best practices.
- [SWiFT Education Center](#)-Provides resources for an equity-based Multi-tiered System of Support.

## 4.6 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.
<b>Meets Standard</b>	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

- Teacher Communication
- Student Handbook
- Staff Handbook
- Hallway Bulletin Boards, Classroom Boards, Postings
- Classrooms
- Parent Communication
- Focus Groups: Teachers, Leadership, Students, Teacher
- Website
- Newsletters

#### Summary of Findings

YHC Evaluation team met with stakeholder groups and reviewed artifacts to determine how Enlace Academy ensures that all understand the mission. YHC determined that Enlace Academy "Meets Standard" for indicator 4.6.

- The Neighborhood Center Network (NCN) Employee Handbook states the school's mission is, "to close the opportunity gap for our students by maximizing instructional minutes so that they can choose their own future in high school, college and beyond."
- The NCN Family Handbook includes a vision statement, "The vision of The Neighborhood Charter Network is to cultivate the intellect, foster the character, and ignite the imagination of our students so they can become leaders who choose their own futures in high school, college, and beyond."
- NCN's strategic plan states the mission as, "The Neighborhood Charter Network will expand educational equity to the communities we serve by raising the achievement of all students."

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

**Staff**

Enlace is part of the NCN. One procedure NCN uses to assess perceptions is the Panorama survey, issued in the spring to staff. The survey examined areas of Cultural Awareness and Action, Educating All Students, Professional Learning About SEL, and School Climate. 36 staff responded to this survey.

Another assessment tool used is a reflection document provided after each Summer Staff Institute. After each session, a document was provided that asked the following two questions:

1. A specific question to each session regarding "What you will do..."
2. What is your biggest takeaway from this session?

**Families**

One procedure Enlace uses to assess families' perceptions is the Panorama survey. This survey examines the following areas: Barrier to Engagement, Equity & Inclusion, Family Engagement, Learning Behaviors, School Climate, and School Fit. 48 families responded to this survey.

An operations survey is also sent to families to assess the following: Feel Welcome by the school, Office Staff is Responsive, and Communication is clear and timely. This survey also allows sharing any other feedback a family may have. 130 families responded to this survey.

**Students**

NCN uses two Panorama surveys to assess the students on Support & Environment and SEL. This survey includes the following topics: School Belonging, Climate, Engagement, Rigorous Expectations, and Student/Teacher Relationships. 390 students responded to the Support and Environment survey, and 377 responded to the SEL survey.

**Board**

In addition to families & staff, Enlace Academy provides an annual assessment to the board to assess the perceptions, knowledge, and commitment to the intentions of the school's mission.

**Partnerships**

There was no evidence of procedures in place to assess the Partners' perceptions, knowledge, and commitment to the intentions of the school's mission.

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

**Families**

NCN's strategic plan Goal 4 in Year 1 is to have "80% of families participate in our family engagement programming." The plan includes specific data checkpoints and means for collecting data. The plan includes two additional strategies to support obtaining the goal and action steps to guide execution.

In direct correlation with Goal 4, NCN provides teachers with a "Parent Teacher Conference" guide. The guide ensures consistent communication with families by highlighting minute-by-minute what should be covered in each conference.

NCN's School Master calendar outlines monthly events for family engagement.

NCN has also partnered with City Connects and Marion University to provide individualized holistic support plans for each student in need.

NCN utilizes "Talking Points" to provide communication channels between staff and families. This platform is multilingual and allows for two-way communication. NCN uses this tool to promote school events, announcements, and homework. It also allows teachers to communicate directly with parents about student glows and grows.

### Community

NCN's website has logos of the following sponsors: City Connects, The Mind Trust, Shalom Health Care Center, Indy's Global Village, IUPUI Education, and Marion University. In addition, NCN's Facebook page provides regular updates on school activities.

NCN also employs a dedicated Family Engagement Coordinator. Their job description includes fostering strong and mutually beneficial community partnerships and maintaining close family, student, and community relationships.

NCN has developed a partnership with IUPUI Education. In this partnership, the teachers host student teachers as a part of the IUPUI teacher education program. The school also provides dedicated space to these student teachers as a satellite classroom.

