

## **School Quality Review Report**

Date:	March 14 & 15, 2017
District:	EVSC
School:	AIS – First HS
Principal:	Kristine Eichholz
<b>Review Team:</b>	
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## **Information about the School Quality Review**

In 1999, the Indiana General Assembly enacted Public Law 221 (P.L. 221) which serves as Indiana's accountability model for schools and districts. In response to the accountability process, the State Board of Education developed a requirement that schools in year four of probationary, or "F", status participate in the School Quality Review process to assist with identifying priorities for school improvement.

The goal of the School Quality Review is to identify the school's strengths and areas needing immediate improvement. Reviewers examined school data and survey information, observed every classroom, interviewed stakeholder groups, and interviewed every staff member with standardized questions to identify areas for reinforcement or correction. Additionally, reviewers worked collaboratively before, during, and after the on-site visit to review and prepare findings. Schools are directed to include first priorities in their School Improvement Plans.

To provide reliable and high-quality feedback to the schools, a rigorous training process was followed for all review team members. Reviewers studied survey and school data before the on-site visit. Interview questions were also selected before the visit and were revised as necessary throughout the visit to allow the reviewers to obtain reliable and verifiable feedback.

In preparing the School Quality Review Report for Academy for Innovative Studies (AIS), the reviewers used the Quality School Review Indicators and Rubric to indicate progress on the eight Federal Turnaround Principles for Priority Schools (Turnaround Principles). The Turnaround Principles have been identified by the U.S. Department of Education (USED) as being critical to the success of turning around a struggling school. The reviewers examined evidence provided by the school leadership team as well as school demographic and academic data to make determinations of highly effective, effective, improvement necessary, or ineffective for each of the Turnaround Principle indicators. After reviewing the rubric ratings, the review team designated "First Priorities" based on the areas needing to be addressed first in school improvement planning. While many ineffective areas may be discussed in the report, the team wanted to prioritize improvement areas to assist the school in identifying next steps for immediate action.

## Summary of First Priorities

The following first priorities should be addressed in school improvement planning and include appropriate interventions aligned to the areas of need.

### Turnaround Principle 1 – School Leadership:

1. Establish enrollment protocols to maintain the 1:15 ratio for the Alternative Ed Grant requirement (e.g., examine intake enrollment process, time restraints on students with late semester enrollment, and develop a formal enrollment window). Administration should receive support from district leadership on enrollment processes that foster student success with transiting to AIS First. Time of enrollment throughout semester, in addition to the number of possible schedule adjustments should be considered to allow for minimal schedule alterations being made after the beginning of each term.
2. Review class options offered at AIS, and adjust schedules and offerings to support all diploma requirements (511 IAC 7 – General, Core 40, Core 40 with honors, and Core 40 with technical honors).

### Turnaround Principle 3 – Instruction

1. Identify school-wide classroom instructional expectations and focused instructional strategies (small group, manipulatives, checks for understanding, etc.) and utilize regularly to differentiate instruction based on individual student needs. Teachers need support in approaching content from many angles to address all learning styles; presenting material in multiple ways; assessing student learning in various ways; and utilizing differentiation strategies.
2. Provide professional development to teachers on using student learning data to inform the selection of instructional strategies used in their classrooms, and on best practices in utilizing the instructional strategies for differentiation. Leadership team and mentor teachers should support this professional development through professional learning community (PLC) work that includes a set meeting protocol exploring how students are performing, what students are missing, why students are missing the material, how teachers are instructing, and what next steps teachers must take for student success.

Turnaround Principle 4 – Assessment and Intervention Systems:

1. Guarantee the validity and reliability of common formative assessments (CFAs) at AIR First and across the district. With (CFAs) being developed at the teacher level there is little to no way to ensure reliability and validity in the CFAs measuring Indiana Academic Standards. Additionally, initiative a formal, systemic process for data review and next steps for instruction at AIS based on CFAs. This work should be done through the professional learning communities (PLCs) already in place in the building by setting a clear protocol which explores how students are performing, what students are missing, why students are missing the material, how others are teaching, and what next steps teachers must take for student success.

