FOURTH YEAR CHARTER REVIEW

HOPE ACADEMY

April 26 and 28, 2010

The Indianapolis Mayor's Office Fourth Year Charter Review (FYCR) is designed to assess the extent to which a school is meeting the standards for performance at the mid-point of its charter term. The FYCR Protocol is based on the *Performance Framework*, which is used to determine a school's success relative to a common set of indicators, as well as school-based goals.

Consistent with the Indianapolis Mayor's Office Performance Framework, the following four core questions and sub-questions are examined to determine a school's success:

1. ***Is the educational program a success?***
   - 1.1. *Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?*
   - 1.2. *Are students making substantial and adequate gains over time, as measured using value-added analysis?*
   - 1.3. *Is the school outperforming schools that the students would have been assigned to attend?*
   - 1.4. *Is the school meeting its school-specific educational goals?*
2. ***Is the organization effective and well-run?***
   - 2.1. *Is the school in sound fiscal health?*
   - 2.2. *Are the school's student enrollment, attendance, and retention rates strong?*
   - 2.3. *Is the school's board active and competent in its oversight?*
   - 2.4. *Is there a high level of parent satisfaction with the school?*
   - 2.5. *Is the school administration strong in its academic and organizational leadership?*
   - 2.6. *Is the school meeting its school-specific organizational and management performance goals?*
3. ***Is the school meeting its operations and access obligations?***
   - 3.1. *Has the school satisfactorily completed all of its organizational structure and governance obligations?*
   - 3.2. *Is the school's physical plant safe and conducive to learning?*
   - 3.3. *Has the school established and implemented a fair and appropriate pupil enrollment process?*
   - *3.4. Is the school properly maintaining special education files for its special needs students?*
   - 3.5. *Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?*
4. ***Is the school providing the appropriate conditions for success****?*
   - 4.1. *Does the school have a high-quality curriculum and supporting materials for each grade?*
   - 4.2. *Are the teaching processes (pedagogies) consistent with the school's mission?*
   - 4.3. *For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?*
   - 4.4. *Does the school effectively use learning standards and assessments to inform and improve instruction?*
   - 4.5. *Has the school developed adequate human resource systems and deployed its staff effectively?*
   - 4.6. *Is the school's mission clearly understood by all stakeholders?*
   - 4.7. *Is the school climate conducive to student and staff success?*
   - 4.8. *Is ongoing communication with students and parents clear and helpful?*

COMPLETION OF THE FOURTH YEAR CHARTER REVIEW

As part of its oversight of charter schools, the Mayor's Office engaged the Center for Evaluation and Education Policy (CEEP) at Indiana University to conduct site visits of schools in their fourth year of operation. The purpose is to present the school and the Mayor's Office a professional judgment on conditions and practices at the school, which are best provided through an external perspective. The FYCR site visit uses multiple sources of evidence to understand the school's performance. Evidence collection begins before the visit with the review of key documents and continues on-site through additional document review, class room visits and interviews with any number of stakeholders. Findings provided by the site visit team can be used to celebrate what the school is doing well and prioritize its areas for improvement in preparation for renewal. It is the task of the site visit team to report on the following pre-identified aspects of the *Performance Framework* and to assist the Mayor's Office in its completion of the FYCR Protocol: ***Core Question 4 and all of its sub-questions (4.1-4.8), sub-question 2.3 and sub-question 2.5.*** Responses to Core Question 1 and all of its sub-questions (1.1-1.4), Core Question 3 and all of its sub-questions (3.1-3.5), and sub-questions 2.1, 2.2 and 2.4 will be completed by the Mayor's Office.

The outcome of the FYCR will provide the school with written report that includes a judgment and supporting evidence on various aspects of the school, based on a rubric of indicators[1] developed for each of the four core questions and sub-questions in the *Performance Framework.* The assessment system utilizes the following judgments:

Does not meet standard
Approaching standard
Meets standard
Exceeds standard

Note: In the case of the sub-questions under ***Core Question 3*** and ***Core Question 4*** of the *Performance Framework,* there is no rating for *Exceeds standard. Meets standard* is the highest possible rating.

[1] Rubric indicators are subject to revision by the Mayor's Office.

SUMMARY OF FINDINGS

HOPE ACADEMY

Core Question 1: Is the educational program a success?	***FINDING***
1.1. Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?	**Not Evaluated**[2]
1.2. Are students making substantial and adequate gains over time, as measured using value-added analysis?	**Not Evaluated**[3]
1.3. Is the school outperforming schools that the students would have been assigned to attend?	**Not Evaluated**[4]
1.4. Is the school meeting its school-specific educational goals?	**Not Applicable**[5]
Core Question 2: Is the organization effective and well-run?	***FINDING***
2.1. Is the school in sound fiscal health?	**Meets Standard**
2.2. Are the school's student enrollment, attendance, and retention rates strong?	**Does Not Meet Standard**
2.3. Is the school's board active and competent in its oversight?	**Meets Standard**
2.4. Is there a high level of parent satisfaction with the school?	**Exceeds Standard**
2.5. Is the school administration strong in its academic and organizational leadership?	**Approaching Standard**
2.6. Is the school meeting its school-specific organizational and management performance goals?	**Not Applicable**[5]
Core Question 3: Is the school meeting its operations and access obligations?	***FINDING***
3.1. Has the school satisfactorily completed all of its organizational structure and governance obligations?	**Meets Standard**
3.2. Is the school's physical plant safe and conducive to learning?	**Meets Standard**
3.3. Has the school established and implemented a fair and appropriate pupil enrollment process?	**Meets Standard**
3.4. Is the school properly maintaining special education files for its special needs students?	**Approaching Standard**
3.5. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	**Not evaluated**[6]
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?	**Does Not Meet Standard**
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	**Approaching Standard**
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	**Approaching Standard**
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	**Approaching Standard**
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	**Approaching Standard**
4.6. Is the school's mission clearly understood by all stakeholders?	**Meets Standard**
4.7. Is the school climate conducive to student and staff success?	**Meets Standard**
4.8. Is ongoing communication with students and parents clear and helpful?	**Meets Standard**

[2] The school has not received AYP ratings from the Indiana Department of Education (IDOE) based on its limited enrollment.
[3] The school was not evaluated on gains over time because sufficient gains analysis is not conducted for high schools.
[4] The school was not evaluated in comparison to schools students would have attended.
[5] The school did not have school-specific goals that were evaluated for the FYCR.
[6] The school was not evaluated on access and services to students with limited English proficiency.

