

Evaluation of Indianapolis Mayor-Sponsored Charter School

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



INDIANAPOLIS
METROPOLITAN
HIGH SCHOOL

Indianapolis Metropolitan High School

1635 W Michigan St
Indianapolis, IN 46222

Site evaluation conducted November 15, 2022

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SCHOOL BACKGROUND

Mission Statement

“Founded and operated by Goodwill Education Initiatives, Inc., Indianapolis Metropolitan High School is a free public school offering a high school education to students in grades 9-12. Indianapolis Met is a best-fit school for students experiencing circumstances that may present a barrier to education. Our school places an emphasis on ensuring students enroll in college or enter into a career that offers a living wage post-graduation.”

Academic Program

The school seeks to serve students with a history of educational barriers, such as involvement in juvenile justice, foster care, teen pregnancy or parenting, homelessness, trauma, or mental health challenges.

Indy Met offers small class sizes and personalized college and career planning. There is an academic coach for every 65 students. The school partners with Jobs for America’s Graduates (JAG), which helps students apply for and find jobs. Dual credit courses are offered through IUPUI and Ivy Tech. The school also offers certifications in healthcare, information technology, business, logistics, and manufacturing.

The school operates on 6-week Mastery Cycles. There is an assessment at the end of each cycle, and reteaching occurs the following week to address student misconceptions and give students another opportunity to demonstrate mastery.

Student Demographics

Enrollment	October 1, 2021 ¹	November 15, 2022 ²
Total	256	232

Race/Ethnicity	October 1, 2021 ³	November 15, 2022 ¹
Asian	0.4%	0.4%
Black/African-American	57%	58%
Hawaiian or Pacific Islander	0%	0%
Hispanic	16%	19%
Multiracial	9%	6%
Native American	0%	0%

¹ <https://www.in.gov/doi/files/school-enrollment-grade-2006-22.xlsx>

² As reported by the school on the day of the review.

³ <https://inview.doe.in.gov/corporations/1099100000/population> Data is for Excel Center for Adult Learners (9910) - All Indianapolis locations.

White	17.3%	16.9%
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Other Demographic Info	October 1, 2021 ²	November 15, 2022 ¹
Students with IEPs	25%	26%
English Learners	11%	12%
Economically Disadvantaged	63%	57%


Academic Performance Data


	11th Grade SAT	Biology EOC
Indianapolis Met HS	9.8%	2.6%
Indianapolis Public Schools	14.8%	5.9%

Attendance Data	2021-22 ⁴	2022-23 Year to Date
Attendance Rate	63% ⁵	68%

Discipline Data	State Average	2020-21 School Year	2021-22 School Year ⁶	Year to Date, November 15, 2022
In School Suspensions	3.9%	11%	28%	16%
Out of School Suspensions	5.2%	5%	24%	16%
Expulsions	0.2%	0%	0%	0%

⁴ <https://www.in.gov/doi/files/2020-2021-Mode-of-Instruction-and-Attendance-percentage-20210709.xlsx>

⁵  Q4 Report Marion County 21-22.xlsx

⁶  Q4 Report IMET 21-22.xlsx

OEI RATINGS SUMMARY

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

Core Question 4: Is the school providing the appropriate conditions for success?	Finding
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	Approaching Standard
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	Does Not Meet Standard
4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options? *Only applies to schools serving grades 9-12	Meets Standard
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Exceeds Standard
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Meets Standard
4.6. Is the school's mission clearly understood by all stakeholders?	Meets Standard
4.7. Is the school climate responsive to the needs of students, staff, and families?	Approaching Standard
4.8. Is ongoing communication with students and families clear and helpful?	Exceeds Standard
4.9. Do the school's special education files demonstrate that it is in legal compliance and is implementing best practices?	Exceeds Standard
4.10. Is the school implementing best practices related to access and services 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?	Approaching Standard
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Data/Artifacts Reviewed

Course outlines, math curriculum remodel, coaching tiers, curriculum tiers, lesson plan expectations, new curriculum roadmaps, course catalog

Summary of Findings

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

Foundational literacy has effective curricula: Burlington, English for Everyone, Read180, and System 44. The school uses Edmentum and Base SEL. Math uses Math 180 and teachers have access to HMH materials. The curriculum would be stronger if there was a clearly adopted curriculum that has been rated green by Ed Reports. Currently, teachers decide and create a lot of curricular materials, which is not conducive to grade-level expectations (see the [TNTP Opportunity Myth](#)). One teacher stated, “A lot of [the instructional materials] is stuff we just find. Humanities is mostly built in-house.”

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.

The school holds a data day after each testing cycle. After the testing day, there is reteach the following week. A lead teacher stated, “As we are going, at the end of the year, we’ll make larger decisions. For example, in the geometry classes, the first cycle was too dense. We rebalanced it this year.”

Given that there is a large amount of teacher discretion allowed in the curricular materials, it is difficult to ensure that systematic adjustments made by groups of teachers or administrators is ultimately implemented in classes.

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

There is a clear process for reviewing curriculum maps. There are mastery assessments aligned to state standards. The school pays stipends to select staff to write assessments and make revisions to the curriculum. Administration states that teachers are expected to ask approval before making changes to the mastery assessments.

While there are reviews of the curriculum maps, presentation of content is not always aligned to learning objectives named in the curriculum maps. Two classes were observed doing review games where the rigor of the questions did not meet the standard. Group work was also seen during a study session before a test, even though students must do the test independently.

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.

The school has numerous curriculum map documents that show strong alignment across grade levels.

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

Observation showed the appropriate materials available. Teachers feel well equipped, “Yes, absolutely. If we don’t have it, we’ll get it. I have given Michael something I need by Monday and he’ll have it here on Friday.”

There was a math class that would have had stronger instruction if the teacher would have show-called students’ work with a document camera rather than explaining the problem by reworking it herself on the board.

A teacher had this engaging and high-school-appropriate classroom library for students:



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

Curricular documents that teachers use are largely created internally. They do understand and use those documents. However, to "effectively deliver instruction" curricular documents need to be more rigorous. The review taking place in geometry was below standards, asking students how to name an angle. In the reading foundations class students were unable to log into System 44. The transition class, for students newly enrolled, had a majority of students waiting because it was unclear what work they had to do.

