Evaluation of the Indianapolis Mayor Sponsored Charter Schools

Hope Academy Performance Framework Review

2015-2016 School Year

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OFFICE OF EDUCATION INNOVATION

Office of the Mayor of Indianapolis

Performance Framework Review

Indianpolis Metropolitan High School

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The Indianapolis Mayor's Office Performance Framework Review is designed to assess the current status of the school as it develops key aspects of its culture and academic goals. The Performance Framework Review Protocol is based on the *Performance Framework for Mayor-Sponsored Charter Schools with High School Grades (2013-2014)*, 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? (High School)***
   - 1.1. *Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system?*
   - 1.2. *Indicator 1.2 does not apply to high school grades.*
   - 1.3. *Is the school preparing students to graduate from high school on time, and preparing those students who have not graduated on time to graduate within 5 years, as measured by Indiana's cohort graduation rate?*
   - 1.4. *Is the school providing an equitable education to students of all races and socioeconomic backgrounds?*
   - 1.5. *Is the school's attendance rate strong?*
   - 1.6. *Is the school preparing students for college and careers?*
   - 1.7. *Is the school meeting its school-specific goals?*

2. ***Is the organization in sound fiscal health?***
   - 2.1. *Short term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?*
   - 2.2. *Long term Health: Does the organization demonstrate long term financial health?*
   - 2.3. *Does the organization demonstrate it has adequate financial management and systems?*

3. *Is the organization effective and well-run?*

3.1. *Is the school leader strong in his or her academic and organizational leadership?*

3.2. *Does the school satisfactorily comply with all its organizational structure and governance obligations?*

3.3. *Is the school's board active, knowledgeable and abiding by appropriate policies, systems and processes in its oversight?*

3.4. *Does the school's board work to foster a school environment that is viable and effective?*

3.5. *Does the school comply with applicable laws, regulations and provisions of the charter agreement relating to the safety and security of the facility?*

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?*

4.9 Is the school properly maintaining special education files for its special needs students?

4.10 Is the school fulfilling its legal obligations related to access and services to English as Second Language (ESL) students?

COMPLETION OF THE PERFORMANCE FRAMEWORK CHARTER REVIEW

As part of its oversight of charter schools, the Mayor's Office authorized Clawson Academic Research Evaluative Services (CARES) to conduct site visits of schools operating under the Mayor's Office's authorization. The purpose is to present the school and the Mayor's Office with a professional judgment on conditions and practices at the school, which are best provided through an external perspective. This report uses multiple sources of evidence to understand the school's performance. Evidence collection begins before the on-site visit with a review of key documents and continues on-site through additional document review, classroom visits, and interviews with any number of relevant stakeholders deemed necessary for the evaluative process. Findings provided by the CARES 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 CARES 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 Performance Framework Protocol: ***Responses to Sub-Questions 4.1-4.10 of Core Question 4.***

The outcome of this review will provide the school with a 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 judgment criteria:

Does Not Meet Standard

Approaching Standard

Meets Standard

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

Background and History of Hope Academy

Hope Academy Mission:

> *The mission of Hope Academy is to provide a safe, sober, and challenging school experience for students who share a commitment to educational achievement and personal growth.*

Hope Academy is a tuition-free Indiana public charter school that serves students in grades 9-12, specifically high-school-aged young men and women who are in recovery for alcohol and drug addiction. Hope Academy is located on the grounds of the Fairbanks Addiction Treatment Center campus in Indianapolis, Indiana. The physical building space is an intimate, focused environment featuring modern classrooms and learning areas, relevant technology and science labs, communal common spaces, and student-focused locations specifically devoted to recovery-based issues and needs. Hope Academy offers a safe, sober environment that empowers its students to focus both on their recovery and on their curricular pursuit of the state of Indiana's Core 40 academic diploma track. Hope Academy provides conventional core content curricular course offerings as well as non-traditional digital curricula and college-level dual credit opportunities. Hope Academy also offers community service initiatives and an extracurricular program that extends the recovery focus beyond the formal timeline of Hope's 9:00am-3:20pm curricular day.

The recovery culture of Hope Academy is truly its most unique facet, when compared to other high school environments in the area, as Hope Academy is one of only 30 recovery schools in the United States and the only recovery high school in the state of Indiana. In addition, Hope Academy is one of only three schools in the nation to be accredited by the Association of Recovery High Schools. Hope Academy's curriculum is consistently monitored and progressively evolving. Hope recently began incorporating the digital curricular interface, PLATO, for both credit recovery and credit advancement. Hope Academy also has recently partnered with Ivy Tech Community College to offer dual credit curricular opportunities in the form of a College and Career Readiness course and an Art 100 course offered via Hope's Visual Arts program. Recently, Hope Academy has experienced significant staff turnover in the form of a new principal, Linda Gagyi, beginning with the 2014-2015 school year; and several new additions to the Hope Academy teaching staff for 2015-2016 school year, including new teachers in the core curricular content areas of Language Arts and Mathematics. Regardless of the staff makeup, Hope Academy's recovery model has remained a consistent integral component of Hope's culture since its inception. Nearly all curricular and behavioral initiatives filter through the ever-present demand to address and accommodate the needs of an individual student both as a learner and a recovering addict.

The Evaluation Process

This report encapsulates an evaluation of performance in each of the performance standards and indicators tasked of CARES to observe, analyze, and evaluate. These indicators, Indicators 4.1-4.10, are outlined within the context of the Performance Framework document provided by the Office of Education Innovation of the Office of the Mayor of the City of Indianapolis.

The staff of Clawson Academic Research Evaluative Services conducted a series of evidence-collecting activities over the course of months of planning, researching, visiting, observing, and documenting the relevant cultural and curricular protocols of Hope Academy with regard to the performance indicators identified within the context of the Performance Framework metric. CARES conducted focus groups with all of Hope Academy's essential stakeholders: students, staff, and parents, in addition to interviews with Hope Academy's school leadership. These focus groups and interviews were conducted over the course of the onsite campus observational visits to Hope Academy on Monday, October 19th, 2015 and Tuesday, October 20th, 2015. Hope Academy classroom observations were performed onsite using the "Classroom Observation Instrument" document formatted and provided by the Office of Education Innovation for Mayor-Sponsored Charter Schools of the Office of the Mayor of the City of Indianapolis. The onsite classroom observations lasted approximately 30 minutes, and over half of the teaching staff was observed at least once, including teachers in all core content areas (Language Arts, Mathematics, Science, and Social Studies). Hope Academy's Special Education Audit was performed on Monday, October 19th, 2015.

In the following report, standards and performance indicators are listed with relevant evidence correlative to the performance metrics and criteria of the "Classroom Observation Instrument" document formatted and provided by the Office of Education Innovation for Mayor-Sponsored Charter Schools of the Office of the Mayor of the City of Indianapolis.

Four (4) classroom observations were conducted on-site using the "Classroom Observation Instrument" document formatted and provided by the Office of Education Innovation for Mayor-Sponsored Charter Schools of the Office of the Mayor of the City of Indianapolis. The onsite classroom observations lasted approximately 30 minutes, and over half of the teaching was observed at least once, including teachers in all core content areas. CARES' classroom observer spent 2 hours (120 minutes) observing 4 classrooms, 15 students, and 4 teachers. On average, each observation lasted 30 minutes in duration and the documented student-to-teacher ratio was 3.75:1.