## Turnaround Principle Findings and Evidence

### School Leadership Turnaround Principle #1

Overall Rating			
1 Point	<b>2 Points</b>	3 Points	4 Points
Ineffective	<b>Improvement Necessary</b>	Effective	Highly Effective

Individual Indicator Ratings		
1.1	The principal uses data to establish a coherent vision that is understood and supported by the entire school community.	<b>Highly Effective</b>
1.2	The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurement goals, aligned strategies, and a plan for monitoring progress and driving continuous improvement	<b>Effective</b>
1.3	The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment	<b>Improvement Necessary</b>
1.4	The principal communicates high expectations to staff, students, and families, and supports students to achieve them.	<b>Improvement Necessary</b>
1.5	The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.	<b>Improvement Necessary</b>
1.6	The principal ensures that classroom level instruction is adjusted based upon formative and summative results from aligned assessments.	<b>Improvement Necessary</b>
1.7	The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELs).	<b>Improvement Necessary</b>
1.8	The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.	<b>Improvement Necessary</b>
1.9	The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback,	<b>Effective</b>

	evaluation) in order to continuously improve instruction and meet student learning goals.	
1.10	The principal uses data and research-based practices to increase academically focused family and community engagement.	<b>Improvement Necessary</b>

**Description of Improvement Necessary Areas**

**1.3** The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.

**Actionable Statement:**

According to discipline reports, observations, and interviews, the discipline management system is not consistently applied and monitored. Review of and updates to the behavior system should be conducted with staff input. During monthly leadership team meetings, behavior data should be shared and used to provide interventions for student behavior.

**1.4** The principal communicates high expectations to staff, students, and families, and supports students to achieve them.

**1.5** The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.

**1.6** The principal ensures that classroom level instruction is adjusted based upon formative and summative results from aligned assessments.

**Actionable Statement:**

According to classroom observations and interviews, instruction is not consistently incorporating higher order thinking tasks and high expectations for students. Additionally, it was not evident that a concrete and consistent tracking of the common formative assessments is being utilized. To address these areas, the instructional leadership team will work with staff to identify building-wide classroom instructional expectations and focused instructional strategies (small group, manipulatives, checks for understanding, etc.) to be utilized regularly. Staff will need to be trained in said practices and implementation should be monitored through walkthroughs and support. Additionally, teachers and leadership team members will have regular conversations around formative and summative assessments and adjust interventions and instruction to reflect individual student needs. Assessment conversations should not only revolve around what students are not performing, but why students are not performing – examining the question types, instructional strategies used, and next steps for support for students.

- 1.7** The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including students with disabilities and English Learners).

**Actionable Statement:**

According to interviews and data submitted, clear professional development priorities are identified, but not always based on specific needs. Formal and informal walkthrough data, as well as student assessment data, should be reviewed and used to drive instructional priorities in the school. Professional development and support for staff should revolve around school-wide initiatives and expectations, as well as individualized teacher needs.

- 1.8** The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.

**Actionable Statement:**

Reviews of the class schedules and discussions from interviews revealed Algebra I and language arts labs as a key intervention for students two or more years below grade level, but as AIS has a high number of students below grade level and behind on credits, these classes cannot support all students who may benefit. The leadership team and mentor teachers will work with staff on addressing student needs in the regular classroom setting, as well as examine the master schedule for areas in which interventions may be possible. Interventions should be integrated into the schedule, monitored by teachers and administrators, and adjusted as needed.

Interviews with staff indicated that course offerings are not meeting the needs of all students. Additionally, student interviews expressed interest in classes that are not currently being offered at AIS. We encourage the principal to continue to work with district staff to ensure needed, and desired, class offerings are available at AIS First, and encourage the district in supporting the principal in developing creative solutions to scheduling and enrollment to increase student success at AIS First.

- 1.10** The principal uses data and research-based practices to increase academically focused family and community engagement.

Student and family surveys showed about 50% of families and students know about and are able to be connected to community supports through the school. Community and staff interviews indicate positive support pieces in place through Oak Hill, some social work pieces, and university connections for classes, but a network of providers is not linked to the needs of AIS students. School leaders will work with families and community partners to integrate quality support services with a network of providers to support

students not only academically, but also socially and emotionally. This will allow and encourage adults in the school to connect at-risk students to appropriate services outside of the school when needed.

