

Report Overview

School	Herron Preparatory Academy <u>Website:</u> https://www.herronprep.org/	Report	2-Year Site Visit for Office of Education Innovation
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Mission	 	Core Values
Herron Classical Schools is a community of scholars that advances timeless ideas and content, builds a culture of respect and trust, and engages in an urban environment in order to prepare students to be world-class citizens.		<ul style="list-style-type: none"> ● Believes that every student is a scholar ● Engages in an urban community ● Advances timeless ideas and content ● Builds a culture of respect and trust through relationships with people and ideas ● Serves as a catalyst for renewal

Site Visit Process & Morning Meeting

The evaluation was conducted by Dr. Carlotta Coopriider, Kristi Mann, and Gretchen Stullken on November 8, 2022. The evaluation team had the opportunity to meet with the Executive Team, conduct classroom observations, host student, faculty, and parent focus groups, interview support staff, and connect with stakeholders. Our team appreciates the staff and stakeholders’ open communication and transparency that was apparent before, during, and after our visit. Prior to the visit, Karen Lalioff led the charge of providing us with mandatory documents and materials as well as a schedule for the day.

Josh Adams (Interim School Leader), Nicole Deckard (Instructional Specialist), and Lacy Rose (Instructional Specialist), a dedicated team of three exceptional educational leaders guided our visit. As the newest school in the Herron Classical Schools portfolio, collaboration is key to this expansion. Through data driven coaching and decision making, this team works as hard as the teachers in every phase of planning, teaching, and assessment as they chart the path to advance timeless ideas and content in an elementary focused urban community. Their collected efforts are evidenced by the accelerated learning in literacy included in the appendix. They are united in their goal of building trust and thinking strategically.

Table of Contents

Content	Page Number
OEI Ratings Summary	2
Indicator 4.1	3-4
Indicator 4.2	5-6
Indicator 4.3	7-8
Indicator 4.4	9-10
Indicator 4.5	11-12
Indicator 4.6	13-14
Indicator 4.7	15-16
Indicator 4.8	17-18
Indicator 4.9	19-20
Indicator 4.10	21-22
Beyond the Rubric	23

Appendix

- [Herron Classical Schools 2022 Performance Data](#)
- [Herron Classical Schools Enrollment Disaggregation](#)

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

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

This maximum number is used to determine an overall rating on each indicator. Point values of sub-indication and an indicator rating summary can be found below.

Does Not Meet Standard	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.	<table border="1" style="width: 100%;"> <thead> <tr> <th colspan="2" style="background-color: #1a3d4d; color: white;">Sub-indicator Point Values</th> </tr> </thead> <tbody> <tr> <td>Planning</td> <td>1 point</td> </tr> <tr> <td>Emerging</td> <td>2 points</td> </tr> <tr> <td>Implementing</td> <td>3 points</td> </tr> <tr> <td>Sustaining</td> <td>4 points</td> </tr> </tbody> </table>	Sub-indicator Point Values		Planning	1 point	Emerging	2 points	Implementing	3 points	Sustaining	4 points
Sub-indicator Point Values												
Planning	1 point											
Emerging	2 points											
Implementing	3 points											
Sustaining	4 points											
Approaching Standard	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.											
Meets Standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.											
Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.											

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

Indicator 4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	Overall Indicator Evaluation: Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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a) The curriculum used across all academic areas is rigorous, evidenced-based and aligned with state standards.	Sustaining
b) Systematic reviews of curricula are conducted by administrators and school staff to identify gaps based on student performance across and within subgroups.	Implementing
c) The school regularly reviews instructional curriculum maps to ensure presentation of content is aligned with learning objectives.	Sustaining
d) The school has a well-defined horizontal and vertical alignment within and across grade levels and content areas that is prioritized and focuses on core learning objectives.	Sustaining
e) Instructional staff have access to provided materials to deliver the curriculum effectively.	Sustaining
f) Instructional staff understands and uniformly uses curriculum documents and related program materials to effectively deliver instruction.	Implementing

Summary of Findings
<p>Herron Prep exceeds the standard for 4.1 with a score of 91%. The curriculum aligns with IDOE standards and levels of competency are defined in a standards based report card. There is evidence of dedicated efforts to regularly review the curriculum as well as frequent check ins with faculty to action plan for achievement gaps by subgroup. Faculty focus groups reveal solid opportunities to learn about the curriculum, but it would be even better if faculty could have more common prep time to unpack curriculum together for effective delivery of instruction. Lesson internalization happens with instructional coaches. As HPA continues to expand, a top priority is the creation of a regularly scheduled faculty meeting to ensure faculty can share their thoughts and feedback around curriculum as well as discuss standards mastery and incorporate it into the network data dashboard initiatives.</p>

