



INDIANA STATE BOARD OF EDUCATION

MEMORANDUM

To: Members, Indiana State Board of Education
From: Ron Sandlin, Senior Director of School Performance & Transformation
Date: December 9, 2020
RE: School Improvement Intervention – Kindezi Academy at Joyce Kilmer School 69

ISSUE: Kindezi Academy at Joyce Kilmer School 69 (1118) within Indianapolis Public Schools (5385) is currently in the fifth year of school improvement intervention. Pursuant to IC 20-31-9-9, the Indiana State Board of Education shall, not later than December 31 of the fifth year of an intervention, conduct a public hearing to consider and hear testimony on the success of the intervention and take one of the of following actions:

- (1) Return the school to the school corporation for operation.
 - (2) Implement a new intervention based on the options outlined in state law.
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RECOMMENDATION: Approve the plan proposed by Indianapolis Public Schools to extend the innovation agreement for one year to allow for additional school quality reviews and performance monitoring that have been disrupted by the COVID 19 emergency.

The one-year extension reflects the reality and challenges schools and communities are currently facing related to the COVID 19 pandemic and ensures everyone involved can focus on supporting their students and staff through these unprecedented times. Additionally, Indianapolis Public Schools have presented a robust and clear plan to evaluate the school's performance once the statewide emergency has concluded and officials are able to safely engage with students, staff, and members of the community.

BACKGROUND AND ANALYSIS: In February 2017, the Indiana State Board of Education approved Indianapolis Public School's plan to improve student performance at Joyce Kilmer School 69 through the creation of a participating innovation network charter school in partnership with the Indianapolis-based charter school operator, Neighborhood Charter Network.

Indianapolis Public Schools Proposal: The Governing Board for the Indianapolis Public Schools approved a one-year extension for the innovation network agreement on November 19, 2020. This extension allows the corporation to fully execute the school quality review process that has been disrupted by COVID 19, make adjustments to the performance management framework to the context of COVID 19, if needed, and/or consider an additional one-year extension if the circumstances require.

Performance Management: Kindezi Academy has demonstrated progress towards achieving the performance benchmarks established to measure the success of the intervention (see the school performance profile included with this memo). The shift to a more rigorous ILEARN assessment in 2019 resulted in a drop in student proficiency, which has led Board staff to revisit those benchmarks considering the new baseline. The new benchmarks are not currently reflected in the school's performance profile.



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In addition to the student performance benchmarks established by the State Board of Education, Indianapolis Public Schools has developed a robust performance management process to monitor quantitative and qualitative indicators of success. The initial findings of this work, and the inability to fully complete the analysis due to the impact of the COVID 19 pandemic, served as the main justification for the proposed plan to extend the agreement for one additional year.

Impact of COVID 19: The school closures and remote learning environment that have resulted from the COVID 19 pandemic have disrupted the traditional renewal process established by Indianapolis Public Schools. The corporation identified the following challenges:

- Lack of most data from the last quarter of 2019-2020 and no summative state data from 2019-2020
- Later-than-typical beginning-of-year data
- Practical safety considerations with the cross-functional, full-day Renewal School Quality Review visit
- Schools and central staff are keenly focused on safe teaching and learning in this new environment

NEXT STEPS: If approved, State Board of Education staff will work with officials from Kindezi Academy and Indianapolis Public Schools to monitor the renewal process over the next twelve to eighteen months. Board staff will review the findings of the comprehensive school quality review process in addition to demonstrated progress towards performance benchmarks to ensure sufficient progress is being made.

Based on these findings, an additional recommendation regarding the future of the intervention may be brought to the Board for consideration based on proposed actions by Indianapolis Public Schools or any determinations made based on the State's performance management system.