FINDINGS, INDICATORS AND EVIDENCE

HOPE ACADEMY

Core Question 1: Is the educational program a success?

1.1. Is the school making adequate yearly academic progress (AYP), as measured by the Indiana Department of Education's system of accountability?	
Does not meet standard	School has met AYP in less than half of student subgroups for the last two consecutive years.
Approaching standard	School has met AYP in more than half of student subgroups for one of the last two years.
Meets standard	School has met AYP across all student subgroups for the last two years.
Exceeds standard	School has exceeded the AYP target in all student subgroups in at least one of the last two years.

Not Evaluated. Due to the limited enrollment at Hope Academy (HA), the IDOE has not issued AYP determinations for the school. Thus, this indicator has not been evaluated.

1.2. Are students making substantial and adequate gains over time, as measured using value-added analysis?	
Does not meet standard	Value-added analysis indicates that less than 50% of tested students made sufficient gains.
Approaching standard	Value-added analysis indicates that 50%-74% of tested students made sufficient gains.
Meets standard	Value-added analysis indicates that more than 75%-89% of tested students made sufficient gains.
Exceeds standard	Value-added analysis indicates that at least 90% of tested students made sufficient gains.

Not Evaluated. HA serves grades 9-12. Analysis of substantial and adequate gains over time is only available for schools serving grades K-8.

1.3. Is the school outperforming schools that the students would have been assigned to attend?	
Does not meet standard	School's overall performance in terms of proficiency and/or growth is generally lower than that of the schools the students would otherwise have been assigned to attend in each of the last three years.
Approaching standard	School's overall performance in terms of both proficiency and/or growth is generally lower than that of the schools the students would otherwise have been assigned to attend in two of the last three years.
Meets standard	School's overall performance in terms of both proficiency and/or growth is generally as good as that of the schools the students would otherwise have been assigned to attend.
Exceeds standard	School's performance consistently outpaces that of the schools the students would otherwise have been assigned to attend.

Not Evaluated. The Mayor's Office has only conducted analysis of student performance in Mayor-sponsored charter schools compared to the schools that students would have otherwise attended for the 2008-09 and 2009-10 school years. The rubric calls for data from the past three academic years. Therefore, a rating was not assigned for this indicator.

1.4. Is the school meeting its school-specific educational goals?	
Does not meet standard	School has clearly not met its school-specific educational goal.
Approaching standard	School is making good progress toward meeting its school-specific educational goal.
Meets standard	School has clearly met its school-specific educational goal.
Exceeds standard	School has clearly exceeded its school-specific educational goal.

Not Applicable. Hope Academy did not have school-specific educational goals that were evaluated for the FYCR.

Core Question 2: Is the organization effective and well-run?

2.1. Is the school in sound fiscal health?	
Does not meet standard	The school presents concerns in three or more of the following areas: a) its state financial audits (e.g., presence of "significant findings"); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement.
Approaching standard	The school presents significant concerns in one or two of the following areas: a) its state financial audits (e.g., presence of "significant findings"); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement.
Meets standard	**The school presents significant concerns in no more than one of the following areas: a) its state financial audits (e.g., presence of "significant findings"); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement. In addition, if the school presents significant concerns in one area, it has a credible plan for addressing the concern that has been approved by the Mayor's Office.**
Exceeds standard	The school demonstrates satisfactory performance in all of the areas listed in previous levels.

Meets Standard. Hope Academy (HA) has demonstrated satisfactory fiscal health over its first four years. The school receives significant in-kind and direct subsidies from Fairbanks. The school has been audited by the Indiana State Board of Accounts (ISBA) twice in the first four years of operation – for the period from July 1, 2005 to June 30, 2007 and from July 1, 2007 to June 30, 2009. Each report included an unqualified opinion from the ISBA for the school's financials. Each audit report outlined several findings related to the school's financial management and accounting systems, none of which were deemed significant. Two of the same findings, however, appeared on both audit reports, indicating that the school had not yet satisfactorily resolved these issues.

HA has established adequate staffing and systems for managing the school's finances as a result of its relationship with an experienced accounting firm and the financial management and financial support of Fairbanks. The school has fulfilled all financial reporting requirements of the charter agreement in a timely manner. Financial records indicate that the school has realized financial deficits larger than those projected within its budget over the course of its operation, and thus has had to rely more heavily on the committed support of Fairbanks. Changes to the way state funding is allocated to the school have somewhat mitigated the amount of support required, however such support is still critical to the school's existence. The projections of revenues and expenses for the next three years appear to be adequate with

the continued support of Fairbanks and the implementation of identified strategies for external support by the school's board.

Findings from the ISBA audits were deemed minor, yet the presence of the same findings on two consecutive audits suggest that school has not yet adequately resolved these issues. Repeat findings included that the school: (1) continued to not use financial protocol with regard to receipt deposits; (2) did not appropriately follow procedure with regard to filing bonds.

In summary, HA has demonstrated satisfactory fiscal health, with the significant support of Fairbanks. The school's staffing and systems for managing finances are adequate and it has fulfilled all financial reporting requirements of the charter agreement in a timely manner.

2.2. Are the school's student enrollment, attendance, and retention rates strong?	
Does not meet standard	**The school's actual enrollment consistently falls short of target enrollment by 10% or more. Student attendance and retention rates are consistently below the school's agreed-upon target rates.**
Approaching standard	The school's actual enrollment consistently falls short of target enrollment by 1-9%. Student attendance and retention rates are consistently below the school's agreed-upon target rates.
Meets standard	The school is consistently fully enrolled. Student attendance and retention rates are generally at or above the school's agreed-upon target rates.
Exceeds standard	The school is consistently fully enrolled. Student attendance and retention rates consistently exceed the school's agreed-upon target rates.

Does Not Meet Standard. HA has not been consistently fully enrolled during its charter term. During the second year, the school met enrollment targets, however in other years was substantially under-enrolled. The following table displays the target enrollment compared with the school's official fall enrollment reported to the Indiana Department of Education (IDOE).

School Year	Target Enrollment	Fall Enrollment	Percent Below
2006-2007	30	28	6.7%
2007-2008	40	40	0.0%
2008-2009	50	35	30.0%
2009-2010	60	35	41.7%

Source: Target Enrollment data are from the school's charter. Fall Enrollment data are from the Indiana Department of Education.

Attendance rates at HA have consistently fallen short of the IDOE's target of 95% for each academic year.