Indicator 4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	Overall Indicator Evaluation: Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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Data/Artifacts Reviewed		
<ul style="list-style-type: none"> -Curriculum Calendars -Faculty Lesson Plans for all grades and specials -HPA Student-Family Handbook -The HCA Classroom 	<ul style="list-style-type: none"> -Classroom Observations -Faculty Focus Groups -Professional Development Materials -Instructional Coach Interviews -I Can Statements 	<ul style="list-style-type: none"> -Data Trackers -Curriculum Guides for K-3 -Eureka Math Research Document -Teachers College Reading and Writing Project -Reading Workshop Lesson Plans -Math Workshop Lesson Plans

Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> ● Focus group interviews confirm all hands on deck for curriculum and Pre-Grammar (Pre-Polly) is a priority and is common for classical education for younger grades. ● Parents like Eureka math and believe it has had a profound impact on their students’ academic success. ● Parents believe curriculum communication has improved this year. ● Faculty interviews state standards are mapped by the quarter and in order of Units of Study. ● The utilization of Teachers College Reading and Writing Project’s Approach to Literacy Instruction. 	<ul style="list-style-type: none"> ● Parents feel Lexia Kdgt program is limited - cannot access without Apple computer. ● Faculty interviews suggest investing in more supporting materials for differentiation, specifically Math. ● Leadership states the need for more teacher engagement in vertical articulation and cross curricular learning objectives.

Indicator 4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	Overall Indicator Evaluation: Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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a) The curriculum is implemented in all classrooms with fidelity.	Sustaining
b) A clearly documented lesson internalization process is used to explicitly target core learning objectives across all academic areas.	Sustaining
c) A clearly documented lesson internalization process is used to explicitly identify a wide range of instructional strategies that target core learning objectives across all academic areas.	Sustaining
d) Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles.	Sustaining
e) Instructional strategies used are designed to promote authentic learning to impact levels of student engagement.	Sustaining
f) Instructional practices are intentionally designed to validate and affirm the culture of students.	Sustaining
g) Staff receive explicit feedback on instructional practices on an ongoing basis	Implementing

Summary of Findings

Herron Prep Academy exceeds standard for 4.2 with a score of 96%. Classroom observations revealed solid alignment between learning objective, skill, content, and context. Faculty employed a variety of instructional strategies that engaged all students. Scaffolding was evident in the form of sentence starters, anchor charts, and questioning strategies. Faculty modeled success by using call and response, manipulatives, and white boards. Coping skills were taught to help students focus and work through overwhelming situations (i.e., holding a fidget toy, doodling, writing in a journal). Brain breaks supported students' processing of new information and culture was affirmed through sharing of artifacts and intentional relevance to life narratives beyond HPA. Academic gains in math and literacy are notable and the staffing demographics closely mirror the student population. Instructional coaches are strategically planning for the future by proposing an intervention program (Do the Math) to ensure differentiation and address academic gaps. While the space is limited, the joy for learning and growing is boundless. Alignment exists between focus group feedback. HPA is growing and will need to continue to plan for systems and practices for increased faculty and students.

Indicator 4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	Overall Indicator Evaluation: Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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Data/Artifacts Reviewed		
<ul style="list-style-type: none"> -22-23 PRODEV/PLC Calendar -Classical Education Teaching Methodologies -Faculty Manual -Faculty Lesson Plans for all grades and specials -Key Information for Lesson Plans -ProDev Reading Intervention -Classical Education Powerpoint 	<ul style="list-style-type: none"> -Faculty Evaluation Tool -The HCS Classroom -Multi-Tiered System of Support Guidance -Curriculum Guides for K-3 -Circle Agreements -Apple Classroom -Rotational Structures 	<ul style="list-style-type: none"> -Google Classroom -Executive Team Interviews -Faculty Focus Groups -Writer's Workshop Lesson -Read-Aloud Lessons -I Do/We Do/You Do Lesson in Kdgt

Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> ● Classroom observations demonstrate <ul style="list-style-type: none"> ○ faculty translate the key points of lessons ○ faculty include opportunities for student practice to ensure mastery of objectives ○ faculty provide opportunities for student engagement through peer collaboration ○ faculty provide scaffolds for completing tasks based on student's needs ● Faculty report high impact and targeted coaching cycles. ● Teaching methods and student characteristics detailed in curriculum guides. ● Guided Reading Centers and Independent Reading Conferences demonstrated small group instruction. 	<ul style="list-style-type: none"> ● Faculty interviews indicate a strong desire for Head of School leadership to be involved in teacher evaluation practices. ● Faculty interviews want opportunities to continue to define and communicate classical teaching methodology for elementary school standards.