Rubric Rating	
a. Procedures are in place for assessing all stakeholder's perceptions, knowledge, and commitment to the intentions of the school's mission.	<b>Implementing</b>
b. Procedures are in place for establishing meaningful partnerships with all families and community stakeholders to support the school's mission.	<b>Sustaining</b>
Strengths	
<ul style="list-style-type: none"> <li>NCN's strategic plan around family engagement and specific tools used to meet Goal 4 is a way to ensure sustaining continued family engagement.</li> </ul>	
Opportunities for Improvement	

- Board and Partner perceptions and commitment were not identified
- Although NCN has a process in place to assess stakeholders' perceptions, the level of participation in the family assessments does not capture an accurate sample size to make well-informed decisions based on the results.

#### Recommended Next Steps

- YHC recommends Enlace implement an intentional campaign to increase survey response participation by making surveys available at school events, providing QR codes to disseminate via dismissal, and providing incentives to the teachers with the highest response rate in their classroom.

#### Potential Partnerships/Organizations Moving Forward

## 4.7 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.
<b>Approaching Standard</b>	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

- Family Engagement Plan
- Pre-Evaluation Responses
- Enlace Discipline Levels Matrix
- Tools for Family Communication (Talking Points)
- Enlace Family Handbook
- Panorama Survey Results (student, parent, and staff)
- Focus Group: School Leaders/Instructional Coaches/Teachers/Students
- Family Engagement Coordinator Job Description
- Enlace Classroom Setup Guide
- Visions of Excellence
- MTSS Meeting Protocol
- Love and Logic Presentation
- School Culture Plan

#### Summary of Findings

The YHC Evaluation team reviewed several artifacts provided by Enlace Academy, conducted focus groups, and interviewed school leaders, teachers, parents, and students. The evaluation team concluded Enlace Academy is “Approaching Standard” for creating a school climate responsive to the needs of students, staff, and families for indicator 4.7.

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

A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity at Enlace Academy. The MTSS team consists of Assistant School Leader, Counselor, SST, other village members (interventionist, champion), grade level team lead, and the parent(s) if they’ve expressed concerns. The team meets every 4 weeks to identify students, review behaviors, and determine what interventions are needed. Students must go through the RTI process before being recommended for SPED services. The intervention process starts with Tier I, and students move up or down after four weeks. Teachers may use a program called LLI as an intervention for students struggling academically or zones of regulation for students struggling emotionally. Tier 2 is initiated when a teacher completes the Student Referral Form Following the Criteria for Tier II Support. Next, the teacher gathers evidence or data (student work, attendance, HERO, etc.) and provides it to the MTSS team for review. Time is set aside for the team to meet regularly. The SPED identification process is outlined in the student handbook. Depending on the types of behaviors, a Functional Behavior Assessment or Behavior Intervention Plan may be implemented to address behaviors. Students with IEPs may receive interventions based on the results of the Functional Behavior Assessment or be placed on a Behavior Intervention Plan.

The school’s behavior management system includes but is not limited to consequences designed to help students recognize negative behavior, teach them alternative choices, and protect other community members from disruptions or danger. In addition, the Enlace Discipline Levels Matrix details student and teacher actions for each level of discipline.

The Enlace Family Handbook outlines specific behavior expectations and details how teachers respond to behavior concerns; however, the evidence presented in the student focus group indicates that the practice does not occur among 50-89% of staff. In the student focus group, students told YHC that teachers and administrators do not consistently enforce behavior expectations for boys. The perception is that boys get in trouble more and “girls are not checked as much.”

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

Culturally responsive and evidenced-based interventions are noted in the Enlace Family Handbook. Disaggregated discipline data and student and teacher feedback indicate that behavioral interventions may not be implemented with fidelity. Teachers stated that they could use additional training to implement school-wide expectations (Love and Logic, discipline, and instructional practices that align with the school’s vision.) Students told YHC that there are inconsistencies in how disciplinary situations are handled. Suspension data Enlace provided reflected disciplinary incidents up to September 15, 2022; however, any removals documented after that date were not provided. The 22 recorded suspensions represented 18 students. Four students experienced more than one suspension. According to the discipline data, 5/18 students suspended were Black, 13/18 students were Hispanic, 0/21 were students White, 0/18 students were Multiracial, and 7/18 (39%) were

students receiving Special Education services. Black students are suspended twice as often as Hispanic students and almost 5 times more than all other races.