SUMMARY OF FINDINGS
HOPE ACADEMY

Core Question 1: Is the educational program a success?	***N/A***
Core Question 2: Is the organization in sound fiscal health?	***N/A***
Core Question 3: Is the school : Is the organization effective and well-run?	***N/A***
Core Question 4: Is the school providing the appropriate conditions for success?	***N/A***
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	Meets Standard
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	Does Not Meet Standard
4.3 For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	Meets Standard
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Meets Standard
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Meets Standard
4.6. Is the school's mission clearly understood by all stakeholders?	Meets Standard
4.7. Is the school climate conducive to student and staff success?	Approaching Standard
4.8. Is ongoing communication with students and parents clear and helpful?	Meets Standard
4.9 Is the school properly maintaining special education files for its special needs students?	Meets Standard
4.10 Is the school fulfilling its legal obligations related to access and services to English as Second Language (ESL) students?	Not Applicable

Standard 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.**

No significant concerns were found.

Hope Academy's curriculum aligns with the Indiana State Standards as defined and published by the Indiana Department of Education, and all of the lesson plans implemented during this process were observed to identify and include Indiana State Standards (Indicator 4.1.A). When asked directly, "Does the curriculum align with the state standards," all members of the teacher focus group uniformly responded, "Yes" (Indicator 4.1.A). Lesson plans were formatted per the individualized needs of the classroom teacher. This is in accordance with Hope Academy principal, Linda Gagyi's pedagogical philosophy with regard to classroom teaching. Gagyi stated, "(Hope Academy's) teachers have the freedom to deliver the instruction using different vehicles, but (pedagogies) still need to be aligned with state standards…(Hope Academy uses) the DOE Standards that are listed online. I give (the classroom teachers) a little freedom, as long as (the Indiana State Standards) are covered throughout the year…There's a lot of autonomy. I don't believe in a teacher doing something for me,

but keeping the process individualized to the teacher, their content area, and the needs of that teacher's students."

Hope Academy uses gaps in student performance to inform its curricular process. High-stakes formal assessments, such as NWEA testing, were identified as data-driven metrics used by Hope Academy to inform systemic review of Hope's curricular process. With regard to how Hope Academy identifies gaps in student achievement, Hope Academy principal, Linda Gagyi stated, "(Hope Academy uses) NWEA testing. That's a more accurate picture with regard to where the students are with an academic standard…We do the NWEA testing three times a year" (Indicator 4.1.B). Members of the teacher focus group reinforced this assertion, "We get that (NWEA) data so we can see how each student reads, and adjust instruction for each student."

Hope Academy regularly monitors, analyzes, and evaluates scope and sequence to ensure presentation of curricular content meets expectations. Hope Academy principal, Linda Gagyi does this by reviewing lesson plan content in addition to observing lesson plan implementation. "I look at lesson plans that teachers submit, weekly or unit-based…I am in all of the classes pretty much daily" (Indicator 4.1.C). Hope Academy is in the process of reviewing scope and sequence via curriculum maps, comparing the previous school year's curriculum maps to those that are currently being progressively built (Indicator 4.1.C).

Hope Academy's cross-curricular initiatives are in some instances newly progressively and in other instances ever-presently building-wide. Hope Academy principal, Linda Gagyi expressed that currently there are plans to identify and implement cross-curricular experiences for Hope Academy's students, specifically in the core content areas of Language Arts and Social Students (Indicator 4.1.D). While some cross-curricular initiatives have only recently begun to take shape, Hope Academy's building-wide recovery-based initiatives have been a focal component of Hope's school culture since its inception. Hope Academy consistently prioritizes the needs of the individual student, especially with regard to recovery. For example, starting with the 2015-2016 school year Hope Academy implemented three building-wide "Behavior Expectations" posters (Indicator 4.1.D). The first poster, entitled "Our Work as a Recovering and Restorative Community," states, "As Community Members…we are INTENTIONAL about our recovery; we REGULATE our behavior; we REPAIR what we harm; we RESTORE the fallen; we EMBRACE our responsibilities." The second poster, entitled "Interactions with Others," is a graphic organizer poster that asks "Where are you?" and "How are you going to get to CENTER?" "Centered" is identified in the middle of the graphic organizer and it is defined as "Responsive," "Respectful," "Meets in the Middle," "Direct, True, Open," "Focuses on the Issue," and "Works on Repair." "Centered" is flanked by extreme states of being identified as, "Aggressive," "Controlling," "Passive," and "Reactive." Behavior traits that share two of these states of being are given the designated identities, "Gamester" (Aggressive and Controlling), "Do Nothing"

(Controlling and Passive), "Lost/Victim/Do Little" (Passive and Reactive), and "Mad Dog" (Reactive and Aggressive). The third poster, entitled "Recovery Values In All That We Do…" states, "Honest: Be honest with yourself and those you care about," "Respect: Respect yourself and others," "Support: We help ourselves by helping others," "Commitment: Keep an open mind and be willing to make healthy changes," and "Community: People are not for hurting." These three posters were observed on display throughout the learning environments and the campus of Hope Academy. These posters are clear examples of Hope Academy's building-wide commitment to collectively focusing on the recovery needs of its students, which is one of Hope Academy's most consistent building-wide learning objectives (Indicator 4.1.D). Recovery and sobriety directly affect and influence a student's ability to learn and achieve at Hope Academy. As Hope Academy chief operating officer, Rachelle Gardner stated, "As students stay sober their (curricular content) retention is affected. (Hope Academy has) to adapt to (the student's) sobriety-influenced behavior changes. When (Hope Academy looks) at a student, we have academic and social recovery data to inform instruction and remediation" (Indicator 4.1.D). Hope Academy principal, Linda Gagyi echoed these sentiments, "As the (students') behaviors are more positive and students are better engaged, the academics will improve. As the academics improve, so will the recovery and vice versa."

The staff at Hope Academy clearly understands what curricular content is expected to be implemented in order to effectively deliver instruction. Curricular pacing guides inform lesson/unit plans so classroom teachers are empowered to always know what they are teaching currently and upcoming (Indicator 4.1.E). Learning objectives connected curricular-specific content identified by the Indiana State Standards were identified by members of the teacher focus group as a common method of identifying and reinforcing curriculum implementation. "(Hope Academy teachers) always have an objective when we start each (curricular) unit. I'll address that objective throughout the unit." Another teacher noted, "A lot of teachers use 'SWBAT's ('Student Will Be Able To…' learning objectives) and I do my own variation of this. I look at the point of the standard and use that to inform my objective" (Indicator 4.1.E). Another member of the teacher focus group stated, "In math, every day the objective is based on the Indiana Academic Standard we're dealing with" (Indicator 4.1.E).

Programs and materials needed to effectively deliver the curriculum at Hope Academy were observed to be adequate. Conventional academic programs and materials such as textbooks, lab consumables, and access to technology were all noted during the on-site classroom observations (Indicator 4.1.F). The digital curricular supplement, PLATO is available for students in need of either remedial or accelerated curricular experiences (Indicator 4.1.F). Hope Academy principal, Linda Gagyi stated, "(Hope Academy has) PLATO online, for credit recovery or acceleration. We don't get a lot of kids who need Pre-Calculus, but we have that as an option for them (via PLATO)." It should be noted

that student feedback regarding the PLATO curricular interface was largely negative. One participant in the student focus group noted, "It's hard to learn in PLATO classes. (The Hope Academy staff) put us on PLATO for English, and it did not work well." Another student agreed, "It's extremely hard to learn on PLATO. You just have to read (the content) and it's difficult to comprehend. Every quiz you need to get a four out of five, and that's pretty unreasonable. People just tend to give up or look up answers on their phone." Although Hope Academy's students expressed their discouragement, the PLATO digital interface was observed to be an appropriate digital curricular supplement given Hope Academy's limited budgetary resources in addition to the fact that having an alternative digital curricular program is objectively better than not having one as a resource at all.

