

DIAGNOSTIC REVIEW REPORT FOR JACQUES MARQUETTE ELEMENTARY SCHOOL

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46403

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September 21 - 24, 2014



North Central Association Commission on Accreditation and School Improvement (NCA CASI), Northwest Accreditation Commission (NWAC) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED®.

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Introduction to the Diagnostic Review

The Diagnostic Review is carried out by a team of highly qualified evaluators, who examine the institution's adherence and commitment to the research-aligned AdvancED Standards and Indicators. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning and operations.

The Diagnostic Review Team used the AdvancED Standards and Indicators and related criteria to guide its evaluation, looking not only for adherence to Standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality. Using the evidence at their disposal, the Diagnostic Review Team arrived at a set of findings contained in this report.

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, school effectiveness and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's *Standards for Quality* were developed by a committee comprised of talented educators from the fields of practice, research and policy. These leaders applied professional wisdom, deep knowledge of effective practice and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement. Prior to implementation, an internationally recognized panel of experts in testing and measurement, teacher quality and education research reviewed the Standards and provided feedback, guidance and endorsement.

The AdvancED Diagnostic Review Team uses the AdvancED Standards, associated Indicators and criteria related to student performance and stakeholder engagement, to guide its evaluation. The Standards, Indicators and related criteria are evaluated using Indicator-specific performance levels. The team rates each Indicator and criterion on a scale of 1 to 4. The final scores assigned to the Indicators and criteria represent the average of the Diagnostic Review Team members' individual ratings.

Use of Diagnostic Tools

A key to examining the institution is the design and use of diagnostic tools that reveal how effectively an institution creates conditions and implements processes and practices that

impact student performance and success. In preparation for the Diagnostic Review, the institution conducted a Self Assessment using the AdvancED Standards and Indicators and provided evidence to support its conclusions.

The Diagnostic Review Team deploys a series of diagnostic tools to gather evidence, analyze data and reach consensus on the findings of the report. These instruments include:

- A student performance analytic that examines the quality of assessment instruments used by the institution, the integrity of the administration of the assessment to students, the quality of the learning results, including the impact of instruction on student learning at all levels of performance and the equity of learning that examines the results of student learning across all demographics
- A stakeholder feedback analytic that examines the results of perception surveys seeking the perspective of students, parents and teachers
- The Effective Learning Environments Observation Tool (eleot) is a state-of-the-art, learner-centric observation instrument that quantifies students' engagement, attitudes and dispositions organized in seven environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning and Digital Learning. All evaluators must be trained, certified and reach acceptable levels of inter-rater reliability in order to use this research-based and validated instrument.

The Diagnostic Review Team's findings and critical observations are shared in this report through the Indicator ratings, identification of Powerful Practices, Opportunities for Improvement and Improvement Priorities.

Powerful Practices (Performance Level 4)

A key to continuous improvement is the institution's knowledge of its most effective and impactful practices. Such practices serve as critical leverage points necessary to guide, support and ensure continuous improvement. The Diagnostic Review process is committed to identifying conditions, processes and practices that are having the most significant impact on student performance and institutional effectiveness. The Diagnostic Review Team has captured and defined Powerful Practices that it identified as essential to the institution's effort to continue its journey of improvement.

Opportunities for Improvement (Performance Level 2)

Every institution can and must improve, no matter what levels of performance it has achieved in its past. The Diagnostic Review Team has identified areas that, in its professional judgment, represent opportunities for improvement that should be considered by the institution.

Improvement Priorities (Performance Level 1)

The Diagnostic Review Team reviewed, analyzed and deliberated over significant bodies of evidence provided by the institution and gathered by the team during the process. For those instances in which this analysis yielded a Level 1 Indicator rating, an Improvement Priority has been identified by the team to guide improvement efforts. Improvement priorities are supported by extensive explanation and rationale to give school leaders and stakeholders a clear understanding of the conditions, practices, policies, etc., revealed through the Diagnostic Review process. Improvement priorities are intended to be incorporated into the institution's improvement plan.

The Diagnostic Review Process

Jacques Marquette Elementary School hosted a Diagnostic Review on **September 21-24, 2014**. The four-day on-site review involved an eight-member team, who provided their knowledge, skills and expertise for carrying out the Diagnostic Review process and developed this written report of their findings.

The Diagnostic Review Team expresses its appreciation to the staff and stakeholders of **Marquette Elementary School** for the hospitality and cooperation throughout the visit. The school is commended for their response to requests during the visits, scheduling student and parent interviews and overall general commitment to, in the words of Principal Sheldon Cain, "take the recommendations provided in the Diagnostic Review report to make Marquette Elementary the best it can be.

Prior to the start of the Diagnostic Review, the team engaged in conference calls and various communications through emails to complete the initial intensive study, review and analysis of various documents the school/system provided. The Lead Evaluator and the Associate Lead Evaluator conducted conference calls with the key leaders of the institution. School leaders planned and conducted the Internal Review thoughtfully and with transparency. The comprehensive Internal Review engaged a range of stakeholder groups. Evidence and documentation to support the school Self Assessment and other diagnostics were well-organized and easily accessed by the External Review Team members, but often did not include the relevant information requested or needed by the team.

During the Diagnostic Review, the team interviewed 64 stakeholders and observed 29 classrooms. Throughout the Diagnostic Review, the school system/school leaders, faculty and

staff were courteous in their interactions, curious about what “next steps” might entail and open in discussing the strengths and areas of challenge for Marquette Elementary School.

Stakeholder Interviewed	Number
System Level Administrators	3
School Administrators/Leaders	2
Teachers	16
Students	28
Parents/Community/Business Leaders	6
Support Staff	9
TOTAL	64

Using the evidence at their disposal, the AdvancED Diagnostic Review Team arrived at a set of findings contained in this report. The report is presented in three sections: Results, Conclusion and Addenda.

Results

Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results; instructional quality; learner and family engagement; support services for student learning; curriculum quality and efficacy; and college and career readiness data. These are all key indicators of an institution's impact on teaching and learning.

A high-quality and effective educational system has services, practices and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics that include strong communication skills, knowledge of content and knowledge of how to teach the content. The institution's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas.

To achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis and Printy (2002), staff members who engage in "active organizational learning also have higher-achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik and Loeb (2010), concluded that leadership in effective institutions "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found that a successful institution implements a curriculum based on clear and measurable expectations for student learning. The curriculum provides opportunities for all students to acquire requisite knowledge, skills and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities

for students to apply their knowledge and skills to real-world situations. Teachers give students feedback to improve their performance.

Systems with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision-making, (2) establishing a culture of data use and continuous improvement, (3) investing in an information management system, (4) selecting the right data, (5) building institutional capacity for data-driven decision making and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision-making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

Through ongoing evaluation of educational institutions, AdvancED has found that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 3 Teaching and Assessing for Learning

The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.