Indicator 4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options?	Not Applicable	Not Applicable
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a) The school provides access to rigorous coursework and career planning experiences (e.g., Advanced Placement courses, internships, independent study) to prepare students for post-secondary opportunities aligned to their interests.	Not Applicable
b) A system is in place to ensure school staff provide students with the supports they need to be effectively prepared for post-secondary opportunities.	Not Applicable
c) The school provides opportunities for extracurricular engagement and activities, connected to student interests, (e.g., athletics, academic clubs, vocational) to increase post-secondary options.	Not Applicable
d) The school offers a range of pathways that allow all students to meet or exceed Indiana Core 40 graduation requirements.	Not Applicable

Summary of Findings
Not Applicable

Indicator 4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options? *Only applies to schools serving grades 9-12	Not Applicable	Not Applicable
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Data/Artifacts Reviewed
Not Applicable

Strengths	Opportunities for Improvement
Not Applicable	Not Applicable

Indicator 4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Overall Indicator Evaluation: Meets Standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
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a) Assessments utilized are well aligned to learning standards.	Sustaining
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.	Implementing
d) Assessments are administered with sufficient frequency and results are provided in a timely manner.	Implementing
e) A system is in place to ensure that assessment data is analyzed across and within subgroups and used to guide decision-making related to instruction and curriculum.	Implementing

Summary of Findings

Herron Prep Academy meets the standard for 4.4 with a score of 85%. Assessments are aligned and differentiated to meet the needs of students. iReady, Reading Benchmarks, and Lexia provide actionable data to drive instruction. Lesson plans demonstrate a rotation structure system in place to guide data driven instruction in differentiated reading and math groups. Evidence supports this with 2021-22 iReady Literacy data where there was a 45% increase in the number of students working at grade from BOY to EOY. In addition, classroom assessments provide formative and summative data. Eureka math assessments are effective tools for growth and proficiency. However, a need has been identified for intervention. The instructional coaches have proposed the “Do the Math” intervention program.

Indicator 4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Overall Indicator Evaluation: Meets Standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
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Data/Artifacts Reviewed		
<ul style="list-style-type: none"> -Assessment Calendar -Data Dashboard -Data Team Interviews -HCS Multi-Tiered Systems of Support -Curriculum Guides for K-3 	<ul style="list-style-type: none"> -Professional Development Materials -Data Meeting Notes -Instructional Coach Interviews -Herron Classical Schools 2022 Performance Data -Literacy & Math Center Rotation Structure 	<ul style="list-style-type: none"> -Faculty Focus Groups -Board Meeting Notes -Family-Student Handbook 2022-2023 -Faculty Lesson Plans for all grades and specials

Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> ● Assessments are aligned to state standards and/or national norms <ul style="list-style-type: none"> ○ iReady Reading ○ iReady Math ○ Fountas and Pinnell Reading Benchmark ○ ClearSights (3rd Graders) ○ Dyslexia Screener (K-2) ○ CoGAT (K, 2) ○ Classroom Assessments ● Scholars in K, 2, and 5 are screened for HA using CogAT. ● Data dashboard created for real time sub group results. ● Schoolwide assessment schedule used with fidelity. ● Data Overview Report by Demographics 	<ul style="list-style-type: none"> ● Parent and Faculty focus groups report some testing fatigue. ● iPads are used for summative assessments. ● Some faculty believe reading benchmarks are subjective. ● School uses Excel to pull data to analyze and make instructional decisions; faculty report the need for a HPA dashboard. ● Faculty desire a report card that assesses students by specific skills rather than by standard. ● Faculty want a keyboarding class to improve student test taking skills during iLearn.