4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	
Does not meet standard	**The school presents significant concerns in <u>two or more</u> 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 <u>one</u> 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.

Significant concerns were found in Indicators 4.2.B, 4.2.C, and 4.2.D.

Onsite classroom observations at Hope Academy revealed that the curriculum implemented in classrooms is according to the curricular design, with four out of four observations identifying that the lesson sequence observed matched the curricular content of the lesson plan provided (Indicator 4.2.A). The classroom observations conducted at Hope Academy took place over one day of instruction, with correlative lesson plans provided by classroom instructors for that respective curricular day. The entirety of Hope Academy's "Core Content" classroom teachers (Language Arts, Math, Social Studies, and Science) was observed as part of this process ensuring a comprehensive sampling of Hope Academy's Core Content curriculum, lesson planning, and teaching strategies would be documented for the evaluative purposes of Performance Indicator 4.2.

All four classroom instructors provided formal lesson plans. For the most part, the lesson plans provided were observed to be in compliance with the expectations of the "Classroom Observation Instrument" document formatted and provided by the Office of Education Innovation for Mayor-Sponsored Charter Schools of the Office of the Mayor of the City of Indianapolis. The "Lesson Plan" subcategories 'Critical Vocabulary,' 'State Standards,' and 'Challenging Content' were observed to be addressed in four out of four lesson plans provided by the classroom instructors at HOPE Academy. However, only three lesson plans addressed the subcategory 'Posted Objectives' (Indicator 4.2.B), only two lesson plans accounted for 'Differentiation' strategies (Indicator 4.2.D), and zero out

of four categories formally addressed/identified the 'Built on Prior Knowledge' subcategory of the "Classroom Observation Instrument" document. The lack of lesson plan compliance towards these identified subcategories was found to be correlative to the further lack of implementation of these subcategories with regard to the context of the lesson sequences observed. For example, only two out of four lesson plans formally identified and accounted for 'Differentiation,' and zero out of four classroom observations observed 'Differentiation' implemented within the context of the lesson sequence observed (Indicator 4.2.D).

With regard to Indicator 4.2.B, three out of four lesson plans provided by Hope Academy's classroom instructors identified 'Learning Objectives' around which the curricular content was framed/focused, either in the 'SWBAT (Students Will Be Able To…)' format or other comparable 'Learning Objective' framework. However, three out of four classroom observations noted that no 'Posted Objectives' were observed on display in the Learning Environment. This means that for potentially 75% of the core content curricular day, a student at Hope Academy is unaware of the targeted 'Learning Objective' for a given class period as it is addressed in the formal lesson plan but not addressed onsite in the classroom (Indicator 4.2.B).

'Pace of Instruction' was also observed to lacking in the lesson sequences observed implemented by Hope Academy's classroom instructors. Three out of four classroom observations observed 'Pace of Instruction' and 'Content Delivery' not to be appropriate per the terms of the "Classroom Observation Instrument" document (Indicator 4.2.C). Two out of four classroom observations noted that 'Student Engagement' begin with "All" students engaged, then noted students began to disengage as the lesson sequence continued. Ineffective 'Pace of Instruction' is a likely contributor towards the progressive disengagement of the student clientele. A third classroom evaluation noted that 'Student Engagement' began with "Most" students engaged, meaning at least one student was disengaged from the beginning of the lesson sequence observed, and maintained an engagement level of "Most" students for the duration of the lesson sequence observed. This classroom observation also noted that 'Pace of Instruction' was observed to be ineffective with regard to the lesson sequence implemented, in addition to the classroom instructor focusing the majority of the lesson sequence observed on one 'Remember/Understand' strategy (Indicator 4.2.D). This 'Remember/Understand' strategy relied primarily on direct instruction, which means that the classroom instructor is disseminating information and therefore is the one doing the more meaningful learning compared to the students. When direct instruction strategies are implemented, the students are not doing as meaningful of learning as they are when they are participating in 'Apply/Perform,' 'Analyze/Evaluate,' and/or 'Create/Design' learning experiences. If direct instruction strategies take the majority of the lesson sequence to implement, that can compromise the 'Pace of Instruction' and

'Content Delivery,' which can then compromise the efficacy of 'Student Engagement' across the duration of the lesson sequence implemented (Indicator 4.2.C).

In addition to 'Pace of Instruction,' the 'Rigor' of the content delivery was also observed to be lacking across all lesson sequences implemented at Hope Academy. While all four lesson sequences observed implemented 'Apply/Perform' learning experiences, only one out of four lesson sequences observed implemented an 'Analyze/Evaluate' experience, and zero out of four lesson sequences observed implemented a 'Create/Design' experience (Indicator 4.2.C). It has been proven by researched and published taxonomical hierarchies (such as "Bloom's Taxonomy") that 'Create/Design' lesson experiences are some of the most rigorous learning experiences, and therefore provide the most effective opportunities for students to demonstrate mastery of content and depth of knowledge. Conversely, 'Remember/Understand' learning experiences are identified as some of the least rigorous/effective learning experiences. Half of the lesson sequences observed implemented 'Remember/Understand' learning experiences, and no lesson sequences observed implemented a 'Create/Design' learning experience, meaning that there is a low probability that a student in a Core Content class at HOPE Academy is being engaged with the most rigorous curricular learning experiences on a consistent basis. Rigor was identified as a concern by both the leadership interview and the teacher focus group. Hope Academy chief operating officer, Rachelle Gardner stated, "If you could talk to every teacher who ever taught here, they would tell you that rigor is a challenge. How (teachers) pace the students is a challenge as well. That's why scaffolding and classroom culture are so important. At any time (Hope Academy) can have a student who's brand new to the system, who can adapt to the process."

'Differentiation' was observed to be lacking in both the lesson plans provided and the lesson sequences implemented by the classroom instructors at HOPE Academy. Only two out of four lesson plans formally identified and accounted for 'Differentiation' within the lesson framework, and zero out of four classroom observations noted differentiation implemented within the context of the lesson sequence observed (Indicator 4.2.D). It should be noted that Hope Academy's unique environment makes providing and implementing differentiated instruction a challenge. Small class sizes and significant achievement gaps from student to student are understandable hindrances with regard to differentiated instruction; however, it cannot be dismissed that only half of the classroom instructors are identifying and addressing "Differentiation" opportunities in their formal lesson plans, and zero classroom instructors were observed differentiating instruction within the context of the lesson sequence observed (Indicator 4.2.D).

The challenge of differentiating instruction was acknowledged in both the teacher focus group and the leadership interview. One member of the teacher focus group bluntly stated, "Conventional differentiation was a nightmare to implement. So I've tried to

scale it back. I've learned that engaging the individual student is best practice." Hope Academy principal, Linda Gagyi noted, "(Differentiation is) classroom specific. (Hope Academy's) biggest class has seven-to-eight students in it. So I think the differentiation comes from supporting each student with the gaps that they have. And that's the purpose of small class size and intensive instruction." One member of the teacher focus agreed with Gagyi, stating, "Once my lesson is started, all of my students can work at their own pace. And I can move about the room and engage students individually." One member of the teacher focus group did express a concern about the limitations of being able to meet an individual student's needs with regard to technology, "(Lack of technology is) a weakness. If all of my students had access to technology, the differentiation component could be even more heightened. If I had a classroom set of (student computers or tablets) I could better meet the individual needs of students" (Indicator 4.2.D).