One teacher shared, “We made a lot of adaptations to the curriculum to fit within our cycles. We made adaptations of the pacing because of the specific timeline of our cycles.”

Rubric Rating	
a. The curriculum used across all academic areas is rigorous, evidenced-based and aligned with state standards.	3 - Implementing
b. Systematic reviews of curricula are conducted by administrators and school staff to identify gaps based on student performance across and within subgroups.	3 - Implementing
c. The school regularly reviews instructional curriculum maps to ensure presentation of content is aligned with learning objectives.	3 - Implementing
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.	4 - Sustaining
e. Instructional staff have access to provided materials to deliver the curriculum effectively.	4 - Sustaining
f. Instructional staff understand and uniformly use curriculum documents and related program materials to effectively deliver instruction.	2 - Emerging
Strengths	
Teachers feel well prepared and that they have the materials they need. System 44 and Read180 can be highly effective when implemented with fidelity.	
Opportunities for Improvement	
While there are sufficient curriculum maps and alignment documents, observation shows that the “lived objective” is not always in sync with what the curricular documents show. Teachers are given great latitude in lesson planning requirements and planning decisions such that the actual student experience does not end up as intended—that is, with on-grade level expectations and instruction.	
Recommended Next Steps	

1. Create a system for regularly (daily) auditing the stated objective (that is the objective that is supposed to be taught) and the actual experience (what is actually happening in the class). Refer to the chapter on objectives in [The Skillful Teacher](#), discussing stated objectives, lived objectives, actual experience, and worthy objectives. An excerpt is below.
2. As a staff, read TNTP's The Opportunity Myth and create investment in selecting and implementing high-quality external curricula in all subjects.
3. Adopt external curricula and ensure it is used in classrooms. Have a chosen curriculum for each content area for fall of 2023.

Table 16.1. Stated Objectives, Lived Objectives, and Worthy Objectives

Stated Objective	Lived Objective	Actual Experience	Worthy Objectives
<i>(What's posted on the board or written in lesson plan. It might even be what the teacher tells the students the objective is.)</i>	<i>(Objectives that are being addressed through the activities the students are participating in)</i>	<i>(What the students are actually doing)</i>	<i>(Learning targets that would benefit the students most)</i>
<ul style="list-style-type: none"> • Students will understand the impact of Napoleon's reign on Europe. 	<ul style="list-style-type: none"> • Students will be able to name Napoleon's three big mistakes. 	<ul style="list-style-type: none"> • Students will listen to a presentation on Napoleon's big mistakes and copy the teacher's board notes into their notebooks. 	<ul style="list-style-type: none"> • Students will be able to explain what nationalism is and how it shows up in the modern world. • Students will be able to explain how Napoleon's foreign invasions stimulated nationalism in every country he touched. • Students will be able to explain how Napoleon's arrogance led to suffering and death for millions and also led to his downfall. • Students will be able to organize main ideas and subordinate ideas they extract from the text into Cornell style notes. • Students will be able to use three conventions in textbooks (section titles, color cues, and sidebars) to guide their reading.

INDICATOR 4.2

Are the teaching processes (pedagogies) consistent with the school's mission?	Does Not Meet Standard
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Data/Artifacts Reviewed
Evaluation rubrics, central office data team meeting agenda, lesson plans, completed walk-through forms, gap plans, long observation forms, professional development plan
Summary of Findings

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

Since most curriculum are internally created, and day-to-day materials are created by teachers, yes, the curriculum is mostly implemented in classrooms with fidelity. However, there is insufficient curricular materials with regards to lesson plans and exercises for students. One math teacher stated, “We don’t have a clear curriculum, we have access to HMH but we don’t have the student facing materials. I’m creating my own materials each day.”

The lesson plans teachers had outside of their doors for observation were for the 5-day week and fit on one page of paper. Below is a representative sample of what was outside of each classroom for lesson plans for the day of the review:

Biology Curriculum Map 22-23 Cycle 3

Unit 1: The Structure of Matter (10 weeks)	Unit 2: The Structure of Matter (10 weeks)	Unit 3: The Structure of Matter (10 weeks)	Unit 4: The Structure of Matter (10 weeks)
<p>Week 1: The Structure of Matter (10 weeks)</p> <p>Students will describe natural selection through a variety of readings and observations.</p> <p>Monday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Tuesday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Wednesday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Thursday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Friday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p>	<p>Week 2: The Structure of Matter (10 weeks)</p> <p>Students will describe natural selection through a variety of readings and observations.</p> <p>Monday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Tuesday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Wednesday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Thursday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Friday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p>	<p>Week 3: The Structure of Matter (10 weeks)</p> <p>Students will describe natural selection through a variety of readings and observations.</p> <p>Monday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Tuesday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Wednesday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Thursday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Friday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p>	<p>Week 4: The Structure of Matter (10 weeks)</p> <p>Students will describe natural selection through a variety of readings and observations.</p> <p>Monday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Tuesday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Wednesday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Thursday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Friday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p>
Credit Checkpoint Day			
<p>Week 5: The Structure of Matter (10 weeks)</p> <p>Students will describe natural selection through a variety of readings and observations.</p> <p>Monday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Tuesday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Wednesday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Thursday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Friday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p>	<p>Week 6: The Structure of Matter (10 weeks)</p> <p>Students will describe natural selection through a variety of readings and observations.</p> <p>Monday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Tuesday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Wednesday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Thursday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Friday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p>	<p>Week 7: The Structure of Matter (10 weeks)</p> <p>Students will describe natural selection through a variety of readings and observations.</p> <p>Monday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Tuesday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Wednesday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Thursday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Friday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p>	<p>Week 8: The Structure of Matter (10 weeks)</p> <p>Students will describe natural selection through a variety of readings and observations.</p> <p>Monday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Tuesday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Wednesday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Thursday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p> <p>Friday (10 minutes)</p> <p>Students will complete a reading on natural selection and answer questions.</p>

One instructional leader acknowledged this as a growth area stating, “The PSAT 9 and 10 started last year. Aligning to that is a new process for us.”