Indicator 4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Overall Indicator Evaluation: Meets Standards	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
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a) A standard recruitment/ hiring policy and procedure process is in place and is designed to ensure human resources are leveraged to reflect the needs of the school population.	Sustaining
b) Hiring processes are well organized and used to support the success of new staff members.	Sustaining
c) Staffing levels adequately allow staff to maximize instructional time and capacity.	Implementing
d) Faculty and staff are appropriately certified/sufficiently trained in areas to which they are assigned and possess the instructional proficiencies needed for the school population served.	Sustaining
e) Professional learning opportunities are offered regularly to support the staff in delivering culturally relevant and differentiated instruction to meet the needs of all learners.	Implementing
f) Professional learning opportunities are determined through analyses of student outcome data and clearly linked to strategic objectives and school improvement goals.	Sustaining
g) The teacher evaluation process is explicit and regularly implemented with a clear process and criteria.	Implementing

Summary of Findings

Herron Prep Academy meets standard for indicator 4.5 with a score of 89%. Systems are in place to recruit staff to the growing needs of the elementary school with an emphasis on diversity and engaging staff in referrals. As HPA prepared to launch, they planned strong support systems to support staff through professional development. The building leadership is collecting data on the professional learning needs of the staff to inform the 23-24 beginning of year professional development needs. Space limitations restrict opportunities for faculty to connect 1:1 within and across grade levels to share best practices for differentiation. At the time of the visit, the new Head of School selection process was underway which will ultimately address any concerns related to the need to have a Head of School in place to support the implementation of the teacher evaluation system. AS HPA expands, one consideration could be to add a member to the data team that specializes in analyzing skills and competencies for elementary standards with a focus on COVID related learning losses.

Indicator 4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Overall Indicator Evaluation: Meets Standards	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
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Data/Artifacts Reviewed		
<ul style="list-style-type: none"> -Master Schedules -Faculty Manual -HPA School Team Self-Evaluation -Mentoring Process 	<ul style="list-style-type: none"> -Instructional Coaching Schedule -Faculty Interviews -LVIS Review -HCS Classroom 	<ul style="list-style-type: none"> -Instructional Coaching Interviews -Organizational Chart -Teacher Evaluation Rubric -22-23 PRODEV/PLC Calendar -Professional Development Agendas

Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> ● Faculty report strong opportunities for professional development to learn about best practices in literacy, math, technology, and classical education practices. ● School leadership team shared specifics of weekly data meetings aligned to overall strategic objectives and student achievement goals. ● It was reported the ratio of students to teachers/IAs in the classroom was 1:14 - verified through classroom observations. ● Faculty report a strong support and coordination with VP of Academics for network wide correlation. ● Faculty appreciate the partnership approach to instructional intervention. ● Teacher evaluation includes modeling on a focus area and targeted coaching cycles that are data-driven. 	<ul style="list-style-type: none"> ● Some faculty report overworking to develop the skills and instructional proficiencies needed to serve their students. ● Faculty desire more restorative justice professional development opportunities. ● Faculty report a shortage of staff (i.e, they believe the building has lost 3-4 team members and they haven't been replaced) ● Faculty report they don't receive feedback from all of their evaluators in a 24 hour window.

Indicator 4.6. Is the school's mission clearly understood by all stakeholders?	Overall Indicator Evaluation: Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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a) Procedures are in place for assessing all stakeholder's perceptions, knowledge, and commitment to the intentions of the school's mission.	Sustaining
b) Procedures are in place for establishing meaningful partnerships with all families and community stakeholders to support the school's mission.	Sustaining

Summary of Findings
<p>Herron Prep Academy exceeds the standard for indicator 4.6 with a score of 100%. HPA engages its stakeholders in the mission of the school. Stakeholder perception data has been collected on multiple key components including academics, future site location, community partnerships, resources, and other key expansion topics. Families receive multiple levels of communication that share opportunities for engagement inside and outside the classroom and parents are active in the Parent Support Team.</p>

Indicator 4.6. Is the school's mission clearly understood by all stakeholders?	Overall Indicator Evaluation: Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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Data/Artifacts Reviewed		
<ul style="list-style-type: none"> -Weekly Family Emails-Monthly Newsletters -Student/Parent Handbook -Teacher Manual -Website Review 	<ul style="list-style-type: none"> -Enrollment process -Student led tours -Parent/Teacher Conferences -Event Flyers 	<ul style="list-style-type: none"> -Faculty Focus Group -Family Focus Group -Student Focus Group -Board Meeting Notes (Aug 16)

Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> ● Facebook Live parent preview videos support prospective families in understanding Herron's mission. ● On-campus tours provide access to learn about mission. ● A Parent Support Team is an opportunity for partnership. ● Guest readers program engages a variety of stakeholders. ● High engagement numbers for community events (musical, field day, Hispanic festival, Fall Fest, open houses) 	<ul style="list-style-type: none"> ● Faculty report some network heavy mentality obstacles (i.e., faulty reasoning in predicting retention rates created space/staffing challenges for 3rd grade) ● Leadership shifts causing pivots in some systems.