Indicator	Description	Review Team Score	School Self Assessment Score
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.	1	3
3.2	Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	2	2
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1	2
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1	1
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	1	2
3.6	Teachers implement the school's instructional process in support of student learning.	1	2
3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	1	2
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	3	2
3.9	The school has a formal structure whereby each student is well-known by at least one adult advocate in the school who supports that student's educational experience.	2	2
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	3	2
3.11	All staff members participate in a continuous program of professional learning.	1	2

3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	1	1
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Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Indicator	Description	Review Team Score	School Self Assessment Score
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	2	3
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions.	1	2
5.3	Professional and support staff are trained in the evaluation, interpretation and use of data.	1	2
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	1	2
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.	1	2

Student Performance (SP) Evaluation

The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	School Self Assessment Score
1. Assessment Quality	2	3
2. Test Administration	3	3

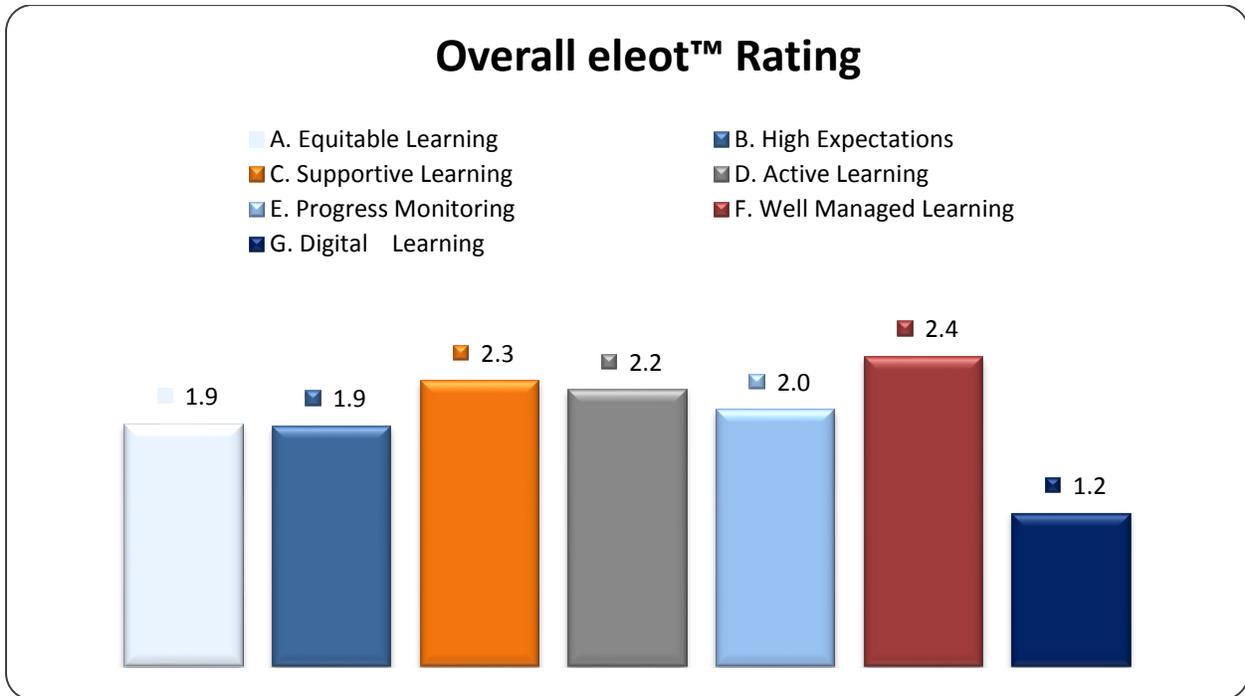
3. Quality of Learning	2	3
4. Equity of Learning	1	3

Effective Learning Environments Observation Tool (eleot™) Results

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool measures the extent to which learners are in an environment that is equitable, supportive and well-managed, an environment where high expectations are the norm and active learning takes place. It measures whether learners’ progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained on eleot™ and pass a certification exam to use the tool for observation. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4-point scale. During the review, team members conducted eleot™ observations in 29 classrooms. Four classrooms were not observed due to scheduling conflicts or teacher absences.

The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot™.



Eleot™ Summary Statement

The classroom observation data generally hover around the midpoint to lower midpoint range with a high of 2.4 (on a 4.0 scale) for **Well Managed Learning** to a low of 1.2 for **Digital Learning**. **Equitable Learning** averaged 1.9, **High Expectations** averaged 1.9, **Supportive Learning**, 2.3, **Active Learning**, 2.2, and **Progress Monitoring**, 2.0. Students were generally compliant with the teachers' requests. Most often instruction was geared to the whole group with little accommodation for individual student needs. While most teachers talked with the students in an even, well-modulated tone, there were a few classrooms in which teachers spent a considerable amount of time directing brash, verbal criticism at the students, instead of modeling some of their teaching peers who were able to manage the classrooms without the abrasive behavior.

Though technology was available in the classrooms, students were rarely using it. Any use of technology involved the teacher and even then seemed to provide minimal enhancement to the instructional strategies being used.

(Charts detailing eleot™ results are included in the addenda.)

Eleot™ Analysis

Equitable Learning Environment - Overall Ranking 1.9

1. Classroom observations suggest that students are seldom “provided differentiated opportunities and activities to address individual needs,” rated at 1.6 on a 4-point scale. Differentiation of instruction was evident/very evident in 17 percent of classrooms. The majority of classrooms employed teacher-centered lecture and whole-group instruction as the primary instructional delivery method.
2. Students’ having equal access to classroom discussions, activities, resources, technology and support was very evident in 7 percent of the classrooms and evident in 45 percent of classrooms. This component received a rating of 2.4 on a 4-point scale.
3. In approximately half of the classrooms (48 percent), it was evident or very evident that the students knew that rules and consequences were fair, clear and consistently applied. However, in seven classrooms (24 percent), there was no evidence that students knew the classroom rules, which resulted in students acting out in ways that were not conducive to learning.
4. Since the majority of classrooms used whole-group, teacher-centered lecture as the instructional delivery method, students seldom had opportunities to learn about their own and others’ backgrounds/culture/differences, earning 1.2 on a 4-point scale

High Expectations Learning Environment - Overall Ranking 1.9

1. Classroom observation reflected that high expectations established by the teachers were evident (45 percent) or very evident (3 percent) in about half the classrooms.
2. Similarly, observations revealed that activities and learning that were challenging but attainable were evident/very evident in 31 percent of classrooms.
3. Exemplars being used as part of the lesson delivery to effectively communicate learning expectations was rated 1.8 on a 4-point scale. The use of exemplars was evident/very evident in only 21 percent of classrooms.
4. Student engagement in rigorous coursework, discussions and/or tasks was evident/very evident in 10 percent of classrooms, meaning that in the majority of the classrooms, rigor was either only somewhat evident (48 percent) or not observed at all (41 percent).
5. The instructional strategy of asking students questions that require the use of higher order thinking skills was evident/very evident in 6 percent of classrooms. Given that this condition was not observed at all in two-thirds (66 percent) of the classrooms, this is an area of focus for school leadership.

Supportive Learning Environment - Overall Ranking 2.3

1. The Supportive Learning Environment was the second-highest rating out of the seven learning environments.
2. Occasions in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were evident/very evident in 20 percent of classrooms. Since most classrooms were teacher-centered and relied on whole-group instruction, there was little specific or individualized feedback for improvement.
3. Instances in which students demonstrated a positive attitude about the classroom and learning were rated 2.5 on a 4-point scale. Observers noted that the level of student compliance varied widely from teacher to teacher. Positive student attitudes were evident/very evident in 48 percent of classrooms.
4. Instances in which students were observed taking risks in learning (without fear of negative feedback), such as in questioning and class discussions, received a rating 2.1 on a 4-point scale. This indicator was evident/very evident in 37 percent of classrooms and not observed at all in 34 percent of classrooms.
5. It was evident/very evident that students were provided support and assistance to understand content and accomplish tasks in 45 percent of classrooms. This indicator received a rating of 2.4 on a 4-point scale, making it the third highest rated indicator in the Supportive Learning Environment.
6. It was evident or very evident that students were provided additional or alternative instruction and feedback at the appropriate level of challenge in only one out of every five classrooms, suggesting that differentiation of instruction to meet the needs of individual students was minimal.