School Year	Attendance Rate
2006-2007	91.9
2007-2008	82.6
2008-2009	86.9
2009-2010	88.1

Source: Indiana Department of Education.

No targets have been established for student retention rates for HA. Retention rates were at their highest from the Fall of 2006 to the Fall of 2007 (43.8%), but have been inconsistent from year to year and were lowest in the Fall of 2009, with less than a fourth of students returning.

Years	Students Enrolled Initial Year	Students Re-enrolled Following Year	Retention Rate
Fall 2006 to Fall 2007	16	7	43.8%
Fall 2007 to Fall 2008	43	12	27.9%
Fall 2008 to Fall 2009	18	4	22.2%

Source: Mayor's office analysis of fall enrollment reports submitted by the school.

In summary, HA has not been consistently fully enrolled, has consistently fallen short of the state's target for attendance each of the last four years, and has demonstrated a consistently low retention rate. In order to meet this standard, the school will need to consistently meet its enrollment targets and improve its attendance rate and ability to re-enroll students year-to-year.

2.3. Is the school's board active and competent in its oversight?	
Does not meet standard	The school appears to lack clear, consistent, and competent stewardship. The board lacks the number of members specified in the by-laws; it is not well-balanced in member expertise; there has been consistently high turnover on the board unrelated to the term limits stipulated in the board's by-laws; roles and responsibilities of the board are not clear; it often fails to achieve a quorum.
Approaching standard	Board membership is not complete; there has been some unanticipated turnover on the board unrelated to the term limits stipulated in the board's by-laws; it is reasonably well-balanced in member expertise; roles and responsibilities on the board are reasonably clear; it is difficult to get a quorum; board subcommittees are somewhat active; the board is developing its ability to provide clear, consistent, and competent stewardship.
Meets standard	**The board's membership collectively contributes a broad skill set and fair representation of the community; board members are knowledgeable about the school; roles and responsibilities of the board are clearly delineated; board meetings reflect thoughtful discussion and progress in the consideration of issues; overall, the board provides consistent and competent stewardship of the school.**
Exceeds standard	The board meets the standard for this sub-question AND: displays exceptional expertise and stewardship, as evidenced by significant board actions to enhance the school over time.

Meets standard. Hope Academy's Board is knowledgeable about the school, its needs, and its priorities. Its membership reflects a broad skill set and is representative of the community, and attendance at board meetings has been consistent.

Board membership is complete and stable, is generally representative of the community and contributes a broad skill set of expertise areas. Board membership is complete (bylaws call for up to 12 members, and the board has 11 members, and 1 pending ratification. Members have a broad skill set and varied backgrounds, including representatives from business, non-profit, public education, community volunteer organization, legal, medical and higher education. The Board is also representative of the community and includes a parent. Some Board members also serve on the Board of Fairbanks and participate on Fairbanks Committees that help the school. Board members note this relationship is significant to the life and mission of the school. There have only been a few Board members who have

left during the past four years. The Board of Hope Academy is active in its stewardship to the school and clearly understands its role and responsibility of providing fiscal and operational oversight of the school. Board members believe the Board's main functions are to provide governance and oversight, ensure financial stability, and engage in strategic planning.

Board meeting reports and a conversation with the school leader reflect that the Board is familiar with students and understands issues involving academics, retention, enrollment, financial challenges, finance, enrollment, marketing the school, and sobriety issues. They work to raise funds, develop volunteer programs, and provide consult and advice for the school. Board members were very knowledgeable about the school and identified its priorities and school specific goals. The Board does not have any subcommittees, although some of the Fairbanks Board subcommittees (e.g. Development) help the school. It is unclear, however, if such a structure enables Hope Academy's Board to have direct influence over critical areas of the school, such as academic performance and retention. Board meetings are regularly held (bi-monthly), attendance is consistent, and the Board has enough members present to establish a quorum.

2.4. Is there a high level of parent satisfaction with the school?	
Does not meet standard	Less than 70% of parents surveyed indicate that they are satisfied overall with the school.
Approaching standard	More than 70% but less than 80% of parents surveyed indicate that they are satisfied overall with the school.
Meets standard	More than 80% but less than 90% of parents surveyed indicate that they are satisfied overall with the school.
Exceeds standard	**At least 90% of parents surveyed indicate that they are satisfied overall with the school.**

Exceeds Standard. Averaged across the last four years, 96.0% of parents surveyed indicated that they were satisfied overall with Hope Academy. In the spring of each year, an anonymous survey was administered to all parents and guardians of students enrolled at the school by the Center of Excellence in Leadership of Learning at the University of Indianapolis (2007) and the Center for Evaluation and Education Policy at Indiana University (2008 through 2010). Of the parents surveyed, between 85% and 100% of parents indicated overall satisfaction (see chart below).

School Year	Percent Satisfied
2006-2007	100.0
2007-2008	100.0
2008-2009	96.0
2009-2010	85.0
Multi-Year Weighted Average	**96.0**

Note: "Percent Satisfied" includes "very satisfied" and "somewhat satisfied" responses which were on a five-point scale that also included "satisfied", "somewhat dissatisfied", and "very dissatisfied".
Source: Confidential survey results administered by the University of Indianapolis (2007) and Indiana University (2008 and 2009).

2.5. Is the school administration strong in its academic and organizational leadership?	
Does not meet standard	The school presents significant concerns in two or more of the following areas with no evidence of a credible plan to address them: a) the leadership has insufficient academic and/or business expertise; b) turnover in leadership has been high and/or damaging to the school; c) roles and responsibilities among leaders and between leaders and the board are generally unclear; d) the school's leadership does not appear to actively engage in a process of continuous improvement; it has made few mid-course corrections in response to problems.
Approaching standard	**The school presents significant concerns in one of the following areas with no evidence of a credible plan to address it: a) the leadership has insufficient academic and/or business expertise; b) turnover in leadership has been high and/or damaging to the school; c) roles and responsibilities among leaders and between leaders and the board are generally unclear; d) the school's leadership does not appear to actively engage in a process of continuous improvement; it has made few mid-course corrections in response to problems.**
Meets standard	The school's leadership a) has sufficient academic and/or business expertise; b) has been sufficiently stable over time; c) has clearly defined roles and responsibilities among leaders and between leaders and the board; d) actively engages in a process of continuous improvement which has led to some mid-course corrections.
Exceeds standard	The leadership displays exceptional academic and business expertise. Leadership turnover has been manageable and appropriate. Roles and responsibilities among leaders and between leaders and the board are clear. The leadership has established exemplary processes to engage in continuous improvement which have led to significant enhancements to the school over time.