Indicator 4.7. Is the school climate responsive to the needs of students, staff, and families?	Overall Indicator Evaluation: Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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a) A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity.	Sustaining
b) Culturally responsive and evidenced-based interventions are explicitly identified and implemented throughout the school to support the needs of students.	Implementing
c) Explicit procedures for facilitating the development of strong, positive relationships between adults and students are clearly communicated to and implemented by all staff.	Sustaining
d) Procedures are in place for assessing staff, student, and family perspectives to ensure a sense of connectedness and engagement with the school.	Sustaining

Summary of Findings

Herron Prep Academy exceeds standard for indicator 4.7 with a score of 93%. Classroom observations demonstrated the bridge between home and school as multiple classrooms were having conversations about artifacts brought from home or other culturally relevant identity discussions. Opportunities exist for faculty to be more involved in the MTSS process. Also, the SEL curriculum is in process and as the school grows, there is a need for a fully developed and implemented SEL curriculum for all students. Stakeholder feedback emphasized a need for continued efforts around behavioral health of students, families, and faculty.

Indicator 4.7. Is the school climate responsive to the needs of students, staff, and families?	Overall Indicator Evaluation: Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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Data/Artifacts Reviewed		
<ul style="list-style-type: none"> -Multi-Tiered System of Supports Guidance Document -MTSS Process -School Discipline Data -Support Staff Interview -Rotational Structures 	<ul style="list-style-type: none"> -Weekly Parent Updates -Student/Parent Handbook -Faculty Manual -Advisory Curriculum -Guided Reading Groups -Dyslexia 101 -Parent Teacher Conferences 	<ul style="list-style-type: none"> -Faculty Office Hour Notes -Mindful Monday -Bryant News -Hispanic and LatinX Heritage Month Materials -Faculty Focus Group -Family Focus Group -Student Focus Group

Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> ● Parents value the Lunch Bunch programming for students. ● Student focus group interviews confirm students feel safe and have friends and teachers that care about them. ● Student focus groups confirmed they “love” their classroom teachers. ● Faculty appreciate the positive reinforcement approach. ● Class DoJo provides a positive approach to climate. 	<ul style="list-style-type: none"> ● Faculty want to continue to learn social and emotional practices to navigate the professional and personal side of teaching. ● Stakeholders report a shortage of space as a “growing pain”. ● Parents welcome the opportunity to be a part of the hiring. ● Faculty want input on the academic calendar. ● Parent focus group wants access to school counseling page <ul style="list-style-type: none"> ○ https://sites.google.com/herronprep.org/hpacounseling/home

Indicator 4.8. Is ongoing communication with students and families clear and helpful?	Overall Indicator Evaluation: Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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a) An active and ongoing system of communication between the school and family members in place.	Sustaining
b) Procedures for responding to concerns of families are clearly defined and implemented by all school staff and validated by families.	Sustaining
c) Families are regularly informed in their native or home language of their students' academic and behavioral strengths and areas of need.	Sustaining
d) The school's communication methods are designed to promote family- school partnerships in ways that meet the needs of a diverse set of families.	Sustaining

Summary of Findings

Herron Prep Academy exceeds standard for indicator 4.8 with a score of 100%. An All Hazards Safety Plan is in place and protocols are communicated succinctly and practiced for prevention and intervention. Daily, weekly, and monthly communication is shared through a variety of outlets. Opportunities exist to identify other systems to communicate to parents beyond email. The school is working to build the capacity for the translation of Report Cards as well as to digitize language surveys. Communication is year round and provides time sensitive information during academic breaks.

