

Current Landscape Analysis for Institute for the Creative Arts Charter High School

I. Brief Performance Snapshot

Institute for the Creative Arts Charter High School received an **F rating** based on low overall achievement in ELA and Math. Our inaugural enrollment was less than 50 students, so we did not have enough students enrolled in Biology to receive a rating for any of our science scores, and we did not have a significant score in many of the other growth categories that determined this rating. The school serves many high-needs and former homeschool students who either have low scores from their previous schools or for whom we have no prior data, thus no calculation of growth. The ATLAS Math scores for our students in both Algebra and Geometry were at or below the state average for 2024-2025, with a very low proficiency rating, and the ELA scores were below 50% proficient.

II. Identified Root Causes

1. Lack of employment and help

- The resignation of the inaugural Dean of Students in October 2024 left Mr. Johnson in place as the acting Dean as well as the full-time science teacher.
- Our staff did not have access to a substitute teacher or any para-professional to help during absences. Core teachers covered multiple classes at a time when one or more teachers were out due to illness or other reasons.
- Our staff did not initially have proper Special Education implementation due to the fact that the Dean who resigned in October 2024 was also the certified Special Education professional on staff. She was non-compliant in completing the IEP files and had not implemented any resources for the students requiring services such as Speech and Occupational Therapy. At her exit, Mrs. Lucero began an Alternative Licensure Plan for Special Education endorsement while continuing to teach Mathematics full-time, and therapy services were in place for students by January. Modifications were implemented for all IEP and 504 students immediately upon receipt of student IEP files from their transfer schools, which sometimes took an extended period of time to receive from the out-of-state transfer schools especially.

2. Data Use & Progress Monitoring

- The school-wide data monitoring started later in the school year, due to the resignation of the inaugural Dean of Students. In addition, we did not have access to prior-year ATLAS scores for any of our students, in order to be able to determine growth goals.
- Homeschool students lacked any previous ATLAS data. This meant we did not have a baseline to determine the needs of these students.
- Action steps following data meetings were not clearly documented or monitored for growth of students.

3. Planning and implementation of critical resources

- Our RTI time was not implemented until November 2024 of the school year – again due to the oversight of the resigning Dean of Students in October 2024. This meant that many of the interventions were not put into place until students had already fallen behind.

- ATLAS Fall Interim assessments were not given until late November. Therefore, we had no data on many students until this point, due to the fact that many of our students came from home school situations, out-of-state, or private schools with no previous data.

4. Talent, Support, and Conditions

- As a new charter school with limited enrollment, our assessment data is highly sensitive to individual student outcomes - even a small number of struggling learners will significantly affect overall performance indicators. Our low population did not provide the statistical buffer needed to balance out low test scores. We also had no score given on some of the ATLAS assessments because we did not have enough students taking the assessment to count (less than 15 testing).
- Coaching and feedback cycles for teachers were inconsistent during our start-up year, due to the fact that the interim Dean of Students was teaching core curriculum full time as well as fulfilling administrative duties.
- Student chronic absenteeism reduced instructional time and undermined learning.

III. Current Actions & Improvement Plan Components

The school has begun to address these root causes and is organizing its school improvement work around four priorities.

Priority 1: Strengthen Core Instruction (Especially Math)

Key Actions (2025–2026):

- Spring 2026 - we will be using ATLAS data and class scores to implement tutoring for Math and ELA for students scoring less than proficient on ATLAS interim exams.
- We have implemented RTI for the entire school year, using class scores as well as ATLAS data to determine students who will receive extra instructional time in their core classes.
- We will be utilizing the ATLAS portal to have students practice measurable skills within the system every Friday. This practice will be skills-based and focused on content strands, in order to prepare students for the summative ATLAS assessment. This is to address the familiarity and comfort level of the students with the ATLAS test model.
- We have implemented transparency with the students. They have a full understanding of the ATLAS assessment and its purpose. We are sharing their scores with them so they better understand their deficiencies. We will then focus on these areas in order to improve their growth scores.

Priority 2: Lack of employment and help

Key Actions (2025–2026):

- Institute for the Creative Arts now has a full-time paraprofessional as well as adjunct instructors to serve in the classroom when needed for teacher absences.
- We now have a full-time Dean of Students who is not serving in a teaching capacity.
- We are hiring additional tutors for the Math and ELA courses:

- Tutors will focus on core foundational skills that students lack.
 - The ATLAS data and class results will be used for targeted tutoring.
 - The tutors will work with core teachers to identify each student's skill needs and determine the focus and length of instruction.
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Priority 3: Planning and Implementation of Critical Resources

Key Actions (2025–2026):

- We now have access to more student data, and we are analyzing it to implement tier 2 interventions during RTI as well as to assign focused tutoring, in addition to guiding core instruction.
 - We have established a needs-based RTI period that takes place four days each week. Teachers identify students requiring additional support and provide targeted one-on-one support or small-group interventions addressing skill deficits evident in classroom performance or assessment data.
 - We have administered the ATLAS interim assessment and have set a matrix of growth for the students. We have allowed them to see how they are doing and the specific skills that require improvement.
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Priority 4: Talent & Support Aligned to Need

Key Actions (2025–2026):

- Enrollment for 2025-2026 has doubled from our inaugural enrollment from 2024-2025, giving us a significant boost in the number of measurable data points for the actual state rating assessment for our school. This increase in enrollment will help counterbalance the low test scores more effectively.
 - We will be implementing in-school placement assessments for those students transferring from homeschool, private school, out-of-state schools, or any other institution that does not provide us with data.
 - With our full-time Dean of Students in place, monitoring and follow-up of chronic absenteeism has improved.
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These actions will be further detailed in the comprehensive School Improvement Plan submitted for approval at the March CAP meeting, including specific metrics, timelines, and responsible parties.