Approaching standard. Roles and responsibilities among and between school leaders appear to be clearly delineated and leadership has remained stable over time. Although school leadership has sufficient academic and business expertise, concerns exist specific to active engagement in a process of a continuous improvement.

The school's principal and Chief Operation Officer (COO) collectively demonstrate sufficient academic and business expertise. The school's principal, who has been in this position for the last two years, is responsible for the academic and day-to-day operations of the school. The principal has made significant changes and improvements to the school's curriculum and disciplinary processes and attended to the school's culture. The principal holds an Indiana administration license and served as a biology and chemistry teacher. The COO's primary responsibilities include continuing to refine the school's vision, managing the financial affairs of the school, and working with the school's principal to achieve the school's mission. The COO functions as a second school leader and has significant business expertise and a long-standing relationship with Fairbanks. The COO was involved in the founding of Hope Academy and serves as an important bridge between the school and Fairbanks. The school leader primarily oversees the academic and day-to-day operations of the school.

The school's principal is the second principal that the school has had in the last four years, with an interim director who helped recruit and train her for the position. However, changes in leadership do not appear to have had an ongoing negative impact on the school, given the consistent leadership among the school's board and COO. Roles and responsibilities among and between school leaders, the COO (who has been with the school since the beginning), the Board of Directors, and staff are clearly delineated.

While the administration is strong in most of the areas, significant concerns remain in relation to the school's engagement in a consistent and comprehensive continuous improvement process. Hope Academy has been working to develop a comprehensive strategic plan based on long- and short-term goals and remediation of areas it sees as deficient - including enrollment, retention of students,

expansion of extracurricular elements and enhancements in curriculum mapping and development. While progress has been made in areas of concern – such as changes to its marketing and enrollment process, new systems to retain students each year, modified role and responsibilities of the Recovery Coach, a new reintegration process for students removed from the school community, and the development of a response to intervention for recovery, behavioral, and academic issues – the system by which the school intentionally identifies and corrects issues as part of a comprehensive, intentional, and consistent process of improvement is unclear. The school indicates that it uses many ways to engage in continuous improvement, such as staff meetings, professional development, evaluation of policies and procedures, and school board meetings. However, there is no evidence that these platforms for discussion are connected to an intentional continuous improvement process. In addition, the site visit team did not see evidence of a sense of urgency to address identified problem areas. Many of these areas were identified by the school during its third year self-review, but some had not yet been fully addressed by the time of the fourth year review.

While the school's leadership has the requisite academic and business skill sets, roles and responsibilities are clearly delineated, and turnover appears to have not been damaging, the lack of a comprehensive and intentional continuous improvement process results in the school receiving an Approaching Standard rating.

2.6. Is the school meeting its school-specific organizational and management performance goals?	
Does not meet standard	School has clearly not met its school-specific organizational goal.
Approaching standard	School is making good progress toward meeting its school-specific organizational goal.
Meets standard	School has clearly met its school-specific organizational goal.
Exceeds standard	School has clearly exceeded its school-specific organizational goal.

Not Applicable. HA did not have school-specific organizational and management performance goals that were evaluated for the FYCR.

Core Question 3: Is the school meeting its operations and access obligations?

3.1. Has the school satisfactorily completed all of its organizational and governance obligations?	
Does not meet standard	School presents significant concerns in two or more of its organizational and governance obligations as specified in the Compliance and Governance Handbook, with no evidence of a credible plan to address them: a) maintenance of adequate "compliance and governance binder" containing all required documents; b) completion of criminal background checks on all board members; c) transparency of meetings and decision-making in accordance with open meetings obligations; d) maintenance of adequate board minutes.
Approaching standard	School presents significant concerns in one of its organizational and governance obligations as specified in the Compliance and Governance Handbook, with no evidence of a credible plan to address it: a) maintenance of adequate "compliance and governance binder" containing all required documents; b) completion of criminal background checks on all board members; c) transparency of meetings and decision-making in accordance with open meetings obligations; d) maintenance of adequate board minutes
Meets standard	**School has substantially completed all of its organizational and governance obligations as specified in the Compliance and Governance Handbook, including: a) maintenance of adequate "compliance and governance binder" containing all required documents; b) completion of criminal background checks on all board members; c) transparency of**

	meetings and decision-making in accordance with open meetings obligations; d) maintenance of adequate board minutes. Any concerns are minor and the school presents a credible plan to address them.

Meets Standard. Hope Academy has substantially completed all of its organizational and governance obligations as specified in the Compliance and Governance Handbook. The internal systems of the Mayor's Office did not indicate any significant concerns related to these obligations. The school executed compliance related activities in a timely manner, submitting required materials on time and maintaining an orderly compliance binder. Hope Academy complies with public access and open door policy by posting notices of board meetings. Board meeting minutes are always kept and have been sent to the Mayor's Office in a timely manner.

3.2. Is the school's physical plant safe and conducive to learning?	
Does not meet standard	The facility requires much improvement in order to provide a safe environment that is conducive to learning. Significant health and safety code requirements have not been met AND/OR the school lacks many conditions such as the following: a design well-suited to meet the curricular and social needs of its students, faculty, and community members; a size appropriate for the enrollment and student-teacher ratios in each class; adequate maintenance and security; well-maintained equipment and furniture that match the educational needs of the students; and accessibility to all students.
Approaching standard	Significant health and safety code requirements are being met, but the facility needs some improvement in order to provide a safe environment that is conducive to learning. It partially – but not fully – provides conditions such as the following: a design well-suited to meet the curricular and social needs of its students, faculty, and community members; a size appropriate for the enrollment and student-teacher ratios in each class; good maintenance and security; well-maintained equipment and furniture that match the educational needs of the students; and accessibility to all students.
Meets standard	**Significant health and safety code requirements are being met AND the facility generally provides a safe environment that is conducive to learning, based on conditions such as: a design well-suited to meet the curricular and social needs of its students, faculty, and community members; a size appropriate for the enrollment and student-teacher ratios in each class; good maintenance and security; well-maintained equipment and furniture that match the educational needs of the students; and accessibility to all students.**

Meets Standard. The current Hope Academy facility meets all the health and safety code requirements and provides a safe environment conducive to learning. The facility's design, size, maintenance, security, equipment, and furniture are all adequate to meet the school's needs. The school is accessible to all including people with physical disabilities.