While 'Pace of Instruction' and 'Differentiation' were observed to be concerns, Indicator 4.2.E, "The school supplies sufficient feedback to staff on instructional practices," was observed to be in compliance at Hope Academy. Hope Academy Principal, Linda Gagyi outlined her process for providing feedback on instructional practices to the classroom instructors at Hope Academy, "I look at the lesson plans that teachers submit, weekly or unit-based. Some teachers do a bigger unit plan. I am in all of the classes pretty much daily" (Indicator 4.2.E). In addition to Hope Academy's formal, RISE-informed "Teacher Evaluation" model, addressed later with regard to Performance Indicator 4.5, Gagyi also provides consistent informal feedback on instructional practices, "I walk around all day so sometimes I see something in the classroom. I'll ask, 'Explain to me what's going on,' or 'what was going on there?' I think our teachers do a great job of 'Action Research,' gauging if students are ready for a quiz or an assessment" (Indicator 4.2.E).

4.3 For secondary students, does the school provide sufficient guidance on and support and 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) there is a lack of high expectations to motivate and prepare students for post-secondary academic opportunities; c) insufficient material resources and personnel guidance are available to inform students of post-secondary options; d) limited opportunities exist 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) there is a lack of high expectations to motivate and prepare students for post-secondary academic opportunities; c) insufficient material resources and personnel guidance are available to inform students of post-secondary options; d) limited opportunities exist 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.**

No significant concerns were found.

The post-secondary culture at Hope Academy is, presently, minimal. However, there are plans to grow and evolve Hope's post-secondary opportunities. Currently, Hope Academy offers its students dual credit curricular experiences through Ivy Tech Community College. These experiences include a College and Career Readiness class in addition to a dual credit Visual Arts elective class, Art 100 (Indicator 4.3.A). A member of the teacher focus group noted, "There have been requests to offer more dual credit courses through Ivy Tech, but it is still in the development process." Hope Academy principal, Linda Gagyi confirmed that Hope is looking to expand dual credit experiences beyond Visual Arts. "(Hope has) had the teachers' licensure evaluated by Ivy Tech…it's been determined US History can be dual credit, probably; Math, probably; English or Speech; and probably a PE class could be offered for dual credit" (Indicator 4.3.A). With regard to supplemental post-secondary opportunities, Hope Academy chief operating officer, Rachelle Gardner added, "(Hope Academy has) had internships and job shadowing in the past. Two years ago we had college visits" (Indictor 4.3.A).

As with many aspects of its school culture, Hope Academy's post-secondary focus for its students primarily is based around recovery. Because of the uniqueness of Hope's environment, the staff at Hope Academy have formal initiatives that emphasize the importance of a student's ability to continue to live a safe, sober, competent, and productive post-secondary life regardless if the student pursues a college experience or not. One such initiative is Hope Academy's Basic Skills class. Hope Academy principal, Linda Gagyi outlined the course, "Every (Hope Academy) student has a Basic Skills class that meets every day. Three days a week, we do things that we think will help students in a post-secondary context: researching universities, study skills, researching scholarship opportunities, what schools offer sober living on their campuses, etc." (Indicator 4.3.B). The members of the teacher focus group also identified Hope Academy's Basic Skills class as one of Hope's primary means of preparing students for post-secondary experiences. One teacher stated, "Basic Skills offers opportunities to have career discussion and career exploration" (Indicator 4.3.B). The students participating in the student focus group confirmed Hope Academy's commitment to the Basic Skills course. One student stated, "(Hope Academy has) a Basic Skills class that everyone's required to take. We do recovery-based activities" (Indicator 4.3.B). Another student added, "There's a book, 90 in 90, that you read and fill out and helps organize your recovery."

Hope Academy also employs a full-time guidance counselor whose responsibilities include coordinating and implementing student-focused aspects of Hope's post-secondary culture. In the guidance focus group, post-secondary experiences such as college visits and college/university guest speakers were identified as current initiatives that have been or will be implemented (Indicator 4.3.C). One member of the guidance focus group stated, "I had (a representative from) IUPUI come in last week and I'm working on getting an Ivy Tech rep to come in and talk." When asked directly, "What material resources and guidance personnel are available to inform students of post-secondary options?" one member of the guidance focus group referenced the digital interfaces, "Indiana Career Explorer," "Overgrad," and "Raise Me" as current guidance resources used by Hope Academy (Indicator 4.3.C). In addition, the post-secondary experience "College Go Week," planned and implemented by Hope's guidance staff, was identified by both the guidance and teacher focus groups as a successful component of Hope Academy's post-secondary culture. One teacher remarked, "(The Hope Academy staff) did a whole lesson during 'College Go Week.' What opportunities are out there, where (teachers) went, etc." A member of the guidance focus group added, "(Hope) had 'College Go Week,' I was in each Basic Skills class doing guidance lessons. Talking about colleges and careers; getting the students to think about their interests, and talking about how those interests can lead to a career, budgeting for college, etc. As part of 'College Go Week,' I asked the teachers to provide some information about their college experience and we discussed the items in Friday's 'Circle' meeting" (Indicator 4.3.C).

Hope Academy's extracurricular culture was found to be beneficial, yet lacking. Hope Academy offers an afterschool program called, "Link." "Link" is a program that extends

the recovery focus to students beyond the curricular school day. As defined by Hope Academy chief operating officer, Rachelle Gardner, "Link is a program that links (the students') recovery skills with their recovery behavior. Teaching (the students) to find a sponsor, go to meetings, have family meals. (The students) learn to plan a meal, organize, cook, eat, etc. (The students) have social experiences: Go to the movies, laser tag, go to a ballgame, anything that shows them they can have fun and be sober" (Indicator 4.3.D). The "Link" program coordinates social events with students at Hope Academy with the express stated purpose of proving to students that they can enjoy their experiences in a safe and sober context. Members of the student focus group praised the "Link" program and its benefits. "Tuesdays we usually go to the park. Wednesdays we have dinner and a meeting…it's just a place to have good clean fun" (Indicator 4.3.D). Hope Academy principal, Linda Gagyi also praised the merit and relevancy of the "Link" program, "(Hope Academy's students) keep up their 'Link' activities over (Fall/Winter/Spring) break, because time off isn't the best thing. They'll meet over Christmas break. (Hope Academy) will be open at least one day a week over Christmas break, 'Link' will also meet, so that's four out of ten days our students can be here."

While the relevancy, success, and appreciation of the "Link" program is acknowledged by the students and staff at Hope Academy, a lack of additional extracurricular opportunities was identified by multiple stakeholders. One member of the guidance focus group referred to the non-"Link" extracurricular offerings at Hope Academy as, "Non-existent," while another member of the focus group added, "'Link' has become the extracurricular catchall, but beyond that there isn't much happening at Hope." This issue has not gone ignored by Hope Academy's staff, and attempts have been made in the past to offer more diverse extracurricular experiences. One veteran member of the guidance focus group recounted, "There was one time where (Hope) tried to do an after-school group. But our one rule was: (The students) can't leave to go smoke a cigarette. And that depleted 90% of our clientele." Hope Academy's chief operating officer, Rachelle Gardner acknowledged the minimal extracurricular offerings and provided context and background to better inform the current state of Hope's extracurricular culture. "(Hope Academy has) struggled with extracurriculars since we began. The first year we had a basketball team didn't go well. We can't have a band or something like that…The other thing with extracurriculars is: (Hope Academy's) students are in recovery. So their extracurricular time is already spent with meetings, counseling, etc." Gardner then went on to explain how Hope Academy attempts to laterally provide extracurricular-type experiences within the framework of the conventional curricular day. "(Hope Academy has) built in the 'Student Resource Time' during the day, which allows for students to have extracurricular-esque experiences." Gagyi reinforced this claim by identifying Hope Academy's philanthropic endeavors and additional extracurricular-type experiences, "(Hope Academy has) community service days like our

'Hawk Walk,' a run/walk to raise money for a local group/charity. We'll collect toys for Peyton Manning's Children's Hospital. We'll collect food for Gleener's Foodbank. (The students) will do things to give back to Fairbanks; they'll deliver cookies at Christmas time" (Indicator 4.3.D).