Active Learning Environment - Overall Ranking 2.3

1. Opportunities for students to engage in discussions with the teachers and other students were evident/very evident in 28 percent of classrooms and not observed at all in 28 percent of classrooms. Instructional delivery focused mostly on teacher lecture is reflected in this Indicator's 2.1 rating.
2. Correspondingly, students making connections to real-life experiences were evident/very evident in 20 percent of classrooms and not observed in 41 percent of classrooms.
3. Active student engagement was evident or very evident in 42 percent of classrooms. Student participation was generally passive. Teacher-centered instruction was the primary mode of instructional delivery, with minimal opportunities for student problem-solving, investigative research or student-led inquiry.

Progress Monitoring Learning Environment - Overall Ranking 2.0

1. Instances in which observers noted students being provided with rubrics, answering questions from the teacher about progress, reviewing exemplars and/or being given opportunities to revise work based on teacher feedback occurred in some classrooms, but were infrequent.
2. It was evident/very evident that students were asked or quizzed about their individual progress/learning in 37 percent of classrooms.
3. It was evident/very evident that students had opportunities to revise or improve their work based on feedback in 27 percent of classrooms.
4. It was evident/very evident that students understood how their work was assessed in 24 percent of the classrooms.
5. The use of formative assessment to inform and guide instructional practices was limited.
6. It was evident/very evident that students demonstrated or verbalized understanding of the lesson/content in 31 percent of the classrooms.
7. It was evident/very evident that students were given opportunities to revise or improve their work based on feedback in 31 percent of the classrooms.

Well-Managed Learning Environment - Overall Ranking 2.4

It was evident/very evident that students

1. Spoke and interacted respectfully with teacher(s) and peers in 69 percent of classrooms
2. Knew classroom routines, behavioral expectations and consequences in 55 percent of classrooms
3. Followed classroom rules and worked well with others in 65 percent of classrooms

Smooth and efficient transitions from one activity to another were evident/very evident in 45 percent of the classrooms. These data indicate that many classrooms are well managed.

Nevertheless, there are a fair percentage of classrooms in which ineffective and inconsistent classroom management was the norm. This is an area that school leadership and teacher leaders can leverage to positively impact the culture of the school.

Digital Learning Environment - Overall Ranking 1.2

1. The Digital Learning Environment received the lowest rating of the seven learning environments.
2. Observers noted few instances in which teachers asked students to use digital tools or technology as learning tools.
3. If technology was being used in a classroom, it was primarily being used by the teacher.

FINDINGS OF THE DIAGNOSTIC REVIEW TEAM

OPPORTUNITY FOR IMPROVEMENT

Develop and implement a formal process that stimulates discussion about student learning and analysis of student assessment data through the use of collaborative learning communities across grade levels and content areas. Use the collaborative learning communities to ensure teachers monitor curriculum, instruction and assessments and systematically adjust curriculum, instruction, and assessment practices in response to data. **(Indicator 3.2)**

Indiana Turnaround Principles: 1.5 and 1.9

Supporting Evidence

In grades 3-6, 43 percent of all students passed both the English/language arts (ELA) and math ISTEP+ for the Spring 2014 testing cycle. In the core subjects of science and social studies, 22 percent and 45 percent of students in tested grades, respectively, passed the ISTEP+. The principal reported teachers meet after school in grade levels. However, teachers indicated these meetings do not happen on a consistent basis. An observation of a third-grade team meeting provided insight that the collaboration is useful. The staff survey states that 43 percent agree or strongly agree the school has a collaborative culture, 39 percent of staff agree or strongly agree all teachers have been trained to implement a formal process that promotes discussion about student learning and 25 percent of staff agree or strongly agree teachers participate in collaborative learning communities.

OPPORTUNITY FOR IMPROVEMENT

Enhance the informal system of classroom teachers advocating for their specific students to include all employees throughout the building by developing a formal structure that ensures all students are well-known by at least one adult advocate in the school who supports their educational experience. **(Indicator 3.9)**

Indiana Turnaround Principles: 2.1, 3.6

Supporting Evidence

It was evident through observation that teachers know the individual students in their classrooms. Student names and pictures were proudly displayed both inside and outside of classrooms. In stakeholder surveys, 74 percent of students agree or strongly agree teachers help them when they need it and 76 percent agree or strongly agree teachers care about them. Parents surveyed agreed or strongly agreed at a rate of 87 percent that their child has at least one advocate in the school. Only 43 percent of teachers agree or strongly agree the school has

a formal structure in place for student advocacy. However, there was no physical evidence to support a formal structure.

OPPORTUNITY FOR IMPROVEMENT

Improve the use of formative and summative assessment practices including the collection and analysis of data to inform instructional decision-making. **(Indicator 5.1)**

Indiana Turnaround Principles: 6.3

Supporting Evidence

The leadership team gathers data from a variety of sources (e.g., ISTEP+, IREAD 3, ISTAR and ACUITY). Based on staff surveys, 75 percent of staff strongly agree/agree that there is a process for using multiple measures of data to inform student learning and performance. However, 57 percent of staff strongly agree/agree that the data are used consistently across classrooms suggesting that nearly 40 percent of the staff cannot confirm the systematic use of this important practice. Based on feedback from the staff interviews, there currently is not a systematic process in place for ensuring data are analyzed and used to adjust instruction. Additionally, teachers shared that professional development has not been provided to support the expectation and effective use of using data. Interviews with support staff (resource teachers, counselors and parent liaisons) revealed that they have limited participation in data and/or faculty meetings. In reviewing the data on the Indiana Department of Education Compass site, the team noted a discrepancy between data reported by the leadership team and state-reported data (e.g., Special Education proficiency rates, attendance rates). In the review of provided documents (data notebooks, continuous improvement plans, etc.), there is limited evidence that data are consistently reviewed and discussed among the faculty to inform instruction or develop long-term school improvement strategies.

IMPROVEMENT PRIORITY

In collaboration with the school system, develop and implement a curriculum support documents to ensure rigorous and coherent learning experiences that are aligned with College and Career Ready State Standards (CCRSS), provide differentiated instructional strategies for all students and enable students to be prepared for success at the next level. **(Indicators 3.1 and 1.2)**

Indiana Turnaround Principles: 1.4, 1.5, 2.2, 2.3, 3.5

Supporting Evidence

Classroom Observations

Since the primary mode of instruction was teacher-centered and focused on teaching the entire class rather than individual students, the team rarely observed rigorous and differentiated instruction.

1. It was evident or very evident that in 6 percent of classrooms students were asked higher-order-thinking questions.
2. Evidence of “rigorous coursework” was evident/very evident in 10 percent of classrooms.
3. It was evident or very evident that in 17 percent of classrooms provided differentiated learning opportunities.
4. During classroom observations, it was noted a few teachers had the 2006 version of the Indiana Standards posted in their classrooms.