<b><u>Evidence from Data:</u></b>	<b><u>Evidence from Observations:</u></b>	<b><u>Evidence from Interviews:</u></b>
<ul style="list-style-type: none"> <li>● Dropout data: 149 students lost this year.</li> <li>● 25% of students that enroll after September 2nd experience academic “growth.”</li> <li>● 5.8% of students that enroll after October 31st experience academic “growth.”</li> <li>● Three dual credit classes offered; 21 students will receive dual credit in 2016-17.</li> <li>● Early Childhood and CNA programs show increased attendance and grades, and improved discipline.</li> <li>● Number of students withdrawing and enrolling each month - 37% (97 of 264) due to no show/not committed to attending AIS.</li> <li>● No concrete analysis, tracking, or mapping of the common formative assessments was provided.</li> <li>● Student and parents reported 59.1% (students) and 52.2% (families) agree/strongly agree that “families know about and are able to get school or community resources for their child.”</li> <li>● Principal noted in administration self-evaluation that “the master schedule was changed 97 times last year to accommodate the needs of our growing and diverse</li> </ul>	<ul style="list-style-type: none"> <li>● Schedule has some students in math lab and Algebra on same block day.</li> <li>● Schedule does not include CTE or advanced math and science classes.</li> <li>● Classroom observations indicate that “students strive to meet expectations” as evident/very evident 73% of the time.</li> <li>● Classroom observations indicate that “students ask and answer higher level questions and/or engage in higher level tasks” as evident/very evident 50% of the time.</li> </ul>	<ul style="list-style-type: none"> <li>● Students discussed lack of class offerings - higher level math, electives, etc.</li> <li>● Staff shared concerns regarding transient population and amount of enrollments throughout the year making it difficult for some students to be successful - example provided, <i>“Last year I got three kids two weeks before the end of school – can’t do a semester’s worth of work in that amount of time.”</i></li> <li>● Staff response: <i>“We want all kids to have something that prepares them for workforce – more programs, certifications, more workforce ready. We are trying to work with IVY Tech to build in welding, etc.”</i></li> <li>● Staff and administration noted Alg I and Language Arts labs are available for students two or more years behind grade level, but with AIS having a large number of students behind it is difficult to make up credits and receive all supports needed.</li> </ul>

<p>population,” which indicates that the consistently fluid schedule diminishes the ability for teachers to establish a system that meets all student needs.</p>		
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**In the area of leadership, the following first priorities need immediate attention and should be included in the School Improvement Plan:**

1. Establish enrollment protocols to maintain the 1:15 ratio for the Alternative Ed Grant requirement (e.g., examine intake enrollment process, time restraints on students with late semester enrollment, and develop a formal enrollment window). Administration should receive support from district leadership on enrollment processes that foster student success with transiting to AIS First. Time of enrollment throughout semester, in addition to the number of possible schedule adjustments should be considered to allow for minimal schedule alterations being made after the beginning of each term.
2. Review class options offered at AIS, and adjust schedules and offerings to support all diploma requirements (511 IAC 7 – General, Core 40, Core 40 with honors, and Core 40 with technical honors).

## School Climate and Culture Turnaround Principle #2

Overall Rating			
1 Point	2 Points	3 Points	4 Points
Ineffective	Improvement Necessary	Effective	Highly Effective

Individual Indicator Ratings		
2.1	The school community supports a safe, orderly and equitable learning environment.	<b>Improvement Necessary</b>
2.2	The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff.	<b>Improvement Necessary</b>
2.3	High expectations are communicated to staff, students and families; students are supported to achieve them.	<b>Improvement Necessary</b>

<b><u>Description of Improvement Necessary Areas</u></b>
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**2.1** The school community supports a safe, orderly and equitable learning environment.

**Actionable Statement:**

Interviews with students and staff indicate the behavior system is not implemented with consistency or fidelity. Consistency varies from class to class in relation to follow-through and implementation, and staff and students both expressed inconsistencies with how student incidents and infractions are handled. Staff should review the behavior and reward system in place for effectiveness, and adjust for consistency. All staff should then be expected to ensure building policies and procedures are effectively implemented and monitored.