Report Card Summary

Student Growth Points
86.6

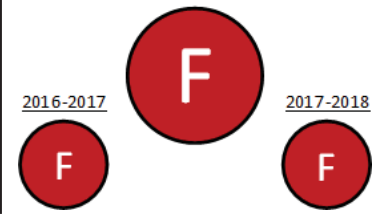
Student Performance Points
6.3

Overall Rating
46.5

School (Grades):
Kindezi Academy at Joyce Kilmer School 69 (K-6)
Corporation:
Indianapolis Public Schools

Intervention Model:
Innovation Network School
Initial Year of Intervention:
2016/2017

2018-2019 Letter Grade

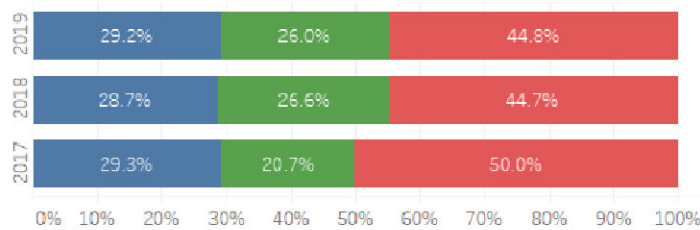


PERFORMANCE BENCHMARKS – IS THE SCHOOL MEETING ITS GOALS?

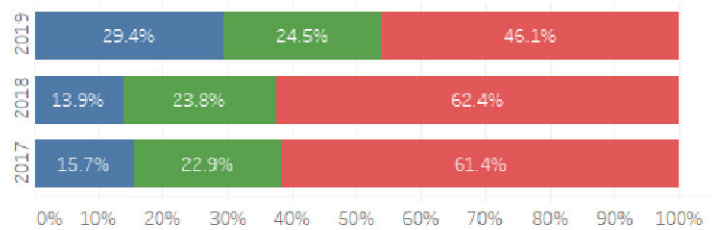
	BASELINE <i>16/17</i>	YEAR 1 <i>17/18</i>	YEAR 2 <i>18/19</i>	2 YEAR GOAL	YEAR 3 <i>19/20</i>	YEAR 4 <i>20/21</i>	YEAR 5 <i>21/22</i>	5 YEAR GOAL
1	Increase the total student growth points for the bottom 25% as measured by Indiana's statewide assessment.							
	ELA 73.9	87.9	79.4	ELA 90.0				ELA 75.0
	Math 53.0	50.4	84.0	Math 75.0				Math 65.0
2	Increase the percentage of students enrolled 2+ years achieving proficiency as measured by Indiana's statewide assessment.							
	ELA 22.0%	18.4%	1.1%	ELA 30.0%				ELA Meet or Exceed State Avg
	Math 8.5%	8.3%	3.1%	Math 40.0%				Math Meet or Exceed State Avg
3	Decrease the percentage of students earning low growth in math as measured by Indiana's statewide assessment.							
	61.4%	62.4%	46.1%	<55%				<40%

STUDENT ACHIEVEMENT – ARE STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY ON THE STATEWIDE ASSESSMENT?