Stakeholder Surveys

Survey data strongly suggests that stakeholders do not perceive that the school is providing an equitable and challenging curriculum to all students

1. Only 32 percent of staff agree or strongly agree the curriculum is challenging and equitable
2. Of parents, 75 percent agree or strongly agree that teachers challenge their children and provide equitable curriculum

Interviews

1. Students in grades 3-6 consistently reported their homework and classwork were “too easy.”
2. Students also consistently reported that once they finished class assignments, teachers provided them with more worksheets related to the same assignments, rather than giving them more challenging work.
3. Parents who were interviewed, however, indicated that teachers challenge their students.

Student Performance Data

1. The 2013 ISTEP+ Growth Model placed Marquette Elementary in the Lower Growth/Lower Achievement quadrants on both math and English/language arts.
2. An analysis of longitudinal ISTEP+ data suggests that students’ pass rates tend to decrease as they progress through Marquette. Even though there is a high transient population at Marquette, no data were available to compare success for students who have been at Marquette for three or more years vs. those students who are more transient. Nonetheless, as a general rule, the longer students are at Marquette, the chances that they will pass the state-mandated assessments frequently decreases. As an example, when 2013-14 sixth graders were third -graders, 79 percent of the students passed the English/language Arts assessment. As sixth graders, only 53 percent passed. A review of the color-coded chart below will show similar trends throughout most grade levels.

Marquette Elementary School

Key ISTEP+ Data					
English/Language Arts Overall % Students Passing					
Grade	Spring 10	Spring 11	Spring 12	Spring 13	Spring 14
3	75%	79%	73%	73%	67%
4	79%	78%	68%	78%	72%
5	59%	81%	65%	61%	68%
6	58%	57%	64%	49%	53%
Total	69%	74%	68%	66%	65%
Mathematics Overall % Students Passing					
Grade	Spring 10	Spring 11	Spring 12	Spring 13	Spring 14
3	63%	74%	58%	60%	54%
4	61%	62%	39%	50%	37%
5	80%	97%	61%	39%	56%
6	57%	72%	59%	53%	25%
Total	65%	76%	54%	52%	43%

IMPROVEMENT PRIORITY

Develop, implement and monitor the consistent use of instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Ensure that the instructional strategies include clearly stated learning objectives aligned to system and state curriculum, standards and assessments. **(Indicator 3.3, 3.6)**

Indiana Turnaround Principles: 3.1

Supporting Evidence

Stakeholder Survey

Students and parents were generally favorable in responding to questions related to established goals and a plan for improving student learning in place at the school. Agree/strongly agree responses related to learning expectations and measuring student success ranged from 87 percent to 98 percent. On the other hand, staff tended to be a bit more negative in their survey responses, with the percentage of agree/strongly agrees typically staying below 50 percent.

1. Among students, 90 percent agree/strongly agree teachers tell them how they should behave and do their work.
2. Among students, 98 percent agree/strongly agree their principal and teachers tell them when they do a good job.
3. Among parents, 91 percent agree/strongly agree their child knows the learning expectations for learning.
4. Among parents, 87 percent agree/strongly agree their child is given multiple assessments to measure his understanding.
5. Among staff, 43 percent agree/strongly agree all teachers use a process to inform students of their learning expectations and standards of performance.
6. Among staff, 36 percent agree/strongly agree all teachers provide students with specific and timely feedback about their learning.
7. Among staff, 46 percent agree/strongly agree all teachers use multiple types of assessments to modify instruction

Classroom Observations

Classroom observation data does not suggest that the school has developed processes that will ensure all students are exposed to learning environments that are appropriately challenging.

1. Engagement in rigorous coursework, discussions and/or tasks is evident/very evident in 10 percent of classrooms.
2. Higher-order questioning and thinking practices were evident/very evident in 6 percent of classrooms.
3. It was evident/very evident that students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs in 20 percent of classrooms.
4. It was evident/very evident that students were given opportunities to make connections from content to real-life experiences in 20 percent of the classrooms.
5. Students' use of digital tools/technology to gather, evaluate and/or use information for learning was evident/very evident in 10 percent of the classrooms.
6. Students' use of digital tools/technology to conduct research, solve problems, create original works, communicate and work collaboratively for learning was evident/very evident in 3 percent of the classrooms.
7. Students were tasked with activities and learning that were challenging, but attainable. A few teachers posted 2006 Indiana Standards on the wall.
8. A few teachers posted learning objectives on their wall.
9. One teacher was observed reviewing the learning objectives at the end of the lesson.

IMPROVEMENT PRIORITY

Establish and implement protocols and procedures to regularly monitor and support continuous improvement of teachers' instructional practices to ensure student success. Monitoring activities might include: (1) consistent and regular classroom walkthroughs to verify that teachers are teaching the approved curriculum, (2) review of minutes of collaborative learning communities, (3) monthly review of student progress as measured by formative and summative assessments (e.g., Acuity), (4) timely feedback to teachers that identifies instructional strategies that are strong as well as those strategies that need improvement, (5) review of unit and lesson plans, etc. **(Indicators 3.4)**

Indiana Turnaround Principles: 1.7, 3.4, 5.2, 6.2

Supporting Evidence

Stakeholder Survey

Staff survey data suggests that the school has not established consistent processes for monitoring instructional effectiveness that will help ensure student success.

1. Among staff, 53 percent agree/strongly agree that school's leaders hold all staff accountable for learning.
2. Only 27 percent of staff agree/strongly agree that the school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.
3. Only 35 percent of staff agree/strongly agree that school leaders ensure all staff members use supervisory feedback to improve learning.

Interviews

1. During his interview, the principal indicated he calls teachers into his office if he sees a deficiency in their instruction. However, he did say he has only had the opportunity to do two or three walkthrough visits this year.
2. Teachers reported that at one time they used the 8-Step Process to help ensure student learning and student success. However, the process never became a part of the school's strategy for success and has been abandoned by a majority of the teachers.

Student Performance Data

Performance data do not suggest that the school has developed highly effective processes for monitoring instructional effectiveness.

1. For Spring 2014, the school attained Lower Growth/Lower Achievement on the ISTEP+ Growth Model in ELA.
2. During that same testing cycle (Spring 2014), the school attained Lower Growth/Lower

Achievement on the ISTEP+ Growth Model in math.

3. Results for the Spring 2014 reflect a three-year high for the IREAD-3, with 83 percent of the students passing.
4. ISTEP+ ELA only and math only reflect the opposite results. Spring 2014 results show the ISTEP+ ELA only passing rate at 67 percent, the second-lowest in five years and the ISTEP+ math passing rate at 51 percent, the lowest passing rate in the past five years. The chart below reflects similar results for ISTEP science, ISTEP+ social studies and most areas of the IMAST.

Marquette Elementary School

	Percent Passing Trend				
	2009-10	2010-11	2011-12	2012-13	2013-14
IREAD-3			68.8%	66.9%	83%
ISTEP+ (ELA and Math)	56%	63%	49%	44%	43%
ISTEP+ (ELA only)	70%	75%	69%	66%	67%
ISTEP+ (Math only)	67%	75%	58%	52%	51%
ISTEP+ (Science only)	47%	55%	55%	28%	22%
ISTEP+ (SS only)	51%	80%	46%	28%	45%
IMAST (ELA and Math)	60%	45%	50%	48%	31%
IMAST (ELA only)	72%	81%	73%	57%	64%
IMAST (Math only)	64%	50%	65%	66%	33%
IMAST (Science only)	38%	59%	57%	41%	39%
IMAST (SS only)	suppressed	70%	67%	71%	suppressed

	2009-10	2010-11	2011-12	2012-13	2013-14
Enrollment	718	699	699	710	644
Attendance	95.7%	94.4%	94.9%	98.6%	

	2009-10	2010-11	2011-12	2012-13	2013-14
Report Card	Exemplary Progress	A (Exemplary Progress)	F	F	F

IMPROVEMENT PRIORITY

Refocus and vigorously guard the time required for horizontal and vertical collaborative learning communities to ensure teachers monitor curriculum, instruction and assessments and make adjustments to instructional practices in response to data. Activities in this process may include monthly reports from each learning community to the school leadership describing decisions of the learning communities and evidence of the impact of these decisions on student learning. **(Indicator 3.5)**

Indiana Turnaround Principles: 1.5, 1.9

Supporting Evidence

Stakeholder Survey

Staff survey data strongly suggests that the existence of collaborative learning communities in the school is a leverage point for improvement.