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

There is not a clearly documented lesson internalization process. The school is at the early stages of lesson internalization structures and does not have a shared definition of lesson internalization. Leadership acknowledged that greater lesson internalization is needed, but they are trying to balance teacher burnout with clear expectations of what is necessary for effective instruction.

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.

There is not a clearly documented lesson internalization process.

An instructional leader explained that teachers use the curriculum maps to build their lesson plans. They are expected to make lesson plans a week at a time and draft the learning activities they would like to use. The Lead Teacher then provides them feedback and then revise the plans before they are taught. There is a section for stating the enduring understandings and essential questions for the current cycle.

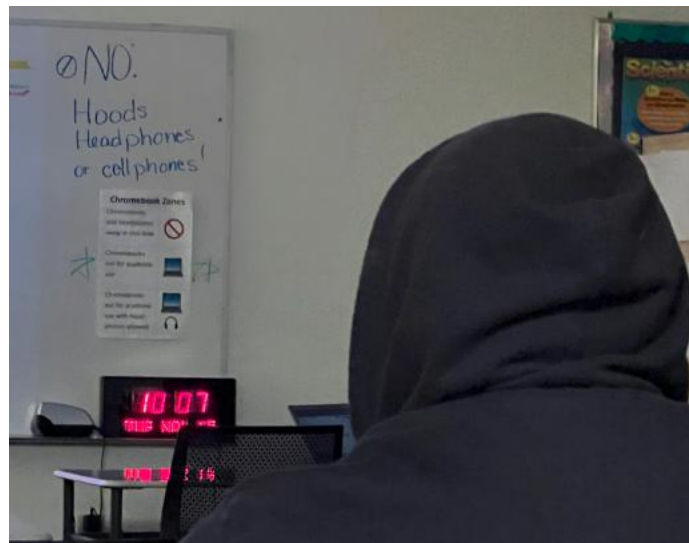
4.2 d) Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles.

Differentiation is largely achieved through addressing students individually in the school's small classes. On the day of the review, the largest class observed had 16 students and most classes had less than 8 students. Teachers did circulate among students in the majority of classes, providing help as needed.

One teacher described, "Several of our courses are co-taught, so we do a lot of small groups. There may be pull-outs if someone has missed a lot of school."

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

Observations showed that teachers are clearly trying to promote student engagement through games, small groups, and use of technology. However, frequently, students are allowed to not engage by going to sleep, putting their heads-down, or using their cell phones. Students were observed on Instagram, Tik Tok, and Spotify during instruction even when signs were posted in the class that no cell phones or headphones were allowed during class.



In this class, four students had hoods on, two were using their cell phones, and three had headphones on.

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

The school recently had professional development on being culturally responsive. Teachers reported learning how to create an environment that honors students and values a diversity of perspectives and identities. The counseling team has helped to lead cultural celebrations where food, fashion, dances, and games from various countries are celebrated.

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

Teachers were able to cite feedback they have received outside of formal processes. One lead teacher said, “I often give feedback, but I get feedback too. The AP comes into my class occasionally. One of the things I was doing was talking too much. She told me, ‘The activity was good, but could you have them do a turn and talk?’”

Another teacher said, “My lead teacher comes in about once a week and gives me feedback in our weekly meeting. Recently he told me we used to use a lot of manipulatives but we put those away because of Covid. We should bring back some of those manipulatives.”

Teachers receive two formal observations, one each semester. At the end of the year, there is a final evaluation.

The review team observed the Assistant Principal doing an un-scheduled observation and providing the teacher with feedback in the moment.

Rubric Rating	
a. The curriculum is implemented in all classrooms with fidelity.	2 - Emerging
b. A clearly documented lesson internalization process is used to explicitly target core learning objectives across all academic areas.	2 - Emerging
c. A clearly documented lesson internalization process is used to explicitly identify a wide range of instructional strategies that target core learning objectives across all academic areas.	2 - Emerging
d. Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles.	3 - Implementing

e. Instructional strategies used are designed to promote authentic learning to impact levels of student engagement.	2 - Emerging
f. Instructional practices are intentionally designed to validate and affirm the culture of students.	3 - Implementing
g. Staff receive explicit feedback on instructional practices on an ongoing basis.	4 - Sustaining
Strengths	
There is strong evidence that leadership gives frequent feedback. This is essential to growth and shows the school could be poised to make fast progress.	
Opportunities for Improvement	
<p>Overall expectations for student engagement are too low. As discussed above, frequently students were observed sleeping, on social media, or with headphones on during instruction despite expectations on the wall stating that this is not acceptable.</p> <p>In one lead teacher's classroom, which had very strong and worthy content, of the 6 students in the class, one was on Instagram and one was not engaged. The teacher clearly spent ample time preparing the lesson, but some students received no benefit from this because they were allowed to be on their phones or put their heads down.</p>	
Recommended Next Steps	
1. Prioritize training and professional development on engagement strategies. Observe classes giving in-the-moment feedback when a teacher is not sufficiently engaging students. Look at Phase 3 of the Get Better Faster Scope and Sequence:	

ENGAGE EVERY STUDENT

5. Build the Momentum

- Give the students a simple challenge to complete a task:
 - Example: “Now I know you’re only 4th graders, but I have a 5th grade problem that I bet you could master!”
- Speak faster, walk faster, vary your voice, & smile (Sparkle)

6. Pacing: Create the illusion of speed so that students feel constantly engaged

- Use a hand-held timer to stick to the times stamps in the lesson & give students an audio cue that it’s time to move on
- Increase rate of questioning: no more than 2 seconds between when a student responds and a teacher picks back up instruction
- Use countdowns to work the clock (“do that in 5..4..3..2..1”)
- Use Call and Response for key words

7. Engage All Students: Make sure all students participate:

- Make sure to call on all students
- Cold call students
- Implement brief (15-30 second) Turn & Talks
- Intentionally alternate among multiple methods in class discussion: cold calling, choral response, all hands & turn and talks

8. Narrate the Positive

- Narrate what students do well, not what they do wrong
 - “I like how Javon has gotten straight to work on his writing assignment.”
 - “The second row is ready to go: their pencils are in the well and their eyes are on me.”
- While narrating the positive and/or while scanning during a re-direct, look at the student(s) who are off-task
- Use language that reinforces students getting smarter:
 - Praise answers that are above and beyond or strong effort

9. Individual Student Corrections

- Anticipate student off-task behavior and rehearse the next two things you will do when that behavior occurs. Redirect students using the least invasive intervention necessary:
 - Proximity
 - Eye contact
 - Use a non-verbal
 - Say student’s name quickly
 - Small consequence

2. Develop a clear vision and expectation for lesson internalization of each content block. Have a school-specific answer to the question, “How should teachers internalize this lesson so they are prepared to teach it effectively and how will I know the teachers have done this?”