**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.**

Student comments in the focus group and Spring 2022 Panorama survey data indicate the development of strong, positive relationships between adults and students may not be implemented by all stakeholders.

The results from the 2022 Panorama Survey for grades 6-8 indicate that only 42% of students responded favorably to the topic of School Teacher Relationships when asked, “How strong the social connection is between teachers and students within and beyond the school.” These scores have decreased by 6% since the last survey administration.

The results from the 2022 Panorama Survey for grades 3-5 indicate that 73% of students responded favorably to the topic of School Teacher Relationships when asked, “How strong the social connection is between teachers and students within and beyond the school. These scores have increased by 5% since the last survey administration.

The Classroom Set-up Guide provides guidelines for classroom set-up to ensure a safe environment conducive to student learning and grade-level outcomes for students; however, the guide should be revised to include specific strategies or activities to develop strong, positive relationships between adults and students from the Panorama Playbook. For example, “moves” such as “4 at the Door + 1 More” and “Relationship Mapping” are recommended to improve relationships between staff and students.

**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.**

Enlace Academy assesses staff, students, and family perspectives perceptions through Panorama surveys. YHC noted that lowest number of survey responses from stakeholders was from families. Evidence indicates the practice is in place for some stakeholders. For example, only 48 families participated in the survey. YHC noted that a Family Engagement Coordinator role was created. This role can be leveraged in this capacity.

Rubric Rating	
a. A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity.	<b>Implementing</b>
b. Culturally responsive and evidenced-based interventions are explicitly identified and implemented throughout the school to support the needs of students.	<b>Emerging</b>

c. Explicit procedures for facilitating the development of strong, positive relationships between adults and students are clearly communicated to and implemented by all staff.	Implementing
d. Procedures are in place for assessing staff, student, and family perspectives to ensure a sense of connectedness and engagement with the school.	Implementing
<b>Strengths</b>	
<ul style="list-style-type: none"> <li>▪ Enlace has a representative team that includes individuals responsible for implementing MTSS.</li> <li>▪ Procedures are in place for assessing staff, student, and family perspectives to ensure a sense of connectedness and engagement with the school.</li> </ul>	
<b>Opportunities for Improvement</b>	
<ul style="list-style-type: none"> <li>▪ Student survey data and responses from focus groups indicate that relationships between teachers and students could improve.</li> </ul>	
<b>Recommended Next Steps</b>	
<ul style="list-style-type: none"> <li>▪ Create posters and an awareness campaign to display the school's behavior system and ensure that it is visible to students and visitors.</li> <li>▪ Complete a School-wide Evaluation Tool (SET) to assess and evaluate the critical features of school-wide effective behavior support across each academic school year.</li> <li>▪ Utilize specific strategies or activities to develop strong, positive relationships between adults and students from the Panorama Playbook. For example, "moves" such as "4 at the Door + 1 More" and "<u>Relationship Mapping</u>" are recommended to improve relationships between staff and students.</li> <li>▪ Implement the <u>Three Signature Practices</u> to create inclusive and positive student environments.</li> <li>▪ Revisit Love &amp; Logic identify "lookfors" in classroom and instruction expectations, model new or unmastered expectations, conduct observations, and utilize the data to coach staff.</li> </ul>	
<b>Potential Partnerships/Organizations Moving Forward</b>	