**2.2** The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff.

**2.3** High expectations are communicated to staff, students and families; students are supported to achieve them.

**Actionable Statement:**

Classroom observations showed little evidence of differentiation to meet individual learning needs, and revealed multiple classroom interruptions from announcements to students and staff entering and exiting

the classroom. Support should be provided to staff on how to utilize time for high quality and rigorous instruction, student interventions, and instructional differentiation. This would be connected to identifying building-wide classroom instructional expectations and focused instructional strategies (small group, manipulatives, checks for understanding, etc.) to be utilized regularly. Additionally, academic learning time should be protected and prioritized throughout the school day by intentionally and strategically having set times of the day for announcements and focusing the behavior expectations (above in 2.1) to include expectations for when students and staff enter and exit classrooms. Continued interruptions in instruction must be eliminated to focus time for students and teachers.

<b><u>Evidence from Data:</u></b>	<b><u>Evidence from Observations:</u></b>	<b><u>Evidence from Interviews:</u></b>
<ul style="list-style-type: none"> <li>● The number of participants on the Parent and Student survey have decreased.</li> <li>● Student attendance is an obstacle.</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom observations indicate that “students strive to meet expectations” as evident/very evident 73% of the time.</li> <li>● The quality of instruction varies from classroom to classroom with little instructional differentiation in place to meet individual student needs – during classroom observations, 38% of the time it was evident/very evident that students were being “provided differentiated instruction and/or tasks to meet individual learning needs.”</li> <li>● Multiple interruptions during classroom lessons by announcements, tardy students, and early dismissals.</li> </ul>	<ul style="list-style-type: none"> <li>● All teachers interviewed shared student attendance as a concern.</li> </ul>

## Instruction Turnaround Principle #3

Overall Rating			
1 Point	2 Points	3 Points	4 Points
Ineffective	Improvement Necessary	Effective	Highly Effective

Individual Indicator Ratings		
3.1	Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.	<b>Improvement Necessary</b>
3.2	Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.	<b>Improvement Necessary</b>
3.3	Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.	<b>Improvement Necessary</b>
3.4	Teachers demonstrate necessary content knowledge.	<b>Improvement Necessary</b>
3.5	Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative, and summative data to differentiate instruction to improve student achievement.	<b>Improvement Necessary</b>
3.6	Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.	<b>Improvement Necessary</b>

<b><u>Description of Improvement Necessary Areas</u></b>
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**3.1** Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.

**Actionable Statement:**

Though classroom observations supported students being able to articulate the lesson objective about 80% of the time, students were not consistently able to connect the lesson application to a larger context. Students should be able to demonstrate a clear understanding of what they are learning and why in each class on a daily basis. Students should also know how they will know when they have attained the daily objective and how it connects to their larger classroom achievement goals.

- 3.2 Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.
- 3.3 Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.
- 3.6 Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.

**Actionable Statement:**

Instructional Execution was the lowest area observed across the school via the observation data with an average of 2.7 on a 4 point scale. Classroom observations showed little evidence of differentiation to meet individual learning needs, a lack of students answering higher level questions and/or engaging in higher level tasks, and little to no groupings for interventions or small groups being utilized. Building-wide classroom instructional expectations and focused instructional strategies (small group, manipulatives, checks for understanding, etc.) should be identified and utilized regularly. Professional development should be provided to teachers on using student learning data to inform the selection of said instructional strategies used in classrooms, and on best practice in utilizing instructional strategies. Additionally, teachers should be working with students on daily expectations in relation to how students will know they have met daily expectations and attained an understanding of the daily learning objectives.

- 3.4 Teachers demonstrate necessary content knowledge.

**Actionable Statement:**

With multiple teachers on emergency licenses and a significant portion of the staff with 0-5 years teaching experience, continuing to foster teacher growth and support is essential. Mentor teachers are being utilized and providing coaching cycles. Coaching cycles should reflect individual teacher needs based on student performance and classroom walkthrough data. Content knowledge pedagogy and instructional supports must be put in place across the building – relating back to identifying building-wide classroom instructional expectations and focused instructional strategies (small group, manipulatives, checks for understanding, etc.) to be utilized and monitored regularly. Teachers need support in approaching content from many angles to support all learning styles, as well as presenting material in multiple ways. These supports should be provided through differentiated professional development based on walkthrough data and coaching cycles.