3. Consider adopting a rigorous teaching rubric for the purposes of increasing student learning—not for evaluations. Below is an example from the KIPP NYC High Impact Instructional Practices Rubric that serves as an example:

	LEVELS	4 – EXCELLENT	3 - GOOD	2 – APPROACHING	1 – NEEDS IMPROVEMENT
No Struggle, No Progress (KET Source Behaviors: 3.1A, 3.1B, 3.1C, 3.3K, 3.4B, 3.3E, 3.3F, 3.3G, etc)	Goal-Setting	Teacher effectively and strategically sets goals with her students, such that students know <i>exactly</i> what they are working on and <i>exactly</i> what they need to do to demonstrate mastery. Teacher invests students and parents in mastery of these goals.	Teacher sets goals with his or her students so that students know what they must do to demonstrate mastery. Students and parents are mostly invested in mastery of these goals.	Teacher sets goals with his/her students but they may lack specificity and/or they may not be clearly communicated to students. Students and parents show some investment in these goals, but often do not know precisely what they must do to achieve mastery.	Teacher does not set goals with his/her students, or sets goals that lack purpose and are not heavily invested in by the teacher, students, or parents.
	Lesson Pitch	Teacher pitches lessons high, viewing it as inexcusable to underestimate children's intellect. Teacher constantly challenges students and tests the intellectual ceiling. Teacher embraces struggle because he/she knows it is good for students.	Teacher consistently pitches lessons sufficiently high, but may not actively plan to stretch students' understanding. Modeling is typically high-level, but does not always push the envelope of what the teacher believes students are capable.	Lesson pitch is inconsistent. Teacher sometimes pitches too low by not including opportunities to stretch students' understanding. Modeling is inconsistent in its level and does not always communicate the highest expectations of what students can do.	Teacher consistently pitches low. Teacher does not plan for opportunities to stretch students' understanding. Modeling is low-level and does not communicate high expectations of what students can do.
	Heavy Lifting	Teacher strategically gets students to do the heavy lifting of thinking, writing and speaking. Teacher listens carefully to student talk and ensures that students demonstrate a high level of ownership for doing the thinking, writing, and talking work.	Teacher mostly lets students do the thinking, writing and talking work. Teacher listens carefully to student talk and responds in a way that gets students to refine and elaborate on their thinking and writing. If a leading question is posed, teacher catches him/herself in the moment.	Teacher tries to get students to do the thinking, writing, and talking work, but struggles to truly listen to students and often winds up asking leading questions or doing too much of the talking.	Teacher rarely allows students to do the thinking, writing, and talking work, talks too much, and asks leading questions. Teacher does not recognize when he/she is asking leading questions and does not listen carefully to students.

INDICATOR 4.3

For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options?

Meets Standard

Data/Artifacts Reviewed

Academic goal setting form, 2022 cohort data summary, college and career readiness specialist, college field trip day agenda, course catalog, MOUs with partners, mastery cycle check-in SAP, Puma Plan 22-23

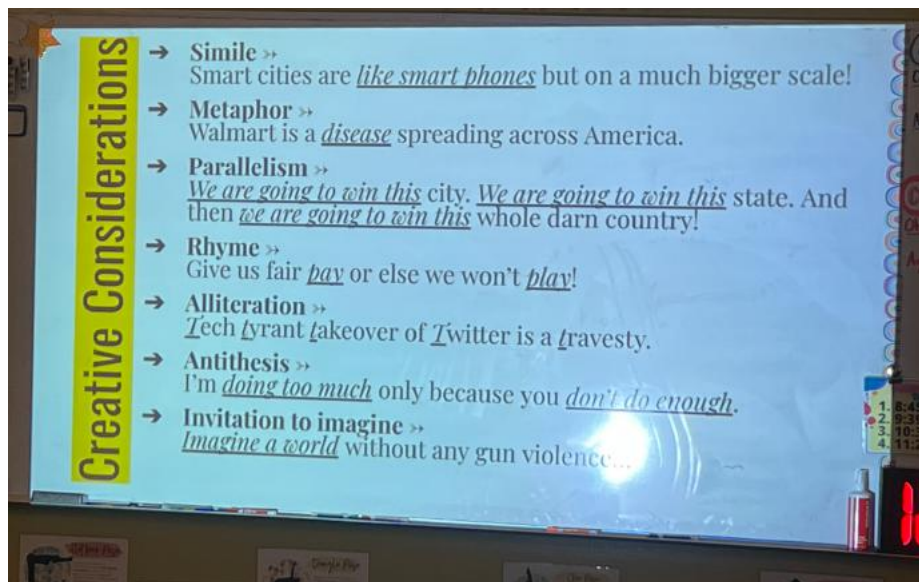
Summary of Findings

4.3 a) The school provides access to rigorous coursework and career planning experiences (e.g., Advanced Placement courses, internships, independent study) to prepare students for post-secondary opportunities that align to their interests.

The school does college visits and has MOUs with a number of post-secondary opportunities including Ivy Tech and CNA and ASE certification programs. The College and Career Readiness Counselor advises students on opportunities and how students can meet their goals.

More “rigorous coursework” which increases students’ ACT/SAT scores and provides more college opportunities would contribute to a higher score in this area. The majority of instruction observed cannot be considered rigorous coursework. A notable exception was the dual credit communication class which had the objective, “I can use rhetoric to reinforce evidence to support my claim,” and had students doing on-grade-level writing.