## 4.8 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.
<b>Meets Standard</b>	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"> <li>Website</li> <li>Social Media: Facebook</li> <li>School Newsletter</li> <li>Focus Group-Leadership, Teachers, Parents, Students</li> <li>Parent Communication</li> <li>Family Handbook</li> <li>Talking Points</li> </ul>	
Summary of Findings	
<p>YHC conducted a focus group and one-on-one interviews and reviewed various artifacts to identify the communication processes between Enlace Academy and families. YHC Evaluation team determined that Enlace Academy "Meets Standard" for indicator 4.8.</p> <p><b>4.8 a) An active and ongoing system of communication between the school and family members in place.</b></p> <p>YHC looked over numerous artifacts such as Talking Point reports, Facebook posts, newsletters, and other documents and spoke with numerous stakeholders at Enlace during the site visit (Parent, MTSS, student, and teacher focus groups. Each group reported that Enlace has a robust system of ensuring that families are supported with communication regarding attendance, transportation changes, illness, and the family service program.</p> <p><b>4.8 b) Procedures for responding to concerns of families are clearly defined and implemented by all school staff and validated by families.</b></p> <p>While there are numerous ways that the school and family communicate with each other, nothing is spelled out in the family handbook regarding procedures related to parent concerns. The family handbook addresses attendance, transportation, illness protocols, and the program related to family engagement.</p> <p><b>4.8 c) Families are regularly informed in their native or home language of their students' academic and behavioral strengths and areas of need.</b></p> <p>The evidence that YHC collected supports Enlace's efforts to communicate in a manner that parents understand. Talking Points allows families to choose their language preference, and PowerSchool captures this information upon enrollment.</p> <p><b>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.</b></p>	



Through the parent focus group and the evidence provided by Enlace (Family Handbook, calendar of family events), YHC determined that Enlace's communication methods meet the diverse needs of the families they serve (i.e., English classes).

Rubric Rating	
a. An active and ongoing system of communication between the school and family members in place.	<b>Sustaining</b>
b. Procedures for responding to concerns of families are clearly defined and implemented by all school staff and validated by families.	<b>Implementing</b>
c. Families are regularly informed in their native or home language of their students' academic and behavioral strengths and areas of need.	<b>Sustaining</b>
d. The school's communication methods are designed to promote family- school partnerships in ways that meet the needs of a diverse set of families.	<b>Sustaining</b>
Strengths	
<ul style="list-style-type: none"> <li>Enlace has multiple ways that they engage families. Talking Points, Facebook, Website, newsletters, and an array of methods to ensure all families are involved in the school community. They have a process in place that is mapped out in the handbook on how families can engage with the school and the points they can earn.</li> </ul>	
Opportunities for Improvement	
Recommended Next Steps	
<ul style="list-style-type: none"> <li>Survey families on their preferred time of engagement and implement a strategy to ensure that families can engage with the school regardless of their schedule or preferred means of communication.</li> </ul>	
Potential Partnerships/Organizations Moving Forward	

## 4.9 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.
<b>Meets Standard</b>	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

- Confidential Student File reviews
- Parent Correspondence
- Conference Notifications
- Survey Data
- Focus Group Data (Names and Roles of people in the group)
- SPED File Review Checklist

#### Summary of Findings

YHC conducted file reviews, focus group interviews, and classroom observations and reviewed the artifacts to determine that Enlace Academy's special education files demonstrated legal compliance and "Meets Standard" for indicator 4.9.

YHC reviewed approximately 20% (15 files) of the Special Education files for Enlace Academy. Special Education files are maintained digitally, and hardcopies are stored onsite. All of the files reviewed had been updated with the most current IEP. Previous IEPs, Evaluations, Progress Monitoring, and other Special Education data were housed onsite in the Special Education Coordinator's office. A caseload of approximately 13-20 students per Teacher of Record (TOR) was noted. Contract services are in place for the speech-language pathologist, occupational therapist, and physical therapist.

Per the MTSS focus group, it is also important to note that discipline safeguards are in place for students with IEPs. Special Education Administrator approval is required before removing a child to ensure that a student's IEP and behavior plans are followed, behavioral patterns are identified to address needs, and multiple alternatives to "putting a kid out" are discussed. In addition, discipline data is tracked and reviewed monthly to identify and address disproportionality if observed. Student support teams meet monthly to discuss students and determine if they are moving in the correct direction.