- 3.5 Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative, and summative data to differentiate instruction to improve student achievement.

**Actionable Statement:**

Evidence shows students do not master learning objectives on first instruction and PLC conversations are not getting to the root cause of why students are lacking understanding. PLC support for staff should be given by setting protocols which explore how students are performing, what students are missing, why students are missing the material, how teachers are instructing, and what next steps teachers must take for student success will help teachers in the initial steps of determining student needs. Support from leadership and mentor teachers will then be needed to create lessons which include pre-teaching, re-teaching, spiraling, and checking for understanding to meet the individual needs of all students.

<p><b><u>Evidence from Data:</u></b></p> <ul style="list-style-type: none"><li>● Evidence shows students do not master learning objectives on first instruction.</li></ul>	<p><b><u>Evidence from Observations:</u></b></p> <ul style="list-style-type: none"><li>● Classroom observations indicate that “students were actively engaged” as evident/very evident 68% of the time.</li><li>● Classroom groupings for interventions and small groups were not observed to change based on data collected.</li><li>● PLC observations revealed groups discuss the data from instructional assessments to determine how to reteach and support student learning and mastery upon re-teaching.</li><li>● Instructional Execution was lowest area observed across the school via the observation data – average of 2.7 on a 4 point scale.</li><li>● Classroom observations indicate that “students as and answer higher level questions and/or engage in higher level tasks” as evident/very evident 50% of the time.</li><li>● Classroom observations indicate that “students are provided differentiated</li></ul>	<p><b><u>Evidence from Interviews:</u></b></p> <ul style="list-style-type: none"><li>● Leadership team interviews shared class groupings are based on credit needs not students’ academic level.</li><li>● Teacher interviewees discussed how data is viewed at the PLC level.</li></ul>
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	<p>instruction and/or tasks to meet individual learning needs” as evident/very evident 38% of the time.</p>	
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**In the area of instruction, the following first priorities need immediate attention and should be included in the School Improvement Plan:**

1. Identify school-wide classroom instructional expectations and focused instructional strategies (small group, manipulatives, checks for understanding, etc.) and utilize regularly to differentiate instruction based on individual student needs. Teachers need support in approaching content from many angles to address all learning styles; presenting material in multiple ways; assessing student learning in various ways; and utilizing differentiation strategies.
2. Provide professional development to teachers on using student learning data to inform the selection of instructional strategies used in their classrooms, and on best practices in utilizing the instructional strategies for differentiation. Leadership team and mentor teachers should support this professional development through professional learning community (PLC) work that includes a set meeting protocol exploring how students are performing, what students are missing, why students are missing the material, how teachers are instructing, and what next steps teachers must take for student success.

## Assessment and Intervention Systems Turnaround Principle #4

Overall Rating			
1 Point	2 Points	3 Points	4 Points
Ineffective	Improvement Necessary	Effective	Highly Effective

Individual Indicator Ratings		
4.1	The district or school curriculum is aligned with the Indiana Academic Standards	Improvement Necessary
4.2	Teachers and school leaders collect classroom level data to verify that the adopted curriculum is aligned to Indiana Academic Standards and is the “taught” curriculum.	Improvement Necessary
4.3	The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels.	Improvement Necessary
4.4	Instructional materials and resources are aligned to the standards-based curriculum documents.	Effective
4.5	An intervention plan is designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals.	Improvement Necessary

<b>Description of Improvement Necessary Areas</b>
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- 4.1** The district or school curriculum is aligned with the Indiana Academic Standards.
- 4.2** Teachers and school leaders collect classroom level data to verify that the adopted curriculum is aligned to Indiana Academic Standards and is the “taught” curriculum.
- 4.3** The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels.

**Actionable Statement:**

Data provided showed no clear tracking of CFA data and interviews with staff and leadership team revealed all CFAs are developed at the teacher level with little to no reliability and validity completed to ensure CFAs accurately measure Indiana Academic Standards. District and school leaders must guarantee the validity and reliability of CFAs to be sure students transferring into and remaining at the school receive instruction appropriate to their individual skill and knowledge levels. Though a PLC schedule exists, a systemic process for data review and next steps is not evident. Leadership team and mentor teachers should support the PLC work to include a set protocol which explores how students are performing, what

students are missing, why students are missing the material, how teachers are instructing, and what next steps teachers must take for student success in relation to the CFAs.