Hope Academy's adherence to the Indiana Department of Education's Core 40 diploma track was acknowledged by all appropriate stakeholders. Hope Academy principal, Linda Gagyi stated, "Our primary curriculum is a Core 40 diploma…(Hope Academy addresses) Core 40 needs in the classroom. 80% of our courses are Core 40 courses" (Indicator 4.3.E). When asked if teaching pedagogies were consistent with Hope Academy's mission, one member of the teacher focus group simply responded, "Core 40 diploma" (Indicator 4.3.E). Hope Academy also provides its students with opportunities to exceed the rigor and expectations of the Core 40 diploma track. Gagyi noted, "Anything we don't offer, we offer through the online PLATO (digital curriculum alternative/supplement) alternative. If a student wants to pursue an Academic Honors diploma, then that's what our PLATO option is for" (Indicator 4.3.E). With regard to Hope's diploma tracks, a member of the teacher focus group explained, "If a (Hope Academy) student has passed the three basic math classes, they can explore more rigorous math curricula via PLATO. These opportunities allow students to potentially earn an Academic Honors diploma." Hope Academy also offers dual credit experiences via Ivy Tech Community College through the College and Career Readiness class and the Arts 100 course offered via Hope Academy's Visual Arts program (Indicator 4.3.E).

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 two or more 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 one 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.**

No significant concerns were found.

Hope Academy principal, Linda Gagyi stated that all of the curricula implemented at Hope Academy are informed by the education standards published by the Indiana Department of Education (Indicator 4.4.A). The lesson plans submitted for the observation process reflected Gagyi's assertion. Four out of four lesson plans implemented on the day of classroom observations at Hope Academy had Indiana Department of Education State Standards clearly identified within the context of the lesson plan. With regard to focusing instruction on an established standards-based learning objective, one teacher participating in the teacher focus group stated, "A lot of (Hope Academy's) teachers use SWBAT's ('Students Will Be Able To…' learning objectives) and I do my own variation of this. I look at the point of the Standard and use that to inform my learning objective" (Indicator 4.4.A). Another teacher in the focus group added, "In math, every day the objective is based on the Indiana Academic Standard we're dealing with." Hope Academy's curricular tracks have a summative endgame for students to receive a Core 40 high school diploma for the state of Indiana. The curricular requirements of Indiana's Core 40 high school diploma inform the course offerings at Hope Academy.

Hope Academy relies heavily on the Northwest Evaluation Association (NWEA) assessment to inform instruction, pedagogy, and curriculum revision (Indicator 4.4.E). Hope Academy tests students via the NWEA assessment three times per school year. In addition to NWEA, Hope Academy has recently incorporated the ACUITY College and Career Readiness test into the assessment culture. In accordance with expectations from the Indiana Department of Education, Hope Academy administers the End-of-Course Assessments for curricular tracks required to receive a Core 40 high school diploma in the state of Indiana (Indicator 4.4.C). Performance data from standardized assessments such as NWEA, ACUITY, state-standardized End-of-Course Assessments, are used to inform instruction, remediation, and curricular revision (Indicator 4.4.E).

In the teacher focus group, teachers reaffirmed the importance of student performance data generated via standards-based assessments. One teacher noted, "We do the NWEA…and we get that data so we can see how each student reads, and adjust instruction for each student. I do a lot of formative assessment, and if (the students are) completely clueless then (I) have to reteach" (Indicator 4.4.B). Another teacher in the focus group remarked, "The ECA data helps to inform instruction and remediation. How a student performs on the ECA drives the opportunity for ECA-specific remediation the closer we get to taking or retaking the ECA" (Indicator 4.4.E).

One aspect of Hope Academy's assessment culture that is unique when compared with conventional high school environments is Hope's emphasis on the "Recovery Model." In addition to student performance data generated via standardized formal assessments, Hope Academy supplements its assessment culture with recovery-based student performance data. Hope Academy chief operating officer, Rachelle Gardner went as far to say, "(One) could say that Hope is a 'Data Rich' environment. We have academic performance data and we have behavior data. We use the GAIN (Global Addiction Index Needs) assessment; we take it every month and we align it to NWEA (performance data). So the data we supply helps work towards a potential correlation" (Indicator 4.4.D). In addition to formal assessments like the GAIN, Hope Academy also tracks individual student recovery data via an expansive "Data Wall" in one hallway of the school. Indicators on the data wall reflect student performance with regard to one's individual recovery track. As students progress through stages of their recovery, an accumulation of days is tracked via the data wall to indicate quantifiably how many days a particular student has remained sober, with further benchmark accumulations (30 days, 60 days, 90 days, etc.) that help identify both students who have met these milestones and students who are currently working towards said milestones (Indicator 4.4.D).

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.**

No significant concerns were found.

Hope Academy uses the resources provided by Fairbanks to vet its prospective staff needs and inform Hope's hiring process. Hope Academy principal, Linda Gagyi confirmed this, "(Hope Academy) utilizes the HR Department at Fairbanks; that's the resource used for vetting candidates" (Indicator 4.5.A). Gagyi further outlined Hope's hiring processes by stating, "(Hope Academy) posts on the DOE website, (the hiring post) goes through Fairbank's HR system, the principal then analyzes the candidates (have they had a small-class-size setting, substance abuse/recovery background, etc.), then put together a team (one-to-two teachers and a recovery coach), pick the 'Top 5' candidates, then sit the candidates down and interview them. The same team that screens the candidates, interviews the candidates" (Indicator 4.5.A).

Hope Academy deploys a sufficient amount of faculty and staff to maximize instructional time and capacity (Indicator 4.5.B). Hope Academy benefits from having a quantitatively smaller student population compared to average student populations in conventional high school environments. With class roster sizes no larger than seven-to-eight students, Hope Academy can serve its student clientele in a more individualized context with smaller classes and more consistent implementation of "One-to-One"

teaching strategies. Hope Academy chief operating officer, Rachelle Gardner stated, "(Hope's current) model, the way we have it now, with around ten full-time employees, gives us a fine balance of support and success" (Indicator 4.5.B). This assertion was reinforced by members of both the teacher focus group and the student focus group. When asked how instructional strategies engage a wide range of student interests, abilities, and learning needs, one member of the teacher focus group stated, "The class size inherently helps with that. I couldn't do what I'm able to do if I had 20-30 students in the room." A student in the student focus group echoed this sentiment, "The thing I like most is the way teachers truly care, support you, and give you one-on-one attention" (Indicator 4.5.B).

In addition to Hope Academy's sufficient deployment of its faculty and staff, the teaching staff at Hope Academy are appropriately credentialed and certified. Hope Academy principal, Linda Gagyi confirmed, "As a high school, it's important to have licensed teachers in their discipline…All of (Hope Academy's) teachers are 'Highly Qualified;' all but one has a master's degree" (Indicator 4.5.C). In addition to Hope Academy staff members being licensed in their content area, it was also noted that some members of the Hope Academy staff have personal recovery-based backgrounds, whether working previously in a recovery-based environment or personally being in recovery themselves. These recovery-based backgrounds/experiences help to promote Hope Academy's culture of support by providing students with qualified teaching professionals who themselves have dealt with or are currently dealing with comparable, similar recovery-based experiences (Indicator 4.5.C). As one student in the student focus group noted, "Some of the teachers here were once addicts themselves, so they understand. And they really want you to graduate."