Indicator 4.8. Is ongoing communication with students and families clear and helpful?	Overall Indicator Evaluation: Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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Data/Artifacts Reviewed		
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<ul style="list-style-type: none"> -All-Hazards Emergency Plans -The HCS Classroom -Marketing Materials -Website - Asynchronous Learning Day Menu Board 	<ul style="list-style-type: none"> -Student/Parent Handbook -Teacher Manual -Community Circle Plans -Student Progress Reports -HPA Weekly Parent Update 	<ul style="list-style-type: none"> -Parent Focus Groups -Stakeholder Focus Groups -Student Focus Groups -Support Staff Focus Groups
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Strengths	Opportunities for Improvement
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<ul style="list-style-type: none"> ● K-Swift ● Weekly communications are sent to families regarding upcoming events, frequently asked questions, and reminders about policies or practices. Monthly newsletters feature network highlights. Families also receive weekly student updates that share current student grades, log updates, and attendance records. ● Social Media is used to showcase great things happening at the school and stakeholders are informed through Facebook , Twitter, and Instagram. ● Student Life is highlighted on the school web page with celebrations related to 100 days of school, Disability Awareness Week, Black History Month, Spring Field Day, and Promotion Day. ● Asynchronous Learning materials shared with families. 	<ul style="list-style-type: none"> ● Parents want systems of communication beyond email. ● Stakeholders report the need for communication by designated individuals based on the topic to be discussed.
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Indicator 4.9. Do the school's special education files demonstrate that it is in legal compliance and is implementing best practice?	Overall Indicator Evaluation: Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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e) Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs of the student.	Sustaining
f) IEP plans include student specific goal and plan for ongoing assessment of student progress.	Sustaining
g) IEP goals are rigorous and based on state and national learning standards.	Implementing
h) IEP goals are reviewed and revised annually as determined by present levels of student level of performance.	Sustaining
e) IEP plans explicitly identify requirements for specifically designed curriculum and instruction to align with student needs.	Implementing

Summary of Findings

Herron Prep Academy exceeds standard for indicator 4.9 with a score of 90%. For this indicator a review of all practices and procedures specific to special education services at Herron Prep as of November 2022 was completed. Data collected onsite: classroom observations, review of internal processes and procedural manuals, review of confidential IEPs in IIEP with special services coordinator, interview with special services team, and interview with school leadership and data team.

All of the following are evident in the school's special education files: (a) services outlined within Individualized Education Plans (IEPs) adequately match the exceptional needs of the student; (b) each need identified within the IEP has a corresponding goal and plan for assessment; (c) each goal is rigorous and is based on state and national learning standards; (d) explicit evidence exists to demonstrate that goals have evolved each year as the student develops; (e) specifically designed curriculum is outlined.

The auditing process revealed sufficient evidence to support the provision of compliant special education services for students with special needs currently enrolled at Herron Prep.

Indicator 4.9. Do the school's special education files demonstrate that it is in legal compliance and is implementing best practice?	Overall Indicator Evaluation: Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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Data/Artifacts Reviewed		
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<ul style="list-style-type: none"> -Special Education Manual -review of confidential student IEPs in IIEP -Classroom observations -Dyslexia 101 	<ul style="list-style-type: none"> -Review of documentation of Case Conference process and communication -Interviews of Special Education and Leadership staff 	<ul style="list-style-type: none"> -Herron Classical Schools Enrollment Disaggregation 11-7-22 -Herron Classical Schools 2022 Performance Data Summer 2022
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Strengths	Opportunities for Improvement
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<ul style="list-style-type: none"> ● Researching best practices in universal design to make changes to meet the needs of special education students, such as adding a sensory room, and continuing to advocate during design meetings for new buildings to assure needs of students are met. ● Have a consistent company for psychological evaluations in the network for the last 11 years. The company, Hans Psychological, is able to provide detailed recommendations. ● Disaggregated data is available to help staff make decisions and identify curriculum and instruction to align with student needs. 	<ul style="list-style-type: none"> ● Since the school is in the second year of operation many students have not been evaluated for more than a year so data determining if students are showing growth in the IEPs is limited and will become available as state testing results and benchmarks are completed. ● Curriculum is continuing to be updated and various resources added and will need to be evaluated to determine if it is aligning with the student needs in the IEPs. ● Continue to assess push in and pull out needs based upon the population and identification of students' needs. ● Add additional paraprofessionals as the school grows to meet diverse needs of students. ● Meet as a network SPED team for PD and best practice sharing.
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Indicator 4.10. Is the school implementing best practice related to access and services to students with limited English proficiency?	Overall Indicator Evaluation: Meets Standards	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
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a) Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the provision of services for ELL students.	Sustaining
b) Staff have a knowledge of the process of language acquisition and the skillsets needed to differentiate instructional strategies to meet the needs ELL students.	Implementing
c) Procedures are in place to ensure relationships with ELL students, parents, and external providers are well-managed and in compliance with Indiana law and regulations.	Sustaining
d) ILP plans include student specific goals and a plan for ongoing assessment of student progress.	Implementing
e) ILP plans explicitly identify needs for targeted instruction to align with student needs.	Implementing