- 4.5** An intervention plan is designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored, and evaluated for effectiveness based on defined student learning goals.

**Actionable Statement:**

Reviews of the class schedules and discussions from interviews revealed Algebra I and language arts labs as a key intervention for students two or more years below grade level, but as AIS has a high number of students below grade level and behind on credits, these classes cannot support all students who may benefit. A systems approach to identifying students two or more years behind grade-level in math and English/language arts (E/LA) should be established, and research-based interventions to support these students should be implemented. Additionally, the leadership team and mentor teachers should work with staff on addressing student needs in the regular classroom setting. Regular monitoring of these supports must then be implemented to review effectiveness.

<u><b>Evidence from Data:</b></u>	<u><b>Evidence from Observations:</b></u>	<u><b>Evidence from Interviews:</b></u>
<ul style="list-style-type: none"> <li>● No analysis, tracking, or mapping of the common formative assessments was provided.</li> <li>● Parent survey indicated that “my child’s teacher has a variety of tests (data) and uses it to improve instruction 72% of the time.</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom observations indicate that “students are provided differentiated instruction and/or tasks to meet individual learning needs” as evident/very evident 29% of the time. This indicates that the common formative assessments do not inform instructional decisions to meet the students’ unique individual needs.</li> <li>● PLC observations included discussion regarding the grade of the CFAs but not an analysis of the data collected nor instructional response.</li> </ul>	<ul style="list-style-type: none"> <li>● Staff and leadership shared the district provides protected PLC time for teachers to develop individual/team common formative assessments (CFAs).</li> <li>● Staff and leadership shared all CFAs are developed at the teacher level and there is little to no reliability/validity completed to ensure CFAs accurately measure Indiana Academic Standards.</li> </ul>

**In the area of assessment and intervention systems, the following first priorities need immediate attention and should be included in the School Improvement Plan:**

1. Guarantee the validity and reliability of common formative assessments (CFAs) at AIR First and across the district. With (CFAs) being developed at the teacher level there is little to no way to

ensure reliability and validity in the CFAs measuring Indiana Academic Standards. Additionally, initiative a formal, systemic process for data review and next steps for instruction at AIS based on CFAs. This work should be done through the professional learning communities (PLCs) already in place in the building by setting a clear protocol which explores how students are performing, what students are missing, why students are missing the material, how others are teaching, and what next steps teachers must take for student success.

## Staffing Practices Turnaround Principle #5

Overall Rating			
1 Point	2 Points	3 Points	4 Points
Ineffective	Improvement Necessary	Effective	Highly Effective

Individual Indicator Ratings		
5.1	Hiring timelines and processes allow the school to competitively recruit effective teachers.	Effective
5.2	School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes.	Effective
5.3	Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually.	Effective
5.4	Staff assignment is intentional to maximize the opportunities for all students to have access to the staff's instructional strengths.	Improvement Necessary
5.5	Teachers are provided professional development that promotes independent, collaborative, and shared reflection opportunities for professional growth.	Effective

<b>Description of Improvement Necessary Areas</b>
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**5.4** Staff assignment is intentional to maximize the opportunities for all students to have access to the staff's instructional strengths.

**Actionable Statement:**

With multiple teachers on emergency licenses and a significant portion of the staff with 0-5 years teaching experience, continuing to foster teacher growth and support is essential. Mentor teachers are being utilized and providing coaching cycles. Coaching cycles should reflect individual teacher needs based on student performance and classroom walkthrough data. Content knowledge pedagogy and instructional supports must be put in place across the building – relating back to identifying building-wide classroom instructional expectations and focused instructional strategies (small group, manipulatives, checks for understanding, etc.) to be utilized and monitored regularly.