#### 4.9 a) Services outlined within Individualized Education Plans (IEPs) adequately match the exceptional needs of the student:

62% of files had services that matched the needs of the students. Most services outlined within Individualized Education Plans (IEPs) adequately match the exceptional needs of the student. Files reviewed for some students with Specific Learning Disabilities with behavioral concerns indicated behavioral needs, but the student's IEP noted: "there were no behaviors of concern for the case conference committee (CCC) to discuss." Research suggests that behavior incidents increase when academic needs remain unresolved. It will be important to include behavior goals and/or services when needs have been discussed and noted as concerns by parents and other CCC members.

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

54% of files included specific student goals that appeared to match the needs of the students. Some files indicated that every need noted within the IEP did not have a corresponding student-specific goal. In one file, the CCC noted math as a continuous need; however, a goal was not created, and services/supports were not incorporated into the student's IEP.

100% of IEP plans included student specific plan for ongoing assessment of student progress.

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

All of the IEPs reviewed had rigorous goals. Most goals were SMART (Specific, Measurable, Achievable, Realistic, Time Frame bound), and 85% of those goals were based on state and national learning standards.

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

The present level of academic achievement and functional performance adequately describes the student's needs in an academic and/or functional skill areas, states the impact of the student's disability on their involvement in the general education curriculum, documents the student's current levels of performance in 77% of the files reviewed.

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

All files reviewed explicitly identified requirements for specially designed curriculum and instruction (SDI) that aligned with the student's individual needs.

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.	Implementing
e. IEP explicitly identifies requirements for specifically designed instruction to align with student needs.	Sustaining
Strengths	

- Process in place to make sure services are being provided.
- IEP goals are rigorous.
- IEP plans explicitly identify requirements for specifically designed curriculum and instruction to align with student needs.

#### Opportunities for Improvement

- Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs of the student.
- IEP plans include student-specific goals.

#### Recommended Next Steps

- The Indiana IEP Resource Center offers many workshops on goal development, behavior intervention plans, transition assessments, and progress monitoring that may be of value: <https://www.indianaieprc.org/index.php>

#### Potential Partnerships/Organizations Moving Forward

- The Indiana IEP Resource Center offers free virtual office hours weekly for specific technical assistance: <https://www.indianaieprc.org/index.php/technical-assistance>
- The Indiana Department of Education Special Education website has resources that may help enhance available resources and supports: <https://www.in.gov/doe/students/special-education/>

## 4.10 English Language Learners (Multilingual Learners)

### 4.10. Is the school implementing best practice 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.
<b>Meets Standard</b>	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"> <li>▪ ILP Files</li> <li>▪ Confidential Student File reviews</li> <li>▪ Focus Groups- Teachers, Parents, Leadership</li> </ul> | <ul style="list-style-type: none"> <li>▪ INDOE EL Guidebook</li> <li>▪ Lesson Plans</li> <li>▪ Classroom Observations</li> </ul> |
|---|--|

#### Summary of Findings

YHC conducted a file review of Enlace Academy's ILP files, conducted focus group interviews, classroom observations, and reviewed artifacts to determine that Enlace Academy "Meets Standard" for indicator 4.10.

The YHC evaluator pulled at random a total of 145 ILP files in both the cumulative files in the office and in ELlevation from across multiple grade levels. The random sample represented approximately 30% of the

school's ELL population. ELL files are kept in a room located off the main office. YHC selected random samples of student files to look for ACCESS scores, parent notification letters, home language surveys, and ILPs. Most files had all the required paperwork; however, there was evidence that files did not have the Home Language Survey (HLS) or ACCESS results. 16% of folders did not have an HLS. The upper-grade levels had more folders without this documentation.

**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(ML) students:**

The ENL Director at Enlace reported that there is a robust plan for professional development that encompasses how all staff members will be developed in sheltered instruction strategies. Teachers in the focus group to YHC that they could use additional 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(ML) students:**

Enlace has systems in place to ensure that ENL students are identified, and there was evidence of Enlace providing professional development over sheltered instruction strategies. However, the implementation of strategies was minimal. YHC's ENL consultant visited three classrooms where educators had English learners and saw evidence of sheltered instruction practices in one classroom with language objectives. In several other classrooms, there was a lack of evidence of scaffolding instruction, modeling, EL strategies, lesson objectives, building background, and comprehensible input. All students were receiving the same activities regardless of ELP level.