1. Among parents, 80.52 percent agree/strongly agree all of their child's teachers work as a team to help their child learn.
2. Among staff, 43.04 percent agree/strongly agree the school's leaders support an innovative and collaborative culture.
3. Only 25 percent of staff agree/strongly agree all teachers in the school participate in collaborative learning communities.
4. Only 39.28 percent of staff agree/strongly agree all teachers have been trained to implement a formal process that promotes discussion about student learning.

Stakeholder Interviews

Interviews indicate the need for more consistent horizontal and vertical curriculum alignment meetings. Some interviewees indicated that the priority given these important teacher conversations have, at some grade levels, sometimes led to inconsistent or sporadic meeting schedules and little follow-through.

The principal reported teachers meet after school in grade levels. Teachers indicated there is a process in place for grade-level meetings; however, these processes are not implemented on a consistent basis.

Meeting Observation

An after-school, third grade learning community meeting was observed during which teachers discussed student learning and the challenges some teachers were facing regarding, for example, student comprehension. Some teachers also discussed and shared strategies used in each classroom that, based on formative data, seemed to be successful. Activities in this meeting were very focused on student learning and finding solutions to barriers to student

learning. Replication of this type of meeting at each grade level on a recurring basis could be leveraged to impact student learning at Marquette.

IMPROVEMENT PRIORITY

Create and implement formal structures that will ensure all personnel are engaged in mentoring, coaching and induction activities that are consistent with the school's values and beliefs about teaching and learning. Activities might include (1) a year-long new teacher orientation or induction program, (2) peer-to-peer observations focusing on highly effective and engaging instruction or the effective use of technology, (3) opportunities for teachers to share best practices through leading professional development, etc. **(Indicator 3.7)**

Indiana Turnaround Principles: 1.9

Supporting Evidence

Stakeholder Surveys

Staff survey data indicate that teachers cannot confirm the existence of coaching, mentoring and induction programs in the school suggesting a possible leverage point for improvement.

1. Only 18 percent of staff agree or strongly agree the school staff members provide peer coaching to teachers
2. Only 35 percent of staff agree or strongly agree a formal process is in place to support new staff members in their professional practice

Classroom Observations

Classroom observation data, as detailed elsewhere in this report, do not indicate that the school has been effective in ensuring the systematic use of highly effective instructional practices across the school suggesting the need for frameworks and structures, such as teacher coaching, induction and mentoring, that would encourage teachers to learn from one another.

For example, observation data indicate that smooth classroom transitions were evident or very evident in 45 percent of classrooms. In classrooms where this was present, teachers had clearly established expectations for student behavior and an instructional focus for the class. In contrast were classrooms in which loud, brash directives from the teacher seemed to be the norm. These differences in teacher effectiveness suggest opportunities for peer-to-peer coaching related to classroom management.

Interviews

1. Teachers report in the past the principal provided a half-hour New Teacher Orientation session; however, this has not been in place the past two school years.
2. Teachers report they receive a teacher handbook describing all policies and procedures.

3. Teachers report department chairs take on the responsibility of working with new teachers
4. No interviewees reported the use of peer-to-peer observations in the school.

Documentation

Documents and artifacts did not reveal the existence of a teacher mentoring, coaching or induction programs.

IMPROVEMENT PRIORITY

Analyze the effectiveness of current processes and procedures used to deliver professional development of teachers and staff. Use the results of this analysis to re-design and implement a program of continuous professional development that (1) is based on an assessment of student and school needs, (2) builds measurable capacity among teachers and staff, and (3) is rigorously and systematically evaluated for effectiveness in improving instruction, student learning and the conditions that support learning. **(Indicator 3.11)**

Indiana Turnaround Principles: 5.3, 5.5

Supporting Evidence

Evidence from student performance data, classroom observations, stakeholder interviews and survey data suggest that professional development activities have minimal if any positive impact on student learning.

Student Performance

The percentage of students passing state-mandated assessments has generally decreased the longer students are at Marquette Elementary.

The percentage gap between male and female students passing the ISTEP+ continues and there is no coherent plan in place to reduce the gap.

Percentage of Students Passing ISTEP+ 2014	Third Grade			Fourth Grade			Fifth Grade			Sixth Grade			3 rd -6 th	
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Female
Language Arts	62%	50%	76%	68%	64%	73%	63%	64%	63%	50%	38%	61%	54%	68%
Mathematics	50%	45%	57%	36%	36%	36%	67%	68%	66%	26%	31%	22%	45%	45%

Classroom Observations

Classroom observations consistently reflect teacher-centered instruction with little evidence of

differentiation of instruction or that students are held to high expectations. Observation data, as detailed elsewhere in this report, suggest that teachers may be unsure how to incorporate rigorous, differentiated instruction in their classroom. For example:

1. In 10 percent of the classrooms, it was evident/very evident that students were engaged in rigorous coursework, discussions and/or tasks.
2. It was evident or very evident that in 17 percent of classrooms provided differentiated learning opportunities.

Stakeholder Surveys

1. Staff survey data indicate 21 percent of the staff agree/strongly agree that all staff members “participate in continuous professional learning based on identified needs of the school.”
2. 21 percent of the staff agree/strongly agree with the statement, “In our school, a professional learning program is designed to build capacity among all professional and support staff members,” suggesting that the vast majority of the staff, nearly 70 percent, cannot confirm the existence of professional learning programs that target school and staff needs.

Interviews

A recurring theme among teachers was that students with special needs had been placed into their classrooms, but that they had not been trained on how to effectively work with these students.

IMPROVEMENT PRIORITY

Develop a system for continuously identifying unique learning needs of all students at all levels of proficiency providing and coordinating the full use of all available learning support services.

(Indicator 3.12)

Indiana Turnaround Principles: 4.5

Supporting Evidence

Student Performance Data

Student performance data, as detailed elsewhere in this report, does not suggest that the school has developed effective policies and processes that ensure students’ unique learning needs are adequately addressed to ensure higher levels of student success at all levels of proficiency. Of particular concern to the team are the following:

1. At almost every grade level in the area of language arts, there is a significant difference between the percent of female students passing the state-mandated assessment vs. male students. Overall, there is no gap between male and female students when comparing math

scores.

2. The percentage of students passing the IMAST has been cut almost in half from a 60 percent pass rate in 2010 to a 31 percent pass rate in 2014.

Classroom Observation Data

The nearly nonexistent evidence of differentiated instruction to meet the unique learning needs of students is reflected in the classroom observations.

1. It was evident/very evident in 17 percent of classrooms that students were engaged in differentiated learning opportunities and activities that met their unique learning needs.
2. It was evident/very evident in 20 percent of classrooms that students were provided with additional/alternative instruction and feedback at the appropriate level for their needs.
3. It was evident/very evident in 42 percent of classrooms that students were actively engaged in learning activities.