3.3. Has the school established and implemented a fair and appropriate pupil enrollment process?	
Does not meet standard	The school's enrollment process does not comply with applicable law AND/OR the school exhibits one or both of the following deficiencies a) a substantial number of documented parent complaints suggest that it is not being implemented fairly or appropriately; b) the school has not engaged in outreach to students throughout the community.
Approaching standard	The school's enrollment process complies with applicable law but exhibits one or both the following deficiencies: a) a substantial number of documented parent complaints suggest that it is not being implemented fairly or appropriately; b) the school has not engaged in outreach to students throughout the community.

Meets standard	**The school's enrollment process complies with applicable law; there are minimal documented parent complaints suggesting that it is not being implemented fairly or appropriately; AND the school has engaged in outreach to students throughout the community.**

Meets Standard. The admission and enrollment practices of Hope Academy meet the requirements of Indiana's charter school law. The Mayor's Office has received no complaints from parents regarding the school's enrollment practices. The school conducts extensive outreach to parents, including community fairs, a website, billboards, and yard signs throughout the community. The Mayor's Office receives copies of Hope's enrollment policies and marketing plans. The school has implemented a lottery system and gives preference to siblings of current students, as required by law.

3.4. Is the school properly maintaining special education files for its special needs students?	
Does not meet standard	The school is not fulfilling its legal obligations regarding proper maintenance of special needs students' files, and requires substantial improvement in order to achieve compliance such as the following: individualized education plans are up-to-date, student evaluations or re-evaluations have occurred within the appropriate timeframe, files contain the relevant required information, such as, file log sheet, parent consent form, documentation of case conference notification to parents and other conference participants and signatures of attendees at case conferences. A school does not meet the standard if any individual education plans have not been updated within the appropriate timeframe.
Approaching standard	**The school is not yet completely fulfilling all of its legal obligations regarding proper maintenance of special-needs students' files, and requires *some* (but not considerable) improvement to fully achieve conditions such as the following: individualized education plans are up-to-date, student evaluations or re-evaluations have occurred within the appropriate timeframe, files contain the relevant required information, such as, file log sheet, parent consent form, documentation of case conference notification to parents and other conference participants and signatures of attendees at case conferences.**
Meets standard	The school is fulfilling its legal obligations regarding special-needs students, as indicated by conditions such as the following: individualized education plans are up-to-date, student evaluations or re-evaluations have occurred within the appropriate timeframe, files contain the relevant required information, such as, file log sheet, parent consent form, documentation of case conference notification to parents and other conference participants and signatures of attendees at case conferences.

Approaching standard. All individualized education plans (IEPs) and other relevant testing data are current. Some, but not considerable, improvement is needed in parent notification procedures and the process of finalizing IEP's prior to implementation.

A full special education file review was conducted on February 22, 2010. Six files were reviewed. The files were brought from and returned to a secure location. Log sheets were included in all of the files. All Individualized Education Plans (IEPs) and testing data were found to be current. Letters of invitation were also reviewed. Each included the necessary components informing parents of their rights, the participants, time and location of the case conference. However, documentation provided in two files make it unclear if parents had adequate time to review letters of invitation or were made aware of their procedural rights. The school claimed that it made numerous attempts to contact parents and that IEPs were completed over the telephone and a signature was received the day of the conference. While the school's procedures are consistent with Article 7 policy, it remains unclear if the school sent written copies home in an attempt to acquire parent signatures, nor if parents received adequate notice of their procedural rights.

It is also unclear if IEPs were the result of a collaboration of the full case conference committee or were drafted and published in advance of the time of the case conference meeting. The school did not produce documentation of communication attempts at the time of the visit and thus it is unclear the amount of time parents had to review their student's proposed IEP and make modifications.

While student IEPs are current, some, but not considerable, improvements are necessary to document that the procedural rights of parents are protected through notification of case conferences in advance and that parents have adequate opportunities to review and modify IEPs prior to their finalization and implementation. For these reasons, Hope Academy receives an Approaching Standard rating for this indicator.

3.5. Is the school fulfilling its legal obligations related To access and services to English as a Second Language (ESL) students?	
Does not meet standard	The school is not fulfilling its legal obligations regarding ESL students, and requires substantial improvement in order to achieve conditions such as the following: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; relationships with students, parents, and external providers that are well-managed and comply with law and regulation.
Approaching standard	The school is not yet completely fulfilling all of its legal obligations regarding ESL students, and requires *some* (but not considerable) improvement to fully achieve conditions such as the following: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; relationships with students, parents, and external providers that are well-managed and comply with law and regulation.
Meets standard	The school is fulfilling its legal obligations regarding ESL students, as indicated by conditions such as the following: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; relationships with students, parents, and external providers that are well-managed and comply with law and regulation.

Not Evaluated. Hope Academy was not evaluated on this indicator as a part of the FYCR.

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

4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	
Does not meet standard	**The school presents significant concerns in two or more of the following areas: a) the curriculum does not align with the state standards; b) the school does not conduct systematic reviews of its curriculum to identify gaps based on student performance; c) the school does not regularly review scope and sequence to ensure presentation of content in time for testing; d) the sequence of topics across grade levels and content areas does not focus on core (prioritized) learning objectives; e) the staff lacks understanding and/or consensus as to how the curriculum documents and related program materials are used to effectively deliver instruction; f) there is a lack of programs and materials available to deliver the curriculum effectively.**
Approaching standard	The school presents significant concerns in one of the following areas: a) the curriculum does not align with the state standards; b) the school does not conduct systematic reviews of its curriculum to identify gaps based on student performance; c) the school does not regularly review scope and sequence to ensure presentation of content in time for testing; d) the sequence of topics across grade levels and content areas does not focus on core (prioritized) learning objectives; e) the staff lacks understanding and/or consensus as to how the curriculum

	documents and related program materials are used to effectively deliver instruction; f) there is a lack of programs and materials available to deliver the curriculum effectively.
Meets standard	The school: a) curriculum aligns with the state standards; b) conducts systematic reviews of its curriculum to identify gaps based on student performance; c) the school regularly reviews scope and sequence to ensure presentation of content in time for testing; d) has a sequence of topics across grade levels and content areas that is prioritized and focuses on the core learning objectives; e) the staff understands and uniformly uses curriculum documents and related program materials to effectively deliver instruction; f) programs and materials are available to deliver the curriculum effectively.