Summary of Findings
<p>Herron Prep Academy meets standard for indicator 4.10 with a score of 85%. Currently there is a very small percentage (1.7%) of students with an ILP and two languages are represented. As a network Ms. Munoz, Ms. Deckard, the leadership team, and support staff have a clear understanding of current legislation, and research and effective practices relating to the provision of ESL services. The student services team for the network performs WIDA testing, attends Indiana DOE training and compliance webinars and are certified in Teaching English Learners and can train the trainer.</p> <p>Since the school is in the second year of operation and there is a small amount of ELL students, more analysis to evaluate the effectiveness of differentiated instructional strategies targeted to meet the needs of ELL students at all grade levels will be needed.</p>

Indicator 4.10. Is the school implementing best practice related to access and services to students with limited English proficiency?	Overall Indicator Evaluation: Meets Standards	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
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Data/Artifacts Reviewed		
-Review of confidential student ILP plans in DOE -Review of documentation of ILP Conference process and communication	-Interviews of Special Services Staff, Director of English Learners, and Leadership Team -Classroom observations	-Herron Classical Schools Enrollment Disaggregation -Herron Classical Schools 2022 Performance Data Summer 2022

Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> ● The network will be able to provide HPA with professional development, tools, and data to help them implement a successful English Language program as the school grows. ● EL teacher/coordinator has ENL certification. 	<ul style="list-style-type: none"> ● As the school grows and additional students with ILPs enroll, more staff, resources, and space will be required. ● Training for all teachers to understand appropriate strategies to support ELL students at the appropriate WIDA and grade level will be needed. ● Curriculum and disaggregated assessment data will need to be continuously evaluated to make sure needs of students with ILPs are being met. ● With the difficulty of navigating IILP and looking towards growth and addition of staff members consistent and frequent professional development will be required. <p>Resource English Learner Guidebook</p>

Beyond the Rubric

More Insights from Stakeholders

Academic	Climate and Culture	Resources/Support Systems
<p>Faculty state coaching is more like a conversation.</p> <p>Faculty feel supported instructionally.</p> <p>Faculty wants literacy and math nights for families.</p> <p>Parents like the curriculum and believe their students are more interested in math because of their classroom teachers' approach to numeracy.</p> <p>Some stakeholders would like to see more engagement with nature in the curriculum.</p> <p>Parents want other options for Art</p> <ul style="list-style-type: none"> ● Not Art on a Cart <p>Faculty hope for a singular Promotion Day schedule and ceremony - not combined with high school graduation activities.</p>	<p>Faculty report strong relationships with administration - a school family feeling.</p> <p>Faculty appreciate autonomy and the fact they are treated as professionals - not micromanaged.</p> <p>Recent leadership changes (Director of Curriculum and Head of the School) has created more delegation and prioritization of key tasks with teachers feeling more weight is on them.</p> <p>Students feel safe at school.</p> <p>Students want a mascot.</p> <p>Students want more clubs.</p> <p>Parents chose Herron Prep for the diversity of the school and the classical approach.</p> <p>Parents love the tagline, "Kids are curious and capable".</p> <p>Faculty believe there is a network mentality that is focused on high school practices and principles.</p>	<p>Parents are excited about the future location of the school and the potential partnership with Children's Museum.</p> <p>Board members feel confident about the expansion initiative and the resource allocation process.</p> <p>Faculty want consistency with elementary operations (i.e., lunch and apply early education center principles for uniformity).</p> <p>Faculty want more emphasis on skills - Powerschool organizes the gradebook by standard.</p> <p>Stakeholders value the YMCA Brave program.</p> <p>Parents want more space to gather.</p> <p>Parents informally network outside of school to gather students in activities such as karate and baseball.</p> <p>Stakeholders want a calming environment and dedicated space for students with high anxiety.</p>