Stakeholder Survey Data

Survey results reflect that staff are much more skeptical that parents and students about how the school meets students' individual learning needs.

1. Only 29 percent of staff agree or strongly agree with the statement, "In our school, related learning support services are provided for all students based on their needs," suggesting that the vast majority of staff cannot confirm the existence of these conditions in the school.
2. Only 32 percent of staff agree or strongly agree with the statement, "In our school, all staff members use student data to address the unique learning needs of all students," suggesting that the vast majority of the staff, nearly two thirds, cannot confirm the application of these practices across the school.
3. Among students, 82 percent agree with the statement, "My teachers use different activities to help me learn."
4. Among parents, 73 percent agree or strongly agree with the statement, "My child has access to support services based on his/her identified needs."

Interviews

As noted previously, many teachers indicate uncertainty about how to serve special needs students who are placed into their classrooms.

IMPROVEMENT PRIORITY

Construct a process for collecting and organizing data from all data sources, (e.g., state and formative assessments, attendance, discipline, counseling), for the purpose of (1) determining how to improve the effectiveness of instruction, (2) verifying that the Indiana academic standards are being incorporated into the curriculum and (3) ensuring that learning conditions are continuously improving. Develop procedures for documenting data collection, analysis and use in guiding improvement efforts. **(Indicator 5.2)**

Indiana Turnaround Principles: 4.2

Supporting Evidence

While a variety of data are collected that could inform a number of issues, the evidence below suggests that little is done once the data are collected. There is a smattering of data analysis. For example, after-school grade-level meetings do provide faculty opportunities to discuss curricular issues and make revisions. Leadership notes that data tables point to declining numbers of students passing state-mandated assessments. Students indicate concern over the cleanliness and safety of the building. Nevertheless, there is not a systemic process for addressing concerns that are present on multiple fronts.

Stakeholder Surveys

Survey data, in general, indicates that stakeholders do not hold favorable perceptions regarding the school's systematic use of data to drive decision-making for the purpose of improving instruction or student performance.

1. Only 36 percent of staff agreed or strongly agreed that teachers monitor and adjust curriculum, instruction and assessment based on data from student assessments and examination of professional practice.
2. Only 32 percent of staff agreed or strongly agreed that teachers all staff members use student data to address the unique learning needs of all students, suggesting that the vast majority of staff cannot confirm the existence of these effective practices in the school.
3. Among staff, 68 percent agreed or strongly agreed that the school leaders monitor data related to student achievement.
4. Among staff, 62 percent agreed or strongly agreed that the school leaders monitor data related to school continuous improvement goals.
5. Among parents, 82 percent agreed or strongly agreed that the school ensures that all staff members monitor and report the achievement of school goals.
6. Also among parents, 84 percent agreed or strongly agreed that the administrators and teachers monitor and inform them of their child's learning progress.

Students and parents repeatedly indicated concerns regarding bullying and meaningful connections to instruction in the comments section of the surveys. These concerns are not referenced in the school's Executive Summary or continuous improvement plan.

Stakeholder Interviews

1. In the school's Executive Summary, poor student attendance rates were cited as a contributor to high percentage of failing students. However, the data at the Indiana Department of Education Compass site reports consistently high attendance rates for students.
2. Teachers indicated that professional development opportunities to make instructional decisions in response to data have not been provided.
3. Teachers indicated that they do not consistently have sufficient IEP information for all of the students with disabilities included in the classroom.
4. Currently, there is not a process for resource teachers and general education teachers to collaboratively plan for the success of shared students.
5. The process for students transitioning across LRE settings (moderate, mild, general) for cognitively delayed students has been made dependent upon a three-year reevaluation.
6. Leadership responses indicated a lack of clarity regarding whether teachers are using the progress monitoring tools nor are aligned to the tier level system of Response to Instruction (RtI).
7. The counselor indicated that he does not currently have any data regarding truancy or bullying concerns from parents or students. At the time of the onsite visit, he has not developed any listing of student identified as "at risk."
8. The teachers and the counselor stated that currently there is not a structure in place to provide students an opportunity to share concerns regarding bullying or being bullied. Parent Liaisons currently do not have a process that allows them to receive the priorities from faculty that could inform the activities developed for parent learning.
9. Based on interviews with general and special education teachers, the resource teachers have not developed a plan of support for students that are included in the general education classroom

Student Performance Data

A review of student performance data does not suggest that the school has established effective practices for using data to drive improvement-planning initiatives. The tables below highlight declines in student performance, especially for special education students, since 2011.

ISTEP+ English/Language Arts					ISTEP+ Mathematics			
Percentage of Students Passing								
ALL GRADES								
Group	Spring 11	Spring 12	Spring 13	Spring 14	Spring 11	Spring 12	Spring 13	Spring 14
Special Ed	64%	50%	55%	33%	71%	25%	27%	40%
Free/Reduced	70%	65%	84%	62%	73%	54%	56%	46%
Black	70%	66%	89%	62%	74%	53%	55%	43%
Males	65%	65%	51%	54%	72%	53%	---	45%
Females	76%	69%	49%	68%	75%	56%	---	45%
3rd Grade								
Special Ed	---	---	---	---	---	---	---	---
Free/Reduced	76%	72%	71%	67%	71%	57%	58%	54%
Black	75%	71%	69%	61%	70%	58%	57%	47%
Males	71%	73%	68%	50%	73%	62%	58%	45%
Females	83%	73%	73%	76%	71%	55%	57%	57%
4th Grade								
Special Ed	---	---	---	---	---	---	---	---
Free/Reduced	75%	78%	68%	71%	62%	40%	49%	42%
Black	81%	74%	68%	67%	58%	40%	47%	33%
Males	84%	64%	68%	64%	53%	41%	53%	36%
Females	74%	85%	67%	73%	65%	40%	44%	36%
5th Grade								
Special Ed	---	---	---	---	---	---	---	---
Free/Reduced	75%	61%	58%	64%	91%	59%	40%	68%
Black	77%	60%	60%	66%	91%	57%	35%	67%
Males	69%	61%	46%	64%	86%	52%	43%	68%
Females	82%	69%	66%	63%	96%	69%	34%	66%
6th Grade								
Special Ed	---	---	---	---	---	---	---	---
Free/Reduced	51%	60%	50%	45%	68%	60%	50%	18%
Black	56%	63%	48%	55%	75%	58%	53%	24%
Males	55%	57%	46%	38%	76%	57%	59%	31%
Females	55%	68%	49%	61%	66%	61%	44%	22%

	Percent Passing Trend				
	Spring 10	Spring 11	Spring 12	Spring 13	Spring 14
IMAST (ELA & Math)	60%	45%	50%	48%	31%
IMAST (ELA only)	720%	81%	73%	578%	64%
IMAST (Math only)	64%	50%	65%	669%	33%
IMAST (Science only)	38	59%	57%	41%	39%

IMAST (SS only)	suppressed	70%	66%	71%	suppressed
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IMPROVEMENT PRIORITY

Develop and implement a rigorous program of professional learning to systematically train and assess professional and support staff in evaluation, interpretation, and use of data that provides student readiness for and success at the next level. Ensure all staff members continuously use data to design and evaluate instruction. **(Indicators 5.3, 5.4)**

Indiana Turnaround Principles: 6.2

Supporting Evidence

Stakeholder Surveys

Survey data do not suggest that stakeholders perceive data are monitored or used to guide improvement at the school or classroom level.