Does not meet standard. Hope Academy effectively and rigorously delivers the wellness and recovery components of their curriculum and deploys extensive resources from Fairbanks to do so. However, the school did not provide evidence that systemic reviews of the school's curriculum were being conducted to identify gaps or that the scope and sequence of history courses was aligned to state standards.

The school has a structure and emerging process for curriculum development and revision, allotting 45 minutes per week. The school is currently using the well known *Understanding by Design* process for curriculum design. At present, the school principal views curriculum as continuously evolving and it is primarily the responsibility of the teaching faculty and staff to review and modify the curriculum with assistance from the principal. The school relies heavily on individual teachers to develop curriculum for their specific content areas.

While this emerging structure may allow for frequent, short-term reviews of the school's academic curriculum, there is little evidence that this or other processes are being used for comprehensive and systemic curriculum reviews based on gaps in student performance. No evidence was provided that school leadership or staff have conducted a systematic review of the school's curriculum to identify gaps, nor that student performance – in the form of student work, assessment results or other student performance indicators – form the basis of comprehensive modifications to the school's academic curriculum when needed. There was no evidence of a unified or comprehensive curriculum framework or a systematic approach that uses student performance information to inform which Indiana Academic Standards may require instructional re-design.

Evidence provided indicates that the scope and sequence for history courses did not align to state standards. In reviewing the history curriculum, class topics were listed as objectives, daily activities were listed as assessments, and there was no documentation available that provided an overview of prioritized learning objectives with assessments for student's mastery of those objectives. The history curriculum did not appear to be detailed enough to ensure that the sequence of topics across grade levels and content areas focused on core learning priorities.

The school has resources available to effectively deliver the curriculum, including technology and digital learning resources. Such systems, which allow for credit recovery and advancement, are of critical importance for Hope, given that some students may experience interruptions in the school and learning process due to relapse issues.

While the wellness and recovery portions of the school's curriculum are clear and well-supported, there is insufficient evidence that the school engages in a comprehensive, systemic, and continuous curriculum review explicitly informed by student performance. The school has thoughtfully engaged in using technology to address interruptions in student attendance. The school's history curriculum does

not appear to be fully developed as of yet, nor aligned with Indiana Academic Standards. Thus, the school receives a does not meet standard rating for this indicator.

4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	
Does not meet standard	The school presents significant concerns in two or more of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) staff do not receive feedback on instructional practices.
Approaching standard	**The school presents significant concerns in one of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) staff do not receive feedback on instructional practices.**
Meets standard	The school exhibits the following characteristics: a) the curriculum is implemented in the majority of classrooms according to its design; b) as delivered, instruction is focused on core learning objectives; c) the pace of instruction/lessons and content delivery possesses the appropriate rigor and challenge; d) instructional activities possess variety and/or use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) supplies sufficient feedback to staff on instructional practices.

Approaching standard. Hope Academy is implementing its curriculum according to design, has instruction focused on core learning objectives, utilizes a variety of instructional activities and strategies, and provides feedback to staff. However, there were significant concerns raised by students specific to the school's pace of instruction and content delivery.

The curriculum at Hope Academy is implemented in the majority of classrooms according to its design. Instruction at Hope Academy is focused on core learning objectives that are developed within the curriculum. Staff members deploy curriculum in ways that are sensitive to the needs of the unique student body. For example, staff members reported that visual cues are critical for students that are in recovery from addiction. Thus, teachers are careful to place important information and references on the walls, making the material more accessible to their students. In addition, classroom observation reports and curriculum documents show differentiated strategies for instruction with particular attention to needs identified by research on adolescents with addictions.

Teachers at Hope Academy receive both formal and informal feedback on instructional practice. The school leader does regular classroom walkthroughs and provides teachers with helpful feedback based on observations. In addition, the principal evaluates teaching strategies and lesson plans with a pre-set rubric.

A challenge Hope Academy faces is in setting an appropriately challenging instructional pace and rigor without creating a debilitating amount of fatigue, which could trigger flooding and shutdown reactions common in students in recovery. The school's academic and clinical staff are careful to assess these fatigue and motivation markers to ensure that students do not become unintentionally overwhelmed and disengage from learning. Evidence collected from students, however, suggest that the faculty and staff do not yet have the appropriate challenge, pace, or rigor of instruction. All interviewed students

indicated that Hope was "easier" than their previous academic institutions, that the school has no homework policy, that they had too much down time, and that deadlines for completion of academic materials were not consistently enforced.

In summary, Hope Academy is implementing its curriculum according to design, has instruction focused on core learning objectives, utilizes a variety of instructional activities and strategies, and provides feedback to staff. Students indicate that they do not feel challenged, report having a lot of down time and lack deadlines - suggesting the school has not yet reached an appropriate level of instructional rigor. Thus, the school receives an approaching standard rating for this indicator.

4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options?	
Does not meet standard	The school presents significant concerns in two or more of the following areas: a) the school's academic program lacks challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; b) lack of high expectations to motivate and prepare students for post-secondary academic opportunities; c) insufficient material resources and personnel guidance available to inform students of post-secondary options; d) limited opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) the school does not meet Indiana Core 40 graduation standard requirements.
Approaching standard	**The school presents significant concerns in one of the following areas: a) the school's academic program lacks challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; b) lack of high expectations to motivate and prepare students for post-secondary academic opportunities; c) insufficient material resources and personnel guidance available to inform students of post-secondary options; d) limited opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) the school does not meet Indiana Core 40 graduation standard requirements.**
Meets standard	The school: a) has challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; b) has high expectations to motivate and prepare students for post-secondary academic opportunities; c) has sufficient material resources and personnel guidance available to inform students of post-secondary options; d) presents opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) meets or exceeds Indiana Core 40 graduation standard requirements.

Approaching standard. Hope Academy has developed a college-going expectation, has devoted adequate resources to inform parents and students about postsecondary options, has a commitment to offer challenging post-secondary preparedness coursework and meets Indiana's Core 40 graduation requirements. However, the school is lacking in offering extracurricular opportunities that are explicitly designed to help students access and be successful in post-secondary opportunities.