Hope Academy's professional development culture was initially found to be inconsistent and lacking. Formal professional development initiatives were identified by both members of the leadership interview and the teacher focus group; however, these opportunities were primarily specific to the previous academic year or singular to the beginning of the current academic year. In the previous academic year, Hope Academy principal, Linda Gagyi provided the teaching staff with a survey regarding the type or types of professional development individual teachers felt that they needed. "Last year, (Hope Academy) had staff members set a professional development goal at the beginning of the year that then got revisited throughout the year," Gagyi explained (Indicator 4.5.D). Both Gagyi and the staff identified that the most prominent, focused timeline for Hope Academy's professional development comes at the beginning of the academic year, specifically the first three days of the school calendar. "(Hope Academy's) school psychologist helps facilitate (professional development). The biggest focus for professional development is on the 'Substance-Based Learner'" (Indicator 4.5.D). Members of the teacher focus group confirmed this assertion, but expressed a

concern that they felt the professional development culture has been lacking since those first three days. "There was a lot (of professional development focus) at the beginning of the year, but not so much anymore," one member noted. Another added, "(Hope Academy) had a clinical specialist who would put on clinics every once in a while. (The clinical specialist) did it at the beginning of the year, but it's stopped for a while now" (Indicator 4.5.D). When asked about the current state of Hope Academy's professional development culture, one member of the teacher focus group simply stated, "I'd say it's non-existent." In their respective leadership interviews, both Hope Academy principal, Linda Gagyi and Hope Academy chief operating officer, Rachelle Gardner identified the recent regression of Hope Academy's staff-wide professional development and outlined their current plan to address and improve it. Gardner stated, "Both a verbal acknowledgement from the (Hope Academy) staff and observations of the staff needing more structured professional development around substance-impacted students" informed the decision to address Hope Academy's professional development culture. Gagyi outlined the plan in a correspondence sent to parents of Hope Academy students in early December, 2015 (Indicator 4.5.D). Beginning with the second semester of the 2015-2016 school year, Hope Academy will dismiss at 2:04pm, every other Friday, beginning on January 15th. Hope Academy's rationale for the early dismissal is to provide additional time specifically for formal, staff-wide professional development. Since Hope Academy's usual dismissal time is 3:20pm, an early dismissal two times a month will give the staff at Hope Academy at least 152 minutes of formal professional development each month. Both Gagyi and Gardner acknowledged the professional development concerns communicated by the Hope Academy teaching staff, and they are reacting to said concerns with an immediate, focused initiative. As Gardner stated, "(Hope Academy's) teachers need tools to help them in the classroom. (Hope Academy) really needed to evaluate the staff that we have (with regard to engaging the Substance-Based Learner). The (more experienced) staff get it, but they weren't able to mentor (the inexperienced staff) like we had hoped. So (Hope Academy) administration wanted to step in and develop some scaffolding strategies specific to substance-impacted learners" (Indicator 4.5.D). While the initial focus will be on building-wide professional development strategies, both Gagyi and Gardner stated that their goal is to evolve Hope Academy's professional development culture so it can eventually focus on discipline-specific initiatives in each respective curricular content area.

While staff-wide professional development was identified as a concern by Hope Academy's teaching staff, individual professional development was identified as a positive aspect of Hope Academy's professional development culture by multiple stakeholders. One member of the teacher focus group stated, "As a whole staff, (professional development is) not really happening. Certain people are addressing individual PD needs, but as a staff it's not happening." Regarding professional

development from an individualized need, Gagyi noted, "(Hope Academy has) staff members attend satellite PD for their grad programs, for their personal experience, and/or as safety coordinators." A member of the guidance focus group confirmed their individual professional development needs were being met, "I've asked to go to two things, a DOE workshop and the State School Counselor Seminar, and have been granted" (Indicator 4.5.D).

Professional Development opportunities at Hope Academy are determined through analyses of student attainment and improvement (Indicator 4.5.E). Hope Academy principal, Linda Gagyi explained, "Because several of (Hope Academy's) goals are based around recovery…Rachelle (Gardner, Hope Academy chief operating officer) and I feel like (professional development needs are) a result of needing more information and strategies on how best to work with substance-impacted students. While (Hope Academy does) extensive PD in the fall around this topic, we feel like it needs to stay in the forefront throughout the school year" (Indicator 4.5.E).

With regard to Hope Academy's "Teacher Evaluation" model, it more than meets the criteria outlined in Indicator 4.5.F. Hope's "Teacher Evaluation" plan is "explicit," and "regularly implemented with a clear process and criteria" (Indicator 4.5.F). Hope Academy principal, Linda Gagyi provided copies of both the "Short Observation" and "Long Observation" evaluation resources that inform Hope's "Teacher Evaluation" model and they were found to be in compliance with the terms and expectations of Indicator 4.5.F. Hope Academy's "Teacher Evaluation" process is modeled specifically off of "Indicator #2" of the "RISE Evaluation and Development System" teacher effectiveness rubric published by the Indiana Department of Education (Indicator 4.5.F). "RISE" performance metrics such as "Develop student understanding and mastery of lesson objectives," "Engage students in academic content," and "Create classroom culture of respect and collaboration" are all incorporated, verbatim, in the context of Hope Academy's "Teacher Evaluation" model resources (Indicator 4.5.F). Hope Academy principal, Linda Gagyi meets with each member of her teaching staff twice a year for formal evaluation meetings, "With the (formal) evaluations, that's where (the evaluated teacher and I) sit and down and we talk about (teacher performance). We'll look at the RISE rubric, Domain #2, and we'll look at the indicators and talk about how (the evaluated teacher) has progressed." Members of the teacher focus group confirmed the formal timeline of the "Teacher Evaluation" model. One teacher stated, "(The Hope Academy principal) does an evaluation process with a RISE-informed checklist, and then does formal observations throughout the semester, and (the teaching staff) usually gets the short (observations) back within a day or two and the comprehensive evaluation at the end of the semester" (Indicator 4.5.F). Gagyi noted that formal evaluation meetings were not a process of disseminating finite evaluative conclusions to members of her teaching staff, but rather that the meetings were intended to be a collaborative

dialogue that address both what was formally observed per the terms of Hope's "Teacher Evaluation" model and what might have been implemented by the evaluated teacher but not formally observed by the evaluator, "I like (the evaluated teachers) to advocate for themselves. So if there's something that I haven't seen and they believe they should be scored higher, I invite them to show me the evidence so I can reward them."

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.

No significant concerns were found.

Focus group interviews involving staff, students, parents and school leadership revealed that all stakeholders associated with Hope Academy are knowledgeable of and committed to the school's mission (Indicator 4.6.A). Hope Academy's mission statement is a focal point of emphasis on the school's website, "The mission of Hope Academy is to provide a safe, sober, and challenging school experience for students who share a commitment to educational achievement and personal growth." Each focus group confirmed an understanding of this mission and acknowledged an adherence to the mission across all role-players. The specific terms, "safe," "sober," and "recovery" were consistently and organically expressed from all stakeholders at Hope Academy (Indicator 4.6.A).