% of Students by Growth Category - ELA

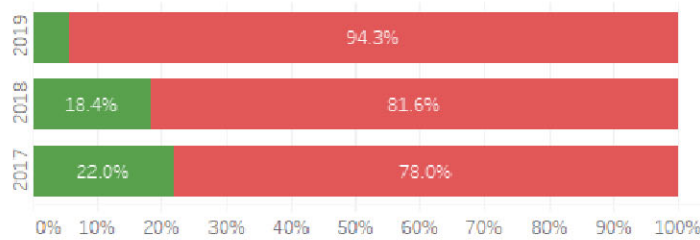


% of Students by Growth Category - Math

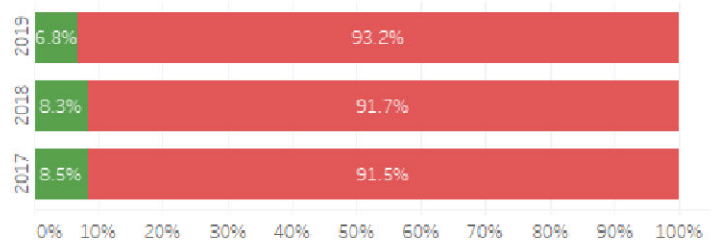


■ High Growth ■ Typical Growth ■ Low Growth

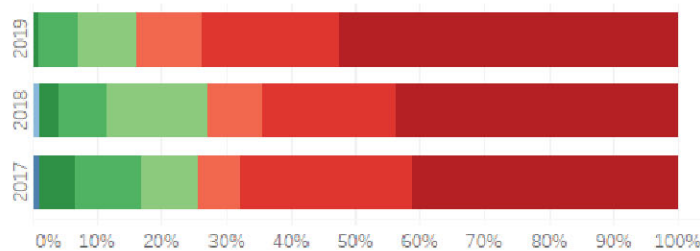
% Proficient - ELA



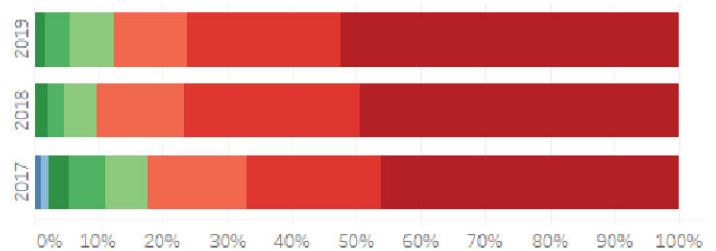
% Proficient - Math



% of Students by Academic Peer Group - ELA



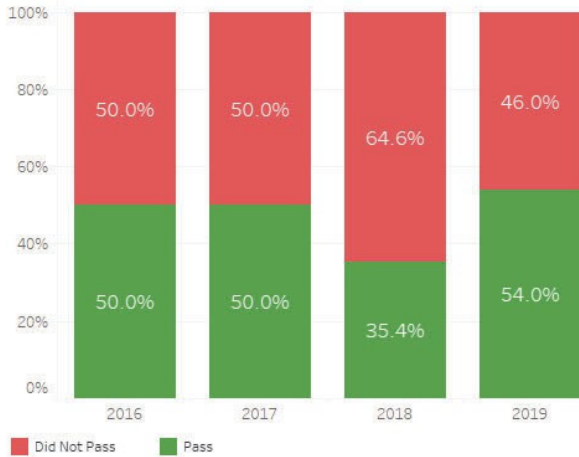
% of Students by Academic Peer Group - Math



■ PP2 ■ PP1 ■ P3 ■ P2 ■ P1 ■ DNP3 ■ DNP2 ■ DNP1

THIRD GRADE LITERACY – ARE STUDENTS READING ON GRADE LEVEL AT THIS CRITICAL STAGE?

IREAD 3 Proficiency

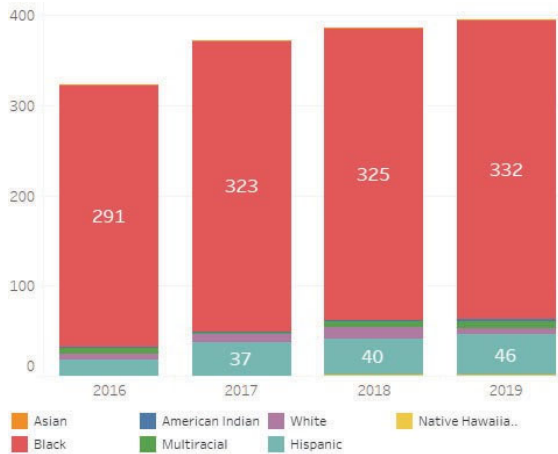


STUDENT ATTENDANCE & MOVEMENT – ARE STUDENTS IN SCHOOL & STAYING AT THIS SCHOOL?

	Total Enrollment	Attendance	Model Attendees	Mobility Rate	Stability Rate
2018/2019	395	92.6%	45.1%	50.4%	72.4%
2017/2018	387	93.6%	48.9%	55.0%	67.9%
2016/2017	372	99.5%	-	-	-

STUDENT DEMOGRAPHICS – WHO GOES TO SCHOOL HERE?

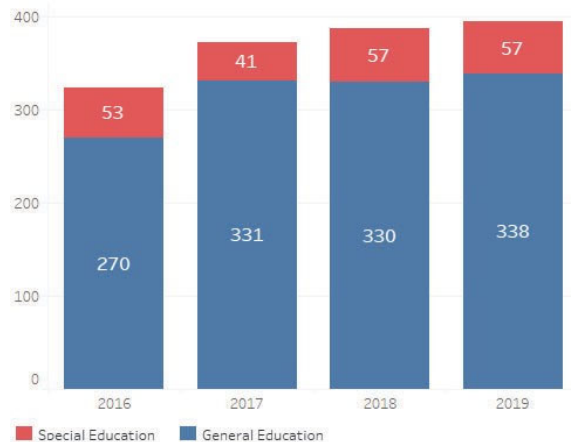
Enrollment by Ethnicity



Enrollment by Free and Reduced Lunch



Enrollment by Special Education Status



Enrollment by English Language Learners