Hope Academy has standard graduation requirements and has adequate resources and guidance to inform students of post-secondary options. All students at Hope Academy must earn a Core 40 Diploma as a graduation requirement. In addition, the school has hired a guidance counselor who is very active and available to students and families. The guidance counselor has developed a website that both students and teachers find useful in exploring requirements for accessing postsecondary opportunities. The school provides an information session for parents and students on applying for college financial aid. Parents report that students are now more likely to attend a post-secondary institution and students

stated that they intended to pursue their education after high school. An increase in the number of students taking the SAT in preparation for college opportunities was noted.

Challenging coursework that prepares students for rigorous post-secondary opportunities is available, but appears to be under-emphasized by the school. The school has made it clear to parents and students that it will work individually with students and their schedules should they desire to access Advance Placement, dual credit, internship, or other advanced coursework/options to prepare them for postsecondary opportunities. Yet, no students have accessed these options and thus it appears the school is not emphasizing the importance of students engaging in these activities.

The school's strategy in developing extracurricular activities was apparently designed based on student interests in order to increase retention. Yet, it does not appear that extracurricular activities were also explicitly designed to increase access to and success in postsecondary options. At the time of the site visit, the school offered yearbook, music club, art club, intramural sports, online history challenges, meditation, silent reading, 12-step recovery group, and yoga. The evaluation team commends the school for increasing the number of extracurricular activities in response to student interests. It is unclear, however, if these clubs are also designed to help students acquire additional knowledge and skills that would support success in post-secondary opportunities. While these programs have been organized to increase retention, sequencing such activities (and/or developing other activities) to enhance access to and success in postsecondary opportunities is an area for improvement. The school reported it is seeking additional funding and resources to sustain and expand extracurricular options.

Hope Academy has developed a college-going expectation, has devoted adequate resources to inform parents and students about postsecondary options, and meets Indiana's Core 40 graduation requirements. The school does indeed offer challenging coursework that prepares students for rigorous post-secondary opportunities, but it is unclear how much value the faculty put in urging students to take such courses. While the school offers a number of extracurricular activities based on student interests, the sequence and development of these activities does not appear to be designed to also help students access and be successful in post-secondary opportunities. Thus the school receives an approaching standard rating for this indicator.

4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) standardized and/or classroom assessments are not accurate or useful measures of established learning standards/objectives; b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; d) there is limited frequency or use of assessments to inform instructional decisions effectively; e) assessment results are not used to guide instruction or make adjustments to curriculum.
Approaching standard	**The school presents significant concerns in <u>one</u> of the following areas: a) standardized and/or classroom assessments are not accurate or useful measures of established learning standards/objectives; b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; d) there is limited frequency or use of assessments to inform instructional decisions effectively; e) assessment results are not used to guide instruction or make adjustments to curriculum.**
Meets standard	The school: a) standardized and/or classroom assessments are accurate and useful measures of established learning standards/objectives; b) assessment results are received by classroom

	teachers in a timely and useful manner to influence instructional decisions; c) assessments have sufficient variety to guide instruction for a wide range of student learning abilities; d) there is sufficient frequency or use of assessments to inform instructional decisions effectively; e) assessment results are used to guide instruction or make adjustments to curriculum.

Approaching standard. The school uses a variety of assessments related to academics and recovery but there is little evidence that the school consistently and cohesively uses results to modify instructional decisions.

Overall, the curriculum documents illustrated a variety of assessments and student work including paper tests, projects, research assignments, the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP), and teacher developed pre- and post-assessments tied to coursework. The staff at Hope Academy is trained to use research on adolescent addiction to inform instruction and classroom/individual student management. On a number of occasions, staff members provided examples of using clinical assessments to modify instructional practices to ensure student success.

Hope Academy relies heavily on its teaching faculty to develop and analyze results. Academic assessments, however, are given with varied frequency, depending on the teacher and course of instruction. For example, classroom observations and curriculum documents demonstrate that the math teacher gives very frequent assessments and makes modifications, while the history courses show the first classroom assessment taking place in late October. There does not appear to be consistent expectations across the school on the role of academic assessments and curriculum modifications to instruction.

Evidence provided suggest that the school uses a variety of assessments including both internal and external assessments related to academics and recovery. There is little evidence that the school has a consistent and shared expectation on the role of academic assessments. However, it is also unclear how results are used to make modifications to teaching practices.

4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	
Does not meet standard	The school presents significant concerns in two or more of the following areas: a) hiring processes are not organized to support the success of new staff members; b) inefficient or insufficient deployment of faculty and staff limits instructional time and capacity; c) faculty and staff are not certified/trained in areas to which they are assigned; d) professional development (PD) does not relate to demonstrated needs for instructional improvement; e) PD is not determined through analyses of student attainment and improvement; f) the teacher evaluation plan is not explicit and regularly implemented with a clear process and criteria.
Approaching standard	**The school presents significant concerns in one of the following areas: a) hiring processes are not organized to support the success of new staff members; b) inefficient or insufficient deployment of faculty and staff limits instructional time and capacity; c) faculty and staff are not certified/trained in areas to which they are assigned; d) professional development (PD) does not relate to demonstrated needs for instructional improvement; e) PD is not determined through analyses of student attainment and improvement; f) the teacher evaluation plan is not explicit and regularly implemented with a clear process and criteria.**
Meets standard	The school exhibits the following characteristics: a) hiring processes are organized and used to support the success of new staff members; b) the school deploys sufficient number of faculty and staff to maximize instructional time and capacity; c) faculty and staff are certified/trained in areas to which they are assigned; d) professional development (PD) is related to demonstrated needs for instructional improvement; e) PD opportunities are determined through analyses of student

	attainment and improvement; f) the teacher evaluation plan is explicit and regularly implemented with a clear process and criteria.

Approaching standard. Hiring processes at Hope Academy support the success of new staff members, and teachers appear to be well informed and trained with regard to the challenges of students with addictions. However, professional development does not appear to be related to the analyses of student attainment or improvement.

All teachers at Hope Academy are certified or credentialed in their assigned areas. The teachers are teaching a course load that appears manageable and staff has distinct roles. Each new staff member completes a detailed orientation process that includes the observation of group therapies, attending training, review of staff handbook, emergency protocols and policies/procedure manuals. There is an explicit teacher evaluation plan that is regularly implemented with clear criteria for teacher performance, although no completed evaluation was provided by the school.