From communications dual credit class:



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

There are coaches who meet and discuss with students the support they need and their post-graduation goals. All students have a post-graduation plan which they create and adjust prior to graduation.

Information about college is available in the hallway:



4.3 c) The school provides opportunities for extracurricular engagement and activities, connected to student interests, (e.g., athletics, academic clubs, vocational) to increase post-secondary options.

There are extracurricular activities. Students cited a number of activities and there is strong staff attendance at some activities, like basketball games.

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

There were 33 graduates in 2022 and all met or exceeded the Indiana Core 40. The academic calendar is broken into cycles and staff look at skill mastery at the end of each cycle. At the end of a cycle, the next week consists of reteaching that allows students to once again demonstrate mastery.

Rubric Rating	
<p>a. The school provides access to rigorous coursework and career planning experiences (e.g., Advanced Placement courses, internships, independent study) to prepare students for post-secondary opportunities aligned to their interests.</p>	<p>3 - Implementing</p>

<p>b. A system is in place to ensure school staff provide students with the supports they need to be effectively prepared for post-secondary opportunities.</p>	<p>3 - Implementing</p>
<p>c. The school provides opportunities for extracurricular engagement and activities, connected to student interests, (e.g., athletics, academic clubs, vocational) to increase post-secondary options.</p>	<p>3 - Implementing</p>
<p>d. The school offers a range of pathways that allow all students to meet or exceed Indiana Core 40 graduation requirements.</p>	<p>4 - Sustaining</p>
Strengths	
<p>There are many resources and opportunities offered to students including college counseling, certification training, and career planning. There are ample staff to support students in these areas.</p>	
Opportunities for Improvement	
<p>The data provided by the school shows there were 33 graduates in the Class of 2022 and a graduation rate of 41%.</p> <p>Data for the post-graduation success of past graduates, prior to the Class of 2022, was unavailable, even after being requested.</p>	
Recommended Next Steps	
<p>Commit to rigorously tracking the success of your graduates so that data-based programming changes can be made. There are critical questions about the success and attainment of graduates that high schools should be able to answer. Being able to answer these will allow data driven decisions regarding your program and support of your students. Example questions are at the end of this report.</p>	

INDICATOR 4.4

<p>Does the school effectively use learning standards and assessments to inform and improve instruction?</p>	<p>Exceeds Standard</p>
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Data/Artifacts Reviewed

Mastery assessment examples, publicly available SAT data, school calendar, mastery assessment day logistics document

Summary of Findings

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

The school has mastery assessments that are aligned to state standards. Assessments observed in classes are not always at the level required by the standards.

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

Students use a variety of platforms which allows increased differentiation. One leader explained, "There are more essays and projects on the humanities side. Math requires students to write out their answers to explanations. We hesitate to pull back on that, even though the SAT is multiple choice. STEM also relies on written tests and projects. Some are speeches, the final project in US History is to create a website."

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

The main assessments that the school analyzes on a regular basis are the mastery assessments that occur at the end of cycles. A teacher shared, "The mastery assessments show how well they understand the material and are meeting the standard and show growth throughout the semester. They have the chance to go back to different mastery cycles, if they didn't show mastery. They can go back to previous ones."

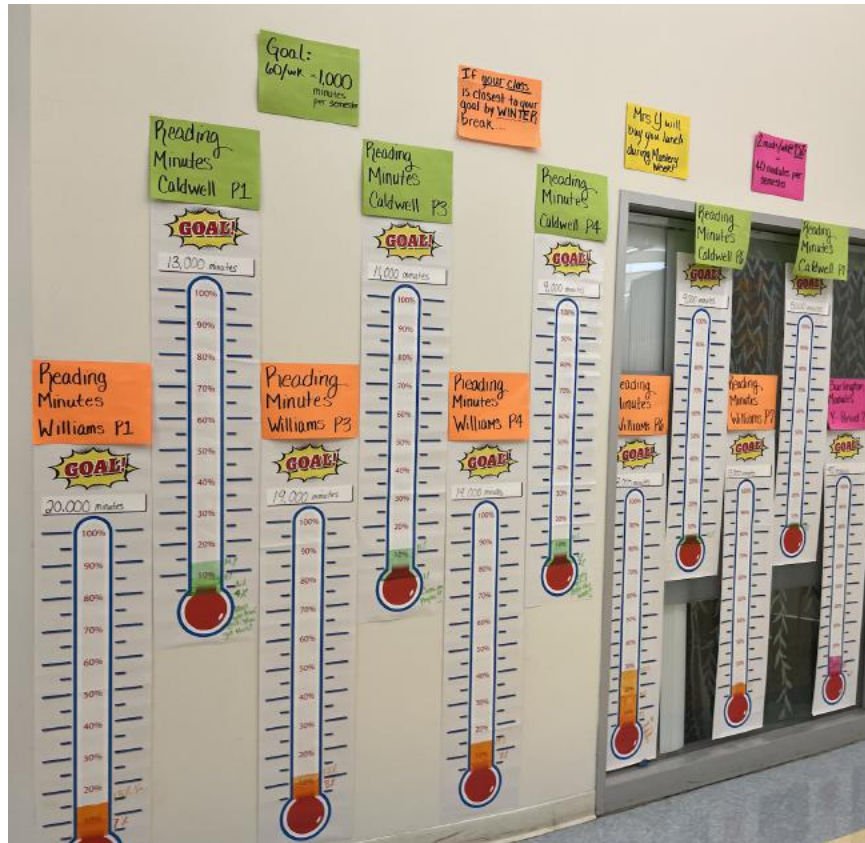
4.4 d) Assessments are administered with sufficient frequency and results are provided in a timely manner.

Mastery assessments happen at the end of each cycle.

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.

The school uses Edulastic for most of the mastery assessments. A leader explained that they use the platform to break down the results by various subgroups. Greater analysis of class level data, such as mid-cycle assessments and exit tickets, which then leads to mid-cycle reteaching would lead to greater student achievement.