<p><b><u>Evidence from Data:</u></b> n/a</p>	<p><b><u>Evidence from Observations:</u></b></p> <ul style="list-style-type: none"> <li>● PLC time allows for leveraging of teacher strengths – teachers have the opportunity to discuss and share content and pedagogy.</li> </ul>	<p><b><u>Evidence from Interviews:</u></b></p> <ul style="list-style-type: none"> <li>● Teacher and administration interviews shared there are multiple teachers on emergency licenses in the content area they are responsible for teaching.</li> <li>● Administration shared difficulty in filling science and math positions.</li> </ul>
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## Use of Data Turnaround Principle #6

Overall Rating			
1 Point	2 Points	3 Points	4 Points
Ineffective	Improvement Necessary	Effective	Highly Effective

Individual Indicator Ratings		
6.1	Multiple forms of data are presented in user friendly formats and in a timely manner to drive all decisions for improving climate and culture.	Improvement Necessary
6.2	Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.	Improvement Necessary
6.3	A specific schedule and process for the analysis of ongoing formative assessment data tied to IAS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation.	Improvement Necessary

<b>Description of Improvement Necessary Areas</b>
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- 6.1** Multiple forms of data are presented in user friendly formats and in a timely manner to drive all decisions for improving climate and culture.
- 6.2** Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.

**Actionable Statement:**

Data collection on academic testing pieces as well as behavior and attendance are occurring, but systemic processes for this collection and review are not in place. A data dashboard for common formative assessments, graduation, and testing performance should be created and monitored. These dashboards should be reviewed at monthly team meetings to examine student progress. For areas not meeting benchmarks, specific plans should be developed and implemented to provide guidance to staff and reviewed weekly.

Additionally, a set tracking system for attendance, tardies, referrals, and suspensions should be created and monitored. This data should be compared to academic data to determine connections between students who are having attendance and/or behavior problems in relation to academic issues. Targeted

support for these students should be identified and monitored. Behavior trends should be examined school wide and adjustments to behavior protocols should be made accordingly.

In conjunction to staff reviewing data, students should be taking ownership of data as well. Individual student data folders could guide teacher/student conversations about needs and progress.

**6.3** A specific schedule and process for the analysis of ongoing formative assessment data tied to IAS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation.

**Actionable Statement:**

Though a PLC schedule exists, a systemic process for data review and next steps is not evident. Leadership team and mentor teachers should support the PLC work to include a set protocol which explores how students are performing, what students are missing, why students are missing the material, how teacher are instructing, and what next steps teachers must take for student success. Leadership team and mentor teachers should model this process and conversations with students about data. Teachers should then support those areas of need in the classroom through differentiation and instructional strategies decided upon for the building.

<p><b><u>Evidence from Data:</u></b></p> <ul style="list-style-type: none"> <li>• School Improvement Plan (SIP) with Academic Planner.</li> <li>• Quarterly progress monitoring of SIP goals.</li> <li>• Data collected regarding: Office Daily Referral (ODR) big five; discipline; attendance; graduation and diploma data on seniors; entries and withdraws; ECA; ACT; NWEA; Dual Credit; ISTEP; Othello; CFA.</li> <li>• Specific data trackers or protocols were not shared.</li> </ul>	<p><b><u>Evidence from Observations:</u></b></p> <ul style="list-style-type: none"> <li>• PLC observations noted CFA discussions.</li> </ul>	<p><b><u>Evidence from Interviews:</u></b></p> <ul style="list-style-type: none"> <li>• Staff interviews discussed data pieces as: data chats in homeroom, formative assessments, and checks for understanding done in classrooms.</li> </ul>
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## Use of Time Turnaround Principle #7

Overall Rating			
1 Point	2 Points	3 Points	4 Points
Ineffective	Improvement Necessary	Effective	Highly Effective

Individual Indicator Ratings		
7.1	The master schedule is clearly designed and structured to meet the needs of all students.	Improvement Necessary
7.2	The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics	Improvement Necessary
7.3	The master schedule is clearly structured and designed to meet the professional development needs of staff.	Effective

<b>Description of Improvement Necessary Areas</b>
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- 7.1** The master schedule is clearly designed and structured to meet the needs of all students.
- 7.2** The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics.