**4.10 c) Procedures are in place to ensure relationships with ELL students, parents, and external providers are well-managed and in compliance with Indiana law and regulations:**

Enlace showed evidence of strong relationships with parents as they have systems in place to communicate with families through the daily folder, Talking Points, and parent-teacher conferences. In addition, parents shared that there are opportunities for families to learn English with parent classes.

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

YHC reviewed over 100 student files and saw evidence of the school having robust goals for students in their ILPs and evidence of progress monitoring based on their ILPs. ILPs complied with federal and state laws.

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

ILPs had specific student-centered goals based on students' ACCESS levels.

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.	Emerging

c. Procedures are in place to ensure relationships with ELL students, parents, and external providers are well-managed and in compliance with Indiana law and regulations.	<b>Sustaining</b>
d. ILP plans include student specific goal and plan for ongoing assessment of student progress.	<b>Implementing</b>
e. ILP plans explicitly identify needs for targeted instruction to align with student needs.	<b>Sustaining</b>
<b>Strengths</b>	
<ul style="list-style-type: none"> <li>Enlace has a system in place to ensure that compliance is in place to identify English learners and to inform parents of English learners' ACCESS level and their instructional goals. In addition, the school has identified the families' preferred language of communication and communicates with families in a variety of ways. The English classes for families not proficient in English are also a cause for celebration.</li> </ul>	
<b>Opportunities for Improvement</b>	
<ul style="list-style-type: none"> <li>Enlace has shown evidence of providing professional development on sheltered instruction practices to staff members; however, classroom visits did not show evidence of sheltered instruction practices.</li> </ul>	
<b>Recommended Next Steps</b>	
<ul style="list-style-type: none"> <li>Enlace has incredible ENL leadership with the current Director of Academic Language. Staff should continue to receive sheltered instruction professional development, as well as develop a walkthrough tool to ensure that classroom practices are implementing the strategies that the Director and her team have shared.</li> </ul>	
<b>Potential Partnerships/Organizations Moving Forward</b>	
<ul style="list-style-type: none"> <li>Enlace has an expert in ENL with their Director of Academic Language; continue leveraging her strengths and leadership to ensure that all Enlace staff members are implementing sheltered instruction practices. If needed, SAVAAS and CAL offer SIOP professional development.</li> </ul>	

## Closing and Recommendations

Enlace Academy's leadership team has created goals and "3-Year Strategic Priorities." Although it was the principal's first year, she and the leadership team were knowledgeable about systems and processes. Teachers spoke highly of the leadership team and told YHC that their coaches are supportive and provide feedback regularly.

YHC recommends Enlace's leadership team strengthen its systems by aligning practices and documents to Indiana Academic Standards (IAS). Pacing guides should reflect IAS and the frequency of which IAS standards are taught. YHC recommends Enlace conduct a thorough curriculum audit and identify which modules address IAS. Enlace should also identify priority standards and integrate a spiral review of standards into its curriculum maps.

Additionally, YHC recommends Enlace consider using PLD ranges (Level 1: Below Proficiency, Level 2: Approaching Proficiency, Level 3: At Proficiency, Level 4 Above Proficiency) to track student performance on standards. PLD documents can be used to examine student work and strengthen standards-based instruction. For example, during LPI, staff could use language in PLDs to look at exit tickets or module assessments and determine if student work reflects “Below Proficiency” or “Above Proficiency.” Using ILEARN Performance Level Descriptors (PLDs) and CCSS/IAS correlation documents along with curriculum documents during LPI and weekly data meetings will strengthen assessment and instruction alignment to Indiana Academic Standards.

Enlace has a data dashboard to capture NWEA data. YHC recommends Enlace consider both growth and proficiency when making school-wide goals related to student achievement. Language regarding proficiency should be explicit. For example, leadership should articulate what it means to be on grade level and what data sources and student artifacts can be used to show or measure proficiency. Enlace is currently using MAP grade level mean RIT norms to identify student proficiency (documented in color-coded “2022-2023 Data Dashboard”). This process is problematic because students who meet grade level RIT are at the 50%tile. Linking Study documents suggest that students who perform at the 50%tile will not be “At Proficiency” on ILEARN.