Total amount of minutes spent reading are displayed in the hallway:



Rubric Rating

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

<p>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.</p>	<p>3 - Implementing</p>
<p style="text-align: center;">Strengths</p>	
<p>The mastery assessment structure allows for consistency across classes for teachers and students. The platforms used for mastery assessments facilitate analyzing student data.</p> <p>The opportunity to re-take assessments where students did not demonstrate mastery fosters a positive mindset among students and teachers to keep working until mastery is achieved.</p>	
<p style="text-align: center;">Opportunities for Improvement</p>	
<p>The mastery assessment structure is a core system of the school. However, external assessments, such as the Biology EOC and the SAT, do not show the level of performance the school wants to achieve. The mastery assessments should be examined to see how well they align to high-stakes standardized tests students are accountable to.</p>	
<p style="text-align: center;">Recommended Next Steps</p>	
<p>Prioritize one particular assessment, likely the SAT because of the state accountability and importance in the college admissions process. Backwards map from this north-star assessment the interim testing that happens within classes and throughout the course of the year. Examine whether the rigor of the mastery assessments matches the rigor of the SAT. Understandably, it may not in introductory courses. But explicitly define, for which courses should the mastery assessments match the rigor of the SAT?</p>	

INDICATOR 4.5

Has the school developed adequate human resource systems and deployed its staff effectively?	Meets Standard
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Data/Artifacts Reviewed
Hiring and onboarding process summary, org chart, staff handbook, staff evaluation plan, mastery schedule, new staff buddy program, PD scope and sequence, PUMA promise definitions, RISE rubric
Summary of Findings
<p>4.5 a) A standard recruitment/ hiring policy and procedure process is in place and is designed to ensure human resources are leveraged to reflect the needs of the school population.</p> <p>There is a standard and effective policy and procedure in place. Teachers stated that a lot of time during the process was spent on whether they were mission aligned. One teacher stated, “A lot of the questions were geared to see if I was mission aligned. They said they could teach me the skills, but that I needed to be mission aligned.”</p> <p>Another teacher stated that they did a sample lesson and student feedback was considered before making her the offer. She shared that ultimately that was the reason she chose the school over others—because students’ opinions factored into hiring decisions.</p>
<p>4.5 b) Hiring processes are well organized and used to support the success of new staff members.</p> <p>Teachers all agreed that the hiring process was well organized and that they were onboarded well.</p>
<p>4.5 c) Staffing levels adequately allow staff to maximize instructional time and capacity.</p> <p>There is a more than sufficient number of staff. There are small class sizes and many classes have aid.</p>
<p>4.5 d) Faculty and staff are appropriately certified/sufficiently trained in areas to which they are assigned and possess the instructional proficiencies needed for the school population served.</p> <p>12/13 Teachers are certified appropriately. Admin are also certified.</p>
<p>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.</p> <p>There is professional development each week. A leader shared, “We have whole-group PD where we are all together but then we branch off into our teams for individualized PD. We have partnerships with Goodwill Ignite and mission coaches and they help us to serve our students better. Different groups come in and talk to us about what programs they offer. We have various providers come in and give us support for students.”</p>

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

Professional development is frequently focused on meeting the needs of SEL students. One leader shared that there was recent professional development on “How do we do this work for a long time” and avoiding burnout. Another recent professional development was on conflict resolution.

Greater professional development delivering high quality instruction, particularly on student engagement strategies, is needed.

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

Teachers feel the process is clear and fair. “We do two by two which gives us a heads-up of what will come in our evaluation.”

“We have a lot of informal evaluation touch points. Someone from the instructional team comes in at least once per week and gives a glow and a grow as an informal ‘this is what you can do better’. The special education team lead came in looking with that lens.”

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

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.	4 - Sustaining
f. Professional learning opportunities are determined through analyses of student outcome data and clearly linked to strategic objectives and school improvement goals.	3 - Implementing
g. The teacher evaluation process is explicit and regularly implemented with a clear process and criteria.	4 - Sustaining
Strengths	
There is a robust staff. Class sizes are small and teachers are able to give students the time and attention they need. The hiring process is fair and effective. Teachers feel valued that they are members of a team doing important work.	
Opportunities for Improvement	
Instructional time for students has been substantially reduced to increase teacher planning and/or meeting time. There is a late start on Mondays and Fridays and students do at-home learning for an entire day at the end of each cycle.	
Recommended Next Steps	
Decrease the amount of professional development and/or teacher work time that takes away from students being present at school. Professional development is important and necessary, but time at school for students has been reduced too much.	

INDICATOR 4.6

Is the school's mission clearly understood by all stakeholders?	Meets Standard
Data/Artifacts Reviewed	
Check-in template, PD priorities, attendance goals, mastery day field trips, elective offerings, graduation commitment, vision & mission model, WIG tracker, welcome meeting agenda	
Summary of Findings	
4.6 a) Procedures are in place for assessing all stakeholder's perceptions, knowledge, and commitment to the intentions of the school's mission.	
Teachers knew the "wildly important goal" without prompting—75% of students get at least 5 credits each term.	
Students cited the services the school provides as a reason for attending. "The school cooperates with Goodwill. Over the summer and during the school year it has day care for parents and other programs. If you don't have transportation, they give you Indy Go passes."	
4.6 b) Procedures are in place for establishing meaningful partnerships with all families and community stakeholders to support the school's mission.	
Leadership listens to the needs of their community and works with partners to address those needs. An example of GPS ankle monitors was shared. Students were missing school because they needed to charge their ankle monitors. The school got the ankle monitor chargers on site to remove the barrier for those students.	
Rubric Rating	
a. Procedures are in place for assessing all stakeholder's perceptions, knowledge, and commitment to the intentions of the school's mission.	4 - Sustaining
b. Procedures are in place for establishing meaningful partnerships with all families and community stakeholders to support the school's mission.	3 - Implementing
Strengths	
The school describes itself as a school of "best fit" for their students, rather than being an alternative school. This helps communicate to students that they have not failed or that they cannot be successful.	

Teachers were able to consistently name the WIG as 75% of students getting at least 5 credits each term.