Staff

1. Only 39 percent of staff agree or strongly agreed that teachers implement personalized instructional strategies and interventions to address individual learning needs of students.
2. Similarly, 39 percent of staff agree or strongly agreed that all teachers in the school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams and peer coaching).
3. Only 36 percent of staff agreed or strongly agreed that teachers monitor and adjust curriculum, instruction and assessment based on data from student assessments and examination of professional practice. For that same question, the principal disagreed that practice was in place at Marquette.
4. Among staff, 43 percent agreed or strongly agreed that the school ensures all staff members are trained in the evaluation, interpretation and use of data.
5. Also among staff, 68 percent agreed or strongly agreed that the school uses data to monitor student readiness and success at the next level.

Documentation

1. Documents provided (e.g., data notebooks, continuous improvement plans, etc.) contained limited evidence that data are consistently reviewed and discussed amongst the faculty to inform instruction or develop long-term school improvement strategies. Information in the data notebooks generally consisted of standards and some curriculum material with little student data; therefore, analysis of the student data was all but nonexistent.

2. A review of the School Improvement Plan indicates that professional development opportunities to support data analysis and use have not been identified.

Stakeholder Interviews

1. Teachers stated that there currently is not a systematic process in place for ensuring data are analyzed and used to adjust instruction.
2. Additionally, teachers shared that professional development has not been provided to support the expectation and effective use of data.
3. Interviews with support staff (resource teachers, counselors and parent liaisons) revealed that they have limited participation in data and/or faculty meetings.

IMPROVEMENT PRIORITY

Develop and implement a systematic process to monitor and communicate comprehensive information about student learning and the conditions that support student learning and the achievement of school improvement goals to all stakeholders through multiple delivery methods. **(Indicator 5.5)**

Indiana Turnaround Principles: 4.2

Supporting Evidence

Student Performance Data

Progress on state-mandated assessments suggests that the pass rates among Marquette Elementary students on most measures are not improving. This suggests the possibility that the lack of monitoring of instructional effectiveness may be a contributing factor. As has been discussed previously in this report, an analysis of longitudinal ISTEP+ data suggests that students' pass rates tend to decrease as they progress through Marquette. Even though there is a high transient population at Marquette, no data were available to compare success for students who have been at Marquette for three or more years vs. those students who are more transient.

Stakeholder Surveys

Survey data suggest that school leaders provide some monitoring of activities related to student learning and periodically communicates that information to stakeholders. Staff survey data suggests that monitoring of data is not systematic or consistent.

1. Among staff, 68 percent agree/strongly agree that school leaders monitor data related to student achievement.

2. Among staff, 62 percent of staff agree/strongly agree that school leaders monitor data related to school continuous improvement goals.
3. Among students, 80 percent of student in grades 3-6 agreed that the principal and teachers tell them when they do a good job.
4. Among early elementary students, 91 percent agreed that their teacher tells them when they do good work.
5. Among parents, 82 percent agree/strongly agree that the school ensures that all staff members monitor and report the achievement of school goals.

Interviews

1. During his interview, the principal indicated he calls teachers into his office if he sees a deficiency in their instruction. However, he did say he has only had the opportunity to do two or three walkthrough visits this year.
2. The principal reported a number of improvement initiatives were in place (e.g., 8-Step, horizontal and vertical teams meetings) focused on improved student performance. However, teachers reported that implementation of these initiatives has been sporadic or non-existent.

Documents

A review of data notebooks reflects little to no evidence of continuous monitoring conducted by the school leadership with minimal classroom-specific data included and no indication of how data informs instructional practices.

Leadership Capacity

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its institutional purpose and direction; the effectiveness of governance and leadership to enable the institution to realize its stated objectives; the ability to engage and involve stakeholders in meaningful and productive ways; and the capacity to enact strategies to improve results of student learning.

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the institution's vision and supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of educational institution leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members and their practices that strengthen school culture and foster collaboration within the organization."

With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED's experience gained through evaluation of best practices has indicated that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Indicator	Description	Review Team Score	School Self Assessment Score
1.1	The school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success.	1	2
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.	1	2
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	1	2

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Indicator	Description	Review Team Score	School Self Assessment Score
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	2	2
2.2	The governing body operates responsibly and functions effectively.	1	2
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	2	2
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	2	2
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2	2
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	1	2

Stakeholder Feedback (SF) Evaluation

The AdvancED surveys are directly correlated to the AdvancED Standards and Indicators; they not only provide direct information about stakeholder satisfaction but also become a source of data for triangulation by the Diagnostic Review Team as it evaluates Indicators.

Institutions are asked to collect and analyze stakeholder feedback data, then submit the data and the analyses to the Diagnostic Review Team for review. The Diagnostic Review Team evaluates the quality of the administration of the surveys by institution and the degree to which the institution analyzed and acted on the results. Results of that evaluation are reported below.

Evaluative Criteria	Review Team Score	School Self Assessment Score
1. Questionnaire Administration	1*	4
2. Stakeholder Feedback Results and Analysis	2	3

*78 parents completed the questionnaire. This does not meet the 20 percent minimum response rate for parents. A 20 percent response rate for Marquette would be approximately 130 parents.

FINDINGS OF THE DIAGNOSTIC REVIEW TEAM

OPPORTUNITY FOR IMPROVEMENT

Ensure the Board of Education's policies are aligned to state and federal laws and regulations, clearly and directly support the effective administration of the school and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. **(Indicator 2.1)**

Indiana Turnaround Principles: 4.1

Supporting Evidence

The interview with the principal revealed that the relationship between the school board and central office and Marquette School is benign (the relationship neither hinders nor ensures school improvement accountability).

There is some concern among the Diagnostic Review Team that some federally required services are not being tended to in a timely manner. As an example, staff unanimously reported

that special education services have not yet been implemented for the 2014-15 school, even though students currently have active IEP's requiring the provision of such services. During the visit, the special education resources were unable to be observed because they reported that they have not yet begun to provide instructional services due. Special education teachers reported that the first several weeks were devoted to conferencing with parents, addressing paperwork and providing state-aligned criteria-referenced student assessments (as distinguished from standardized diagnostic assessments). Several staff interviews revealed frustration that special education students were not being served.

A review of the Gary School Corporation governing policies indicates that many are out-of-date. While some policies have been revised in the last 10 years, many have not been reviewed and revised since 1994. Some stakeholders indicated that implementation of some policies does not consistently align with state and federal laws and regulations. System administrators, including the superintendent, indicated that a comprehensive board policy review and revision process has begun.

The school system and board have created a student code of conduct in the last three years that is used by school leaders to implement student behavior management policies. Observations within the classroom and throughout the building demonstrate that the Student Code of Conduct Handbook provides structure for effective management of behavior expectations. The handbook states, "... corporal punishment is a disciplinary response that is used only as a last resort." All stakeholder groups report the use of corporal punishment.

Observations of staff throughout the building revealed use of loud, verbally disparaging commands for redirection of student behavior. The team found no evidence of a positive behavior support system in place.