In the leadership interview, Hope Academy principal, Linda Gagyi estimated that every stakeholder connected to Hope Academy knows, understands, and shares its mission. "Even if (the stakeholders) can't repeat it verbatim, they definitely understand it" (Indicator 4.6.A). When asked how many of the Hope Academy stakeholders understood the mission at the time of the leadership interview, Gagyi stated, "100%." Hope Academy chief operating officer, Rachelle Gardner supported Gagyi by saying, "It should be 100%," and that all Hope Academy stakeholders, "should say this is a safe, supportive school for (one's) recovery" (Indicator 4.6.B).

The staff focus groups; which comprised teachers, recovery coaches, and guidance counselors; all concurred that all of Hope Academy's stakeholders understood the mission. One recovery coach noted, "(Hope's mission is) to provide these kids with a quality Core 40 diploma and provide a safe, sober environment with the goal of participating in a communal recovery lifestyle" (Indicator 4.6.A).

The students involved in the student focus group unanimously agreed that they feel "safe" at Hope Academy and that the school is providing "support" for their recovery

experiences. When asked directly "Is the school providing support for your recovery?" two students responded with an emphatic, "YES," to which one of the students asked the other members of the focus group, "Does everyone here agree with that?" All members of the focus group responded, "Yes" (Indicator 4.6.B).

When asked directly, "Is the school's mission clearly understood by all stakeholders?" the entirety of the parent focus group responded with a unanimous, "Yes," with one parent qualifying that the stakeholders at Hope Academy are all, "very strong and very supportive" (Indicator 4.6.B).

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.**

Significant concerns were found in Indicator 4.7.D.

Hope Academy's "Student and Family Handbook" has comprehensive expectations identified with regard to conventional school facets such as "Attendance," "Student Behavior," and "Discipline" (Indicator 4.7.B). The "Hope Academy Community Expectations" section of the handbook identifies a diverse list of student performance indicators such as "Arrival," "Dismissal," "Cafeteria," "Personal Space/Boundaries," "Language," "Cell Phones," and "Dress Code" (Indicator 4.7.A). In addition to the performance indicators, Hope Academy's "Student and Family Handbook" includes a "Major Behavior" discipline metric/matrix that clearly outlines what formal disciplines correlate to major discipline behavior issues for a "First Offense," a "Second Offense," and "Repeated Offenses." Major behaviors such as "Possession, Sale (sic), and/or distribution of illegal substances or other known substances or other known intoxicants on school grounds" and "Verbal or Physical Abuse to Staff" are identified by the "Major Behavior" discipline metric (Indicator 4.7.B). A "Minor Behavior" discipline metric follows the "Major Behavior" matrix. Minor behaviors identified include such common discipline issues as "Leaving School without Permission" and "Dress Code Violation," and these issues are compartmentalized across "First," "Second," "Third," "Fourth," and "Fifth" offenses (Indicator 4.7.B). Hope Academy also displays uniform behavior posters throughout the school. The "Interaction with Others," "Recovery Values," and "Our Work as Recovering…" posters were observed in multiple locations throughout the campus of Hope Academy (Indicator 4.7.A). The poster initiative is such a vital component to Hope Academy's student behavior culture that it was the only issue identified by Hope

Academy principal, Linda Gagyi when she was asked what specific concerns she had with regard to teachers/classroom instruction at Hope Academy prior to onsite classroom observations. Gagyi made a point to intimate how important the new posters were to Hope Academy's culture, how her staff had been instructed to reference the posters whenever it was relevant to a teachable moment within the context of one's classroom teaching, and that she expected the posters to be referenced during the onsite classroom observations. In addition to the positive behavior posters, the aforementioned "Recovery Data Wall" was further evidence that Hope Academy perpetuates a culture of positive behavior, recovery, and support (Indicator 4.7.A).

Hope Academy also employs formal, student-focused positive behavior programs and initiatives that benefit largely from an emphasis on frequency and consistency. Hope Academy's "Circles" initiative is a stellar example of this practice. "Circles" refers to a community meeting of all of Hope Academy's students and staff at the beginning and end of every week on the curricular calendar. Before the start of the curricular day, all students and staff meet to discuss tenets of recovery, read specific passages from recovery-based texts (like the "90 in 90" initiative), share upcoming goals and concerns, and participate in group activities (like reciting "The Serenity Prayer"). During the context of the "Circles" initiative observed, interactions between students and staff were witnessed to be those emblematic of a school culture that values and models positive, meaningful relationships between students and staff (Indicator 4.7.C). Staff members were asking students about specific facets of their lives/routines; students were sharing digital content on their smartphones (such as humorous internet memes) with their teachers; and an obvious atmosphere of trust, camaraderie, and support was evident (Indicator 4.7.C). One particularly effective facet of Hope Academy's recovery culture observed in the "Circles" initiative is the fact that Hope Academy employs staff members who are currently or have in the past been in recovery themselves. When discussion topics like "Here's How I Am Focusing On My Recovery Over Fall Break?" were addressed, staff members who are in recovery themselves articulated how they are focusing on their recovery, which serves to give the students of Hope Academy direct, tangible evidence that a person in their situation can progress with their recovery, lead a safe and sober lifestyle, and go on to a successful career. Hope Academy consistently implements direct reminders of positive behavior (such as the "Recovery Data Wall") and indirect reminders of positive behavior (employing teaching staff who are in recovery themselves), thereby maintaining a behavior culture of support and respect between students and staff (Indicator 4.7.C).

Interactions between faculty and administration were not observed to be consistently productive. While there was no direct observation of unproductive interactions between Hope Academy administration and faculty made by the CARES team, multiple members of both the teacher focus group and the guidance focus group expressed

frustrations with the current state of interactions between administration and faculty at Hope Academy (Indicator 4.7.D). One member of the teacher focus group directly stated, "Communication can be lacking." Another teacher added, "I think communication between administration and staff happens once a week at the (Hope Academy) meetings but when things change mid-week or mid-day there doesn't seem to be effective dissemination." With regard to interactions between administration and faculty, one member of the teacher focus group noted that "There does seem to be a 'last minute' culture (at Hope Academy)." This claim was reinforced by another member who recounted a specific incident where, "There was a situation at the beginning of the year when (the Hope Academy staff) found out that the (new) English teacher wasn't going to start at the beginning of the year, and a staff member was informed that day that they would have to develop English content the same morning it was supposed to be implemented." A concern regarding interactions between administration and faculty was not singular to the teacher focus group. One member of the guidance focus group noted, "With regards to (student) discipline, nothing is communicated at all. (The guidance staff) will eventually find out what is going on, but we will not find out directly. The student returns the next day and we're not told what the intervention was." With multiple members of multiple focus groups expressing concerns with the current state of interactions between faculty and administration, Hope Academy was found to be incompliant with Indicator 4.7.D.

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).**

No significant concerns were found.

Of all indicators across the entirety of the observation metric, Indicator 4.8.A, "The school has active and ongoing communication between the school and parents," was quantifiably the most agreed upon facet of Hope Academy's school culture across all stakeholders. Students, teachers, school leadership, and parents unanimously confirmed that ongoing communication was one of Hope Academy's strongest assets as a school environment.