Opportunities for Improvement

A growing number of schools offer many of the services Indianapolis Metropolitan High School offers—bus passes, SEL services, and in house counseling and therapy. Factors that may have at one time differentiated the school may not be as unique now.

Recommended Next Steps

None

INDICATOR 4.7

Is the school climate responsive to the needs of students, staff, and families?	Approaching Standard
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Data/Artifacts Reviewed

Academic goal setting form, managed behaviors system, discipline process flow chart, MTSS systems, NPS survey form, SEL SOP, new student orientation agenda, PBIS acknowledgement and Puma points, Puma plan, Puma promise one pager

Summary of Findings

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

Students state they feel well supported beyond their academic needs: “The school has been very helpful for my emotional part. I have a lot of programs at school. They have offered me therapy inside school if I need it. I have different teachers that I’m really close to.”

Another student shared, “We have SEL and green shirt passes. We can sit out if we need to. Or we can go to the mindfulness room.”

And yet another, shared, “That stands for Social Emotional Learning. We have an SEL team. Most kids in this school have a group that is targeting special areas for growth.”

Cultural metrics are displayed at the entrance to the classroom area of the school:

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.

Students cited that when they first enroll they go to the transition center where they learn the systems of the school and build relationships with teachers.

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.

Staff do two-by-two feedback with their managers. The school administered the Net Promoter Survey two or three times per year. Students are surveyed through the PBIS committee. Recently a survey was given to staff who were new in the last few years to examine how the school can better onboard new staff through the new staff committee.

Rubric Rating	
a. A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity.	3 - Implementing
b. Culturally responsive and evidenced based interventions are explicitly identified and implemented throughout the school to support the needs of students.	3 - 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.	3 - Implementing
d. Procedures are in place for assessing staff, student, and family perspectives to ensure a sense of connectedness and engagement with the school.	3 - Implementing
Strengths	
There are sufficient traditional SEL supports in place. Students are aware of these supports and are comfortable seeking the supports out.	
Opportunities for Improvement	

As indicator 4.1 includes the “academic needs” of students, more must be done. As described in early indicators, academic expectations are too low in too many classrooms. For example, the review team saw and found no evidence of homework being assigned. We know that the students have unique challenges, but we also know they are capable of learning outside of the regular school day. And that to reach their full potential, they need teachers to require learning and skills practice outside of the normal school day.

Recommended Next Steps

Create a school specific definition of what being culturally responsive means. Insist that it includes maintaining high academic expectations and be explicit in your definition about what constitutes high academic expectations.

INDICATOR 4.8

Is ongoing communication with students and families clear and helpful?	Exceeds Standard
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Data/Artifacts Reviewed	
Credit checkpoint day SOP, family communication, graduation commitment, student handbook, student enrollment SOP, Indy Met info sheet, mastery cycle check-ins SOP, Puma plan, Title I parent survey, welcome conference SOP	
Summary of Findings	
<p>4.8 a) An active and ongoing system of communication between the school and family members in place.</p>	
<p>Students cite numerous examples of how the school is in touch with them and their family: Google classroom, email, and Google Meetings.</p>	
<p>4.8 b) Procedures for responding to concerns of families are clearly defined and implemented by all school staff and validated by families.</p>	
<p>Students say that they feel comfortable bringing any concerns with staff members and that staff are always responsive. They state that the tech coordinator is someone they especially feel comfortable going to. "They are very quick to respond."</p>	
<p>4.8 c) Families are regularly informed in their native or home language of their students' academic and behavioral strengths and areas of need.</p>	
<p>There are staff members able to translate for families when necessary and other translation services are available.</p>	
<p>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.</p>	
<p>The school uses social media and School Messenger in addition to periodic events at the school such as ice cream socials and parent nights. Staff share that they enjoy going to basketball games and that the games are well attended by the school community.</p>	
Rubric Rating	
<p>a. An active and ongoing system of communication between the school and family members in place.</p>	<p>4 - Sustaining</p>

<p>b. Procedures for responding to concerns of families are clearly defined and implemented by all school staff and validated by families.</p>	<p>3 - Implementing</p>
<p>c. Families are regularly informed in their native or home language of their students' academic and behavioral strengths and areas of need.</p>	<p>4 - Sustaining</p>
<p>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.</p>	<p>4 - Sustaining</p>
<p>Strengths</p>	
<p>The school is authentic in seeing families as a resource and has numerous communication systems.</p>	
<p>Opportunities for Improvement</p>	
<p>Re-evaluate the steps taken when a student is absent as it pertains to communication with families. There were conflicting statements from staff about how long until the school reaches out. Be tenacious, with almost immediate contact with families when students are not present.</p>	
<p>Recommended Next Steps</p>	
<p>None</p>	

INDICATOR 4.9

Do the school's special education files demonstrate that it is in legal compliance and is implementing best practice?	Exceeds Standard
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Data/Artifacts Reviewed	
IEP folders, interviews with staff, classroom observations	
Summary of Findings	
<p>4.9 a) Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs of the student.</p> <p>During the file audit, IEPs were all in compliance with specified needs and in compliance.</p> <p>4.9 b) IEP plans include student specific goals and plans for ongoing assessment of student progress.</p> <p>Each IEP had specific goals and plans for obtaining the goals. IEPs had student interviews and student narratives about their goals.</p> <p>4.9 c) IEP goals are rigorous and based on state and national learning standards.</p> <p>Each IEP had rigorous goals and had student narratives about college and career readiness, what actions are needed in order to meet the goals, as well as the specific instructional or SEL goal needed to meet the goal.</p> <p>4.9 d) IEP goals are reviewed and revised annually as determined by present levels of student level of performance.</p> <p>All folders were in compliance with the timeline for move-ins, and even one example of an initial case conference.</p> <p>4.9 e) IEP plans explicitly identify requirements for specifically designed curriculum and instruction to align with student needs.</p> <p>While there was not a specified curriculum for students, there were appropriate accommodations and procedures in place to ensure student success in the classroom.</p>	
Rubric Rating	
a. Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs of the student.	4 - Sustaining