The school has a comprehensive induction process and professional development throughout the school year is related to school improvement needs. Teachers reported professional development and summer training on the addiction and recovery process, restorative discipline, the use of Promethius technology, the use of a digital learning credit recovery system and the use of assessments. Teachers also reported having had professional development about assessments, interactive white boards, and differentiated learning. These are all areas that assist students and teachers to attain success at Hope Academy. The school leader mentioned that PD is offered at the beginning of the year during what the school leader referred to as "boot camp." The clinical specialist teaches teachers about addiction, about the likely behaviors, the type of teaching methods that are effective. Recently, the teacher leader surveyed teachers about what professional development they would like. There was no evidence, however, specific to teacher training and professional development developed based on student assessment data in order to improve student achievement.

In summary, although hiring processes ensure that staff is trained to work with students with the unique student population at Hope and staff appears to be deployed effectively, the school does not yet systematically use student academic assessment data to inform and/or structure its professional development activities. Thus, the school receives an approaching standard rating for this indicator.

4.6. Is the school's mission clearly understood by all stakeholders?	
Does not meet standard	The school presents significant concerns in both of the following areas: a) significant disagreements exist among stakeholders about the school's mission; b) there is a lack of widespread knowledge and commitment to the intentions of the school's mission.
Approaching standard	The school presents significant concerns in one of the following areas: a) significant disagreements exist among stakeholders about the school's mission; b) there is a lack of widespread knowledge and commitment to the intentions of the school's mission.
Meets standard	**The school: a) has a mission that is shared by all stakeholders; b) has stakeholders possessing widespread knowledge and commitment to the intentions of the school's mission.**

Meets standard. The mission of Hope Academy is central to the operation of the school and is well understood and supported by all stakeholders. The mission, to provide a "safe, sober and restorative" environment for students recovering from addiction is clearly known and universally accepted by all stakeholders.

4.7. Is the school climate conducive to student and staff success?	
Does not meet standard	The school presents significant concerns in two or more of the following areas with no evidence of a credible plan to address them: a) The school does not have clearly stated rules that enforce positive behavior; b) the school's discipline approach does not possess high expectations for student behavior; c) interactions between faculty and students are disrespectful and/or unsupportive and there are non-existing or unclear processes for resolution of conflicts; d) interactions between faculty and administration are unprofessional and/or unproductive.
Approaching standard	The school presents significant concerns in one of the following areas with no evidence of a credible plan to address it: a) The school does not have clearly stated rules that enforce positive behavior; b) the school's discipline approach does not possess high expectations for student behavior; c) interactions between faculty and students are disrespectful and/or unsupportive and there are non-existing or unclear processes for resolution of conflicts; d) interactions between faculty and administration are unprofessional and /or unproductive.
Meets standard	**The school exhibits the following characteristics: a) the school has clearly stated rules that enforce positive behavior; b) the school's discipline approach possesses high expectations for student behavior; c) interactions between faculty and students are respectful and supportive and faculty and students are clear about processes for resolution of conflicts; d) interactions between faculty and administration are professional and constructive.**

Meets standard. Staff and students are familiar the school's restorative discipline approach and the school has developed and in-school suspension procedure that is in line with the restorative discipline philosophy. Rules are clear and designed to enforce positive behaviors. Some students, however, reported that the individualization of discipline creates the appearance of inconsistency.

The school uses a restorative justice behavioral management system. This approach involves having all parties involved in a dispute or negative behavior understand who has been "wronged," how they feel, and how to make amends. This approach is widely considered to be useful and productive by most of the Hope Academy staff and students. Students recognize and understand that the process of conflict resolution and restitution are integral to their recovery process. To be effective, the approach requires considerable training and is time intensive. The school uses out-of-school suspension as a last resort and only to ensure safety and well being – not as a punishment. While used infrequently, some students noted that suspension allows for a "vacation" or an opportunity to relapse on their recovery.

The school has developed in-school suspension procedure that aligns with its restorative discipline philosophy. Hope utilizes a removal from the community, where the student is separated from their peers to reflect, regulate behavior, repair harm, and to reintegrate successfully. Students do not return to the community without completing a reintegration action packet.

Administration of discipline for relapses is carefully considered by a team of specialists. The school does not have a zero tolerance policy for relapses. Rather, all consequences for relapse are determined by the administration, clinical specialist, recovery coach, and school counselor. Each student relapse is evaluated on level of use, commitment to sobriety, support and resources available, and past history. The school's leadership indicated that non-repaired continued substance use is not allowed at Hope and such students are recommended for expulsion.

While students understand the individualized nature of discipline for relapse, some indicated that this approach at times isn't always fair and gives the appearance of inconsistency. Some students also voiced that they were unclear why some students who have relapsed frequently and perhaps willingly were allowed to remain at the school.

In summary, interactions between faculty, administration, and students are generally professional and constructive. Staff and students are well-trained in the school's restorative discipline approach. Rules are clear and designed to enforce positive behaviors. Some students reported that the individualization in the administration of discipline can create instances of the appearance of inconsistently applied discipline.

4.8. Is ongoing communication with students and parents clear and helpful?	
Does not meet standard	The school presents significant concerns in two or more of the following areas: a) there is a lack of active and ongoing communication between the school and parents; b) school communication is neither timely nor relevant to the parental concerns; c) student academic progress and achievement reports are not clearly reported and/or misunderstood; d) the school's communication methods are not well-designed to meet the needs of a diverse set of parents (e.g., not communicating in parents' native languages, communicating only in writing when many parents cannot read, holding meetings at inconvenient times for parents).
Approaching standard	The school presents significant concerns in one of the following areas: a) there is a lack of active and ongoing communication between the school and parents; b) school communication is neither timely nor relevant to the parental concerns; c) student academic progress and achievement reports are not clearly reported and/or misunderstood; d) the school's communication methods are not well-designed to meet the needs of a diverse set of parents (e.g., not communicating in parents' native languages, communicating only in writing when many parents cannot read, holding meetings at inconvenient times for parents).
Meets standard	**The school: a) has active and ongoing communication between the school and parents; b) utilizes communications that are both timely and relevant to the parental concerns; c) communicates student academic progress and achievement in reports that are understood by parents; d) the school's communication methods are designed to meet the needs of a diverse set of parents (e.g., communicating in parents' native languages, not communicating only in writing when many parents cannot read, holding meetings at convenient times for parents).**

Meets standard. Communication between Hope Academy and parents is frequent and effective. The school hosts student-led conferences that provide an opportunity for parents to gain information on student progress. Parents indicated that teachers are highly accessible to students. School staff communicate with parents via phone calls, emails, conferences, parent meetings, newsletter, and the website that guidance counselor created. Parents report that they are satisfied with the level and type of communication.