**Actionable Statement:**

Staff and leadership team interviews shared concerns regarding scheduling and influx of students throughout the school year. The administrator self-evaluation highlighted that “the master schedule was changed 97 times last year to accommodate the needs of our growing and diverse population,” which indicates that the consistently fluid schedule diminishes the ability for teachers to establish a system that meets all student needs. Administration should receive support from district leadership on enrollment processes that foster student success with transiting to AIS First. Time of enrollment throughout semester, in addition to the number of possible schedule adjustments should be considered to allow for minimal schedule alterations being made after the beginning of each term.

Reviews of the class schedules and discussions from interviews revealed Algebra I and language arts labs as a key intervention for students two or more years below grade level, but as AIS has a high number of students below grade level and behind on credits, these classes cannot support all students who may benefit. The leadership team and mentor teachers should work with staff on addressing student needs in

the regular classroom setting, as well as examine the master schedule for areas in which interventions may be possible. Interventions should be integrated into the schedule, monitored by teachers and administrators, and adjusted as needed.

<p><b><u>Evidence from Data:</u></b></p> <ul style="list-style-type: none"> <li>● 25% of students that enroll after September 2nd experience academic “growth.”</li> <li>● 5.8% of students that enroll after October 31st experience academic “growth.”</li> <li>● Number of students withdrawing and enrolling each month - 37% (97 of 264) due to no show/not committed to attending AIS.</li> <li>● Principal noted in administration self-evaluation that “the master schedule was changed 97 times last year to accommodate the needs of our growing and diverse population,” which indicates that the consistently fluid schedule diminishes the ability for teachers to establish a system that meets all student needs.</li> </ul>	<p><b><u>Evidence from Observations:</u></b></p> <p>n/a</p>	<p><b><u>Evidence from Interviews:</u></b></p> <ul style="list-style-type: none"> <li>● Staff shared concerns regarding transient population and amount of enrollments throughout the year making it difficult for some students to be successful - example provided <i>“last year I got three kids two weeks before the end of school – can’t do a semester’s worth of work in that amount of time.”</i></li> <li>● Staff and administration noted Alg I and Language Arts labs are available for students two or more years behind grade level, but with AIS having a large number of students behind it is difficult to make up credits and receive all supports needed.</li> </ul>
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## Effective Family and Community Engagement Turnaround Principle #8

Overall Rating			
1 Point	2 Points	3 Points	4 Points
Ineffective	Improvement Necessary	Effective	Highly Effective

Individual Indicator Ratings		
8.1	Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students' progress in order to increase student learning for all students.	Effective
8.2	Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.	Improvement Necessary

### Description of Improvement Necessary Areas

**8.2** Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.

**Actionable Statement:**

Student and family surveys showed about 50% of families and students know about and are able to be connected to community supports through the school. Community and staff interviews indicate positive support pieces in place through Oak Hill, some social work pieces, and university connections for classes, but a network of providers is not linked to AIS. School leaders have worked with families and community partners to integrate quality support services with a network of providers to support students not only academically, but also socially and emotionally. Adults in the school should be regularly updated on these supports to they are then be able to connect at-risk students to appropriate services outside of the school when needed.

<p><b><u>Evidence from Data:</u></b> Survey data showed:</p> <ul style="list-style-type: none"> <li>● Supports via funding from multiple agencies</li> </ul>	<p><b><u>Evidence from Observations:</u></b> n/a</p>	<p><b><u>Evidence from Interviews:</u></b></p> <ul style="list-style-type: none"> <li>● Oak Hill Baptist provides supports and mentors for students.</li> </ul>
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<ul style="list-style-type: none"> <li>● Multiple family and community events are held each year</li> <li>● Discrepancies between teacher, student, and parent ratings for families being provided with academic and social support; families knowing who to contact about problems.</li> <li>● Student and parents reported 59.1% (students) and 52.2% (families) agree/strongly agree that “families know about and are able to get school or community resources for their child.”</li> <li>● <b><i>Principal submitted additional evidence in regards to supporting students outside of academics after the review. Evidence included: health fair information, counseling services documentation, change in responsibilities for guidance counseling staff, new segment on work at AIS, grants for services, partnership with USI Community Health, school connect, and social work services.</i></b></li> </ul>		<ul style="list-style-type: none"> <li>● Leadership team shared teachers have been trained on trauma based instruction.</li> <li>● Social worker has interns serving students, but spends a majority of her time putting out immediate “fires” with students.</li> </ul>
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