b. IEP plans include student specific goals and plans for ongoing assessment of student progress.	4 - Sustaining
c. IEP goals are rigorous and based on state and national learning standards.	3 - Implementing
d. IEP goals are reviewed and revised annually as determined by present levels of student level of performance.	4 - Sustaining
e. IEP plans explicitly identify requirements for specifically designed curriculum and instruction to align with student needs.	3 - Implementing
Strengths	
<p>The schedule supports student needs. This is evident in student interviews, classrooms, IEPs, and classroom collaboration. The Special Education staff members support the classroom learning environment and also can reteach if necessary. There is collaboration and support among SpEd staff and general education staff.</p>	
Opportunities for Improvement	
<p>Consider skills progress monitoring in conjunction with class assessments and priority standards. Tracking the prerequisite skills is necessary for all students, but is imperative for your special student populations for graduation.</p> <p>Implement more student ownership/rigor in the IEP. Student voice was in the IEP, but having students articulate what they need to do to be successful and what supports will help them will help them more invested in their own graduation goals and post-secondary pathways.</p>	
Recommended Next Steps	
<p>Consider working more closely with the other Special Ed teams in the Goodwill network to codify Special Ed procedures.</p>	

INDICATOR 4.10

Is the school implementing best practice related to access and services to students with limited English proficiency?	Meets Standard
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Data/Artifacts Reviewed

ILP folders, interview with EL Coordinator, classroom observations, introduction to model document

Summary of Findings

4.10 a) Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the provision of services for ELL students.

This site has all ILPs on Indiana ILP which is a foundational step to ensure compliance is on track.

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

The EL coordinator is progress monitoring students based on WIDA proficiency levels. One area of growth would be to share more of this depth of proficiency level knowledge with all staff. It is in progress and there is evidence of this in past and ongoing professional development.

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.

Translations are in place in various systems in the building. There are wrap-around supports outside of the classroom. Students are supported in and out of the classroom.

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

While there is progress monitoring happening, staff should delve deeper into the WIDA 2020 standards and the Key Uses. This will have a large impact on student test scores and student language proficiency growth in all metrics.

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

All ILPs have appropriate programming marked. However, one area to consider is the growth goals being more narrow and focused. As mentioned above, these could correlate with Key Uses.

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.	3 - Implementing
b. Staff have a knowledge of the process of language acquisition and the skill sets needed to differentiate instructional strategies to meet the needs of ELL students.	3 - 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.	4 - Sustaining
d. ILP plans include student specific goals and a plan for ongoing assessment of student progress.	3 - Implementing
e. ILP plans explicitly identify needs for targeted instruction to align with student needs.	3 - Implementing

Strengths

There is a clear structure and support for students. There are great systems in place for identification, compliance, and progress monitoring. Classroom teachers also know there are resources for students whenever needed.

Opportunities for Improvement

Consider more seat time with EL experts for all EL students.

Evaluate Burlington to see if it meets the needs of your students and see if there are other programs that may meet student needs to a greater degree. Delve deeper into What Works website and the research that yields the highest growth with EL students. [This document](#) shows how to teach academic vocabulary effectively.

Recommended Next Steps

Schedule more time for EL students with expert EL staff. One solution may be more ENL classes which can still count towards an English credit.

CLOSING AND RECOMMENDATIONS

Strengths

1. **The school is effectively meeting the needs of students outside of the classroom.** They provide Indy Go bus passes to students who need help with transportation. Childcare is available for parents. There is counseling, therapy, and adult and child services available within the school. When the review team asked the student panel what the school needs to improve, they could not think of any suggestions.
2. **The climate outside of classrooms—including hallways and during transitions—is conducive to learning.** Transitions between classes are brief and students move with purpose. Restrooms were clean and only used for the appropriate purposes. While these may seem like trivial statements, hallways and restrooms are often a source of problems and issues which take time and attention away from learning in high schools. During the review almost no students were observed in the hallway during class time. All of this contributes to a safe learning environment at the school.
3. **The school has assembled a plethora of resources to serve students.** The school is well staffed with instructional aids in many classes and coverage available when teachers are out. The facility is spacious with room for breakouts, small groups, or large group gatherings and includes a fitness area. Class sizes are small with most classes observed having 6-8 students and no class observed with more than 16 students. Perhaps the largest resource available is the Goodwill organization and its network of resources and connections the school is effectively leveraging for their students.

Recommended Next Steps

1. **Increase the tenacity and urgency of instruction, not accepting less than 100% engagement.** In the majority of classes observed some students were scrolling on their phones and/or had headphones on despite explicit expectations displayed that headphones or cell phones were not allowed during instruction. Frequently students were observed with their heads on their desk, sleeping, or attempting to do so. The most effective planning and preparation on the part of teachers and leaders is inconsequential if students are given the option of not engaging in the lesson.

A positive example of the warm-and-demanding approach that more teachers need was observed. One instructional aid addressed a student who put his head down by saying, “[Student’s name], did you work late last night? Do I need to come in there and tell them they need to cut your hours? Because this is important. You need to get to bed because you need to learn this, honey. Now come on. Let’s get started.” Work to make this norm among all staff. Support and coach teachers who recognize when an expectation is not being met, but don’t know what to do about it.

2. **Collect data to know to what extent the vision is being realized: “6 years after high school, all of our graduates should have the credentials and real world skills to be employed at a living wage.”**

After collecting and analyzing this data, decide the fundamental questions you should be able to answer. They may include questions such as:

- What salary are we counting as a livable wage? What percent of our graduates have that income? Those that don’t, what is the main impediment and what could we have done differently?
- What is our system for collecting this data from our graduates in a systematic fashion?

- If students achieve the certifications we promote (NCCER, QuickBooks, ASE, Office Specialist, CNA, etc) and work or two years post graduation, are we certain they will meet that livable wage? Do we have evidence to support this? If not, what adjustments should we make to our program?
- Is the level of post-graduation counseling and support we provide sufficient to get our graduates to meet our 6-year post graduation goal? If not, what adjustments do we need to make and what is the timeline for doing so?
- What are the implications for our day to day instruction this week, this cycle, this year, and next year?