When asked directly, "Is ongoing communication with students and parents clear and helpful?" all members of the parent focus group emphatically responded, "Yes" (Indicator 4.8.A). Parents in the focus group identified a diverse sample of communication methods including "emails," "phone calls," "a newsletter," and "meetings if necessary" (Indicator 4.8.D). One parent stated, "(Communication) depends on what the situation is, if it would require a face-to-face (meeting)…it usually involves a teacher, a principal, a counselor, it's more than just one person. It can even involve a representative of Fairbanks" (Indicator 4.8.B). The parents of the focus group also agreed that the frequency with which Hope Academy communicates with parents is acceptable. Text reminders are sent every Tuesday, Wednesday, and Thursday; emails and updates from counselors are generated "frequently;" and while Hope's Parent Newsletter is only published once a month, one parent noted "if there are activities that

are highlighted in the newsletter, (Hope Academy) will send out reminders" (Indicator 4.8.B). Academic performance feedback at Hope is formally disseminated via midterm reports and end-of-grading period report cards (Indicator 4.8.C). The parent focus group made a point to communicate that in addition to the midterm/end-of-grading period updates, the staff at Hope Academy stays in consistent contact with parents regarding student performance. Teachers were praised for having open email dialogues with parents, some teachers were identified as exceeding parent expectations regarding communication. One parent noted, "They're even really good about contacting (parents) about good things. Like, 'I just wanted to let you know that I love having [CHILD'S NAME REDACTED] in class,' and I'm like, 'Oh my god thank you'" (Indicator 4.8.A). The parent focus group also agreed that Hope Academy takes appropriate steps to assure clarity and understanding when parents do not fully understand communications. One parent directly stated, "If I have a question, I just email right back and ask for clarification. And they're really good about addressing my concern and getting back to me" (Indicator 4.8.A).

The teacher and leadership focus groups reinforced the sentiments expressed in the parent focus groups. Regarding communication at Hope Academy, one member of the teacher focus group noted, "From student to parent, I've never really had a problem." One of the recovery coaches interviewed remarked, "I think communication with parents is excellent. (The Hope Academy staff), and our administrative assistant, they do an excellent job of communicating with parents" (Indicator 4.8.A). With regard to the diversity and frequency of communication, Hope Academy principal, Linda Gagyi identified, "(Hope does) our 'Parent Nights,' we do student-led conferences, we do report cards or progress reports every three weeks, we have a parent email list. I'd say we communicate with parents at least once a week." Hope Academy "screens for preferred method of contact during the (student/parent) interview process," according to Hope Academy chief operating officer, Rachelle Gardner. In addition to the communication methods identified by the parent focus group, Gagyi added, "(Hope has) our website, teachers have blogs on there, we do Facebook updates three days a week," and that "For parents that don't have email, our Administrative Assistant will take (the content of the correspondence) and call" (Indicator 4.8.D).

4.9. Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice?	
Does not meet standard	The school's special education files present concerns in two or more of the following areas: a) services outlined within Individualized Education Plans (IEPs) do not adequately match the exceptional needs of the student; b) each need identified within the IEP does not have a corresponding goal and plan for assessment; c) all goals are not rigorous or based on state or national learning standards; d) evidence does not demonstrate that goals have evolved each year as the student developed; e) specifically designed curriculum is not outlined.
Approaching standard	The school's special education files present concerns in one or more of the following areas: a) services outlined within Individualized Education Plans (IEPs) do not adequately match the exceptional needs of the student; b) each need identified within the IEP does not have a corresponding goal and plan for assessment; c) all goals are not rigorous or based on state or national learning standards; d) evidence does not demonstrate that goals have evolved each year as the student developed; e) specifically designed curriculum is not outlined.
Meets standard	**All of the following are evident in the school's special education files: a) services outlined within Individualized Education Plans (IEPs) adequately match the exceptional needs of the student; b) each need identified within the IEP has a corresponding goal and plan for assessment; c) each goal is rigorous and is based on state and national learning standards; d) explicit evidence exists to demonstrate that goals have evolved each year as the student develops; e) specifically designed curriculum is outlined.**

Hope Academy: Fall, 2015

Special Education Audit

Azure DS Angelov, Ph.D.

This report compiles a review of all practices and procedures specific to special education services at Hope Academy (Hope). The results of this evaluation are based on the following pieces of data collected onsite: classroom observations, review of internal processes and procedural manuals, interviews with general education and special education staff, interviews with students with IEPs, review of 100% of IEPs housed at Hope, DOE data bases, Hope website, and follow up interviews with eligible families of students with IEPs at Hope.

Standard 4.9: Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice?

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

Hope Academy is a unique an innovative secondary environment for students navigating addiction. Currently, Hope has an extremely small number of students with IEPs. Students with IEPs are making academic growth and IEP files are legally compliant. Recommendations were made specific to supporting students transitioning in and out of the program based on their recovery. Currently, Hope meets all the indicators outlined in standard 4.9.

4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	
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: a) appropriate staff have a clear understanding of current legislation research and effective practices relating to the provision of ESL services; b) 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: a) appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; b) 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: a) appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; b) relationships with students, parents, and external providers that are well-managed and comply with law and regulation.

Not applicable

Appendix A:

HOPE Academy Classroom Observation Summary

Four (4) classrooms were observed using the instrument provided by the Office of Education Innovation for Mayor-Sponsored Charter Schools of the Office of the Mayor of the City of Indianapolis. Each observation lasted approximately 30 minutes, and over half of the teaching staff was observed once. Classroom observers spent 2.00 hours (120 minutes) observing 4 classrooms, 15 students, and 4 teachers. On average, each observation lasted 30 minutes and the observed student to teacher ratio was 3.75:1

Classroom Environment

0% (0/4) had learning objectives observed posted in the learning environment. 100% (4/4) had state standards observed posted in the learning environment. 100% (4/4) used critical vocabulary. 100% (4/4) incorporated challenging content. While 50% (2/4) of the lesson plans submitted for the observation process identified opportunities for differentiation, 0% (0/4) of the classrooms observed exhibited differentiation within the context of the lesson sequence observed. 0% (0/4) of the lesson plans submitted for the observation process addressed how the lesson content/sequence built on prior knowledge.

Learning Environment

The observers categorized observed learning experiences into four main categories. 50% (2/4) of lesson sequences observed incorporated Remember/Understand Activities. 100% (4/4) of lesson sequences observed incorporated Apply/Perform Activities. 25% (1/4) of lesson sequences observed incorporated Analyze/Evaluate Activities. 0% (0/4) of lesson sequences observed incorporated Create/Design Activities. 50% (2/4) of classrooms observed incorporated learning experiences that were found to be ineffective.

50% (2/4) of classrooms contained rich print materials. 25% (1/4) showed examples of exemplary student work. 100% (4/4) displayed a daily schedule. 100% (4/4) had posted behavior expectations. 75% (3/4) had culturally relevant materials.

Behavior Management

The site team observed proactive and reactive techniques. The site team recorded that the 4 classrooms observed employed proactive discipline with a frequency of 82.5% compared to 17.5% reactive discipline. Student engagement was fairly consistent. Please see the table below.

Site Visit Classroom Observations

Number of Site Visitors: 1

Total Time Observing (Min)	Average Time in Classroom
120	30

Students Observed	Teachers Observed	Ratio (S:1T)
15	4	3.75:1

Topic of Lesson	
Math: Postulates and Triangles	Language Arts: Personal Narrative
Science: Atomic Theory	Social Studies: The Gilded Age/Jacob Riis

	All		Most		Half		Few		None	
Proportion of Students Engaged During:	**#**	**% Total**	**#**	**% Total**	**#**	**% Total**	**#**	**% Total**	**#**	**% Total**
Beginning of Lesson										
First Interval	3	75%	1	25%	0	0.0%	0	0%	0	0.0%
Second Interval	2	50%	2	50%	0	0.0%	0	0.0%	0	0.0%
Third Interval	1	25%	3	75%	0	0.0%	1	0.0%	0	0.0%
End of Lesson										