OPPORTUNITY FOR IMPROVEMENT

Review, revise and communicate policies and procedures that will ensure the Board of Education consistently enables the autonomy of school leadership, including the alignment of staffing skills to student needs through hiring and assignments, to manage the day-to-day operations of the schools and system without interference by board members. **(Indicator 2.3)**

Indiana Turnaround Principles: 4.3

Supporting Evidence:

Though the current collective bargaining agreement ends December 31, 2014, interviewed staff reported that many of the provisions in the current agreement will be incorporated into board

policy. Some provisions of the agreement seem to be counterproductive to the effective administration of the school. For example, the current agreement provides present teaching staff the ability to transfer to any vacant position prior to being filled by an outside candidate. This restricts the autonomy of the principal and the ability to hire staff based on the needs of the students. Of the parents surveyed, 70 percent indicated that they agree/strongly agree with the statement “Our school’s governing body does not interfere with the operation of our school,” suggesting that significant percentage of parents cannot confirm the existence of this condition in the school. Similarly, 30 percent of staff indicated that they agree/strongly agree with the statement “Our school board maintains a distinction between its roles and responsibilities and those of school leadership.” School- and system-level interviews indicate that building principals have little or no autonomy in hiring staff. System-level interviews indicate that some board members engage in some day-to-day management decision-making, i.e., hiring. In some instances, input from one or more board members is provided through the board committee structure.

OPPORTUNITY FOR IMPROVEMENT

Develop and implement a comprehensive school identity and purpose that fosters a culture of mutual respect and trust among all stakeholders. Engage all stakeholders in the support of the school’s identity and purpose by (1) implementing activities that ensure parents and other community stakeholders have multiple opportunities to be more meaningfully engaged in school activities, (2) examining and strengthening collective accountability practices (both internal and external), and (3) identifying “non-negotiables” related to the school’s purpose and direction about which there is no compromise (e.g., high expectations for all students and the educators who serve them). **(Indicators 2.4, 2.5)**

Indiana Turnaround Principles: 5.3, 1.8, 8.1

Supporting Evidence

Staff Interviews

Staff interviews revealed that a school improvement plan was completed many years ago in compliance with state requirements; however, the improvement plan is not referenced for instructional purpose.

Documents

An analysis of provided documents seem to reflect that much of the work and reports completed are done for compliance rather than focusing on continuous improvement. For example,

1. Title I documents provided included documents related to personnel; documents related to professional developments aligned to Title I were not included. There was little evidence of linking Title I services to the school's purpose and direction.
2. The School Improvement Plan (SIP) indicates areas in need of immediate improvement (English/language arts and mathematics). These identified needs were followed by the improvement strategy of using professional development to meet these needs. There was no mention of follow-up or analysis of whether or not these strategies were successful. There is no reference to the 8-Step Process, often noted by the principal when asked about improvement efforts. Additionally, there are no clear strategies of how the Turnaround Principles are being used for improvement or how school improvement teams might have used the principles to guide their work.

IMPROVEMENT PRIORITY

Engage in a systematic, collaborative, data-informed process with representatives from all stakeholder groups to establish the school's purpose and direction that are understood and supported by the entire school community. **(Indicator 1.1)**

Indiana Turnaround Principles: 1.1

Supporting Evidence

The Self Assessment states, "The Marquette family envisions an environment where students participate in problem-solving opportunities that are conducive and supportive of teaching and learning. These opportunities will allow students to acquire real -life skills that are necessary to succeed in an increasingly changing, complex and technological society where they will become effective and productive citizens." The following evidence indicates that the environment envisioned by the Marquette family is not implemented with fidelity or in a systematic manner.

Stakeholder Survey

Survey data indicate that stakeholders hold unfavorable perceptions regarding the school's formal statement of purpose and direction and the extent to which it is uniting the school community in improvement of student performance.

1. Among staff, 70 percent agree or strongly agreed that the school's purpose statement is clearly focused on student success.
2. Only 24 percent of staff agree or strongly agreed that the school's purpose statement is formally reviewed and revised with involvement from stakeholders.
3. Only 48 percent of staff agree or strongly agreed that the school's purpose statement is based on shared values and beliefs that guide decision-making.

4. Among staff, 57 percent agree or strongly agreed that the school's purpose statement is supported by the policies and practices adopted by the school board or governing body
5. Only 33 percent of staff agree or strongly agreed that the school's leaders engage effectively with all stakeholders about the school's purpose and direction
6. Among parents, 79 percent agree or strongly agreed that the school's purpose statement is clearly focused on student success.
7. Similarly, 69 percent of parents agree or strongly agreed that the school's purpose statement is formally reviewed and revised with involvement from parents.

Stakeholder Interviews

In interviews with teachers, school leadership, parents and support staff, the response to "What is the school's purpose statement?" varied with almost every respondent. Additionally, school leadership stated that because of the number of other pressing issues (e.g., weather delays, funding issues, etc.), development of the school's vision or purpose statements has not occurred. This suggests that there is no universally agreed upon vision or purpose statement to guide the decisions made at the school level.

Student Performance Data

As previously detailed in this report, student performance data suggest that the school has not developed effective practices or policies to ensure the statement of purpose and direction unites stakeholders in pursuit of higher levels of student achievement and school effectiveness.

ISTEP+ data from Spring 2010 – Spring 2014 reflect a general decrease in percentage of students passing ISTEP+ in almost at every grade level in both English/Language Arts and mathematics. For example, 79 percent of 3rd-graders passed the English/Language Arts ISTEP+ in Spring 2011. Spring 2014 data put that figure at 67 percent. Similarly, in Spring 2010, 57 percent of sixth -graders passed ISTEP+ mathematics. In Spring 2014, the passing rate fell to 25 percent. It is noted that there are some exceptions to this pattern. In Spring 2010, 59 percent of fifth-graders passed ISTEP+ English/Language Arts, while in Spring 2014 the number passing ISTEP+ English/Language arts was 68 percent. This general drop in scores on the state's mandated assessment is reflective of a school that lacks a clear focus on high expectations for all students.

IMPROVEMENT PRIORITY

Engage in a process to examine the effectiveness of existing improvement planning processes to include a coherent strategy and plan for implementing the school's purpose and direction. Ensure that the process (1) is well-documented, (2) is systematic and continuous, (3) meaningfully engages representatives from all stakeholder groups, including all faculty

members, (4) is results- driven as opposed to compliance- driven and (5) is regularly evaluated for effectiveness in improving performance and learning conditions. **(Indicator 1.3)**

Indiana Turnaround Principles: 1.1

Supporting Evidence

Student Performance Data

Student performance data, as detailed elsewhere in this report, does not suggest that the school has well established continuous improvement processes focused on improving student learning and the conditions that support learning.

State assessments results are mixed and do not reflect consistent improvement in student achievement. The percentage of students passing IREAD-3 has increased from 69 percent in 2011-12 to 83 percent in 2013-14. However, the percentage of students passing the ISTEP+ (ELA and math) was 56 percent in 2009-10, rose to 63 percent in 2010-11 and then has been in steady decline ever since, coming in at 43 percent for 2013-14. Similarly, the percentage of students passing IMAST (ELA and math) was 60.0 percent in 2009-12 and stands at 31 percent in the most recent (2013-14) results.

Classroom Observation Data

Classroom observation data, as detailed previously in this report, consistently reflected a disconnect between what the school envisioned, “problem-solving opportunities ... allow[ing] students to acquire real life skills that are necessary to succeed in an increasingly changing, complex and technological society,” and what is actually happening in the classrooms. For example:

1. In 10 percent of the classrooms, it was evident/very evident that students were engaged in rigorous coursework, discussions and/or tasks.
2. In 20 percent of classrooms, it was evident/very evident that students were provided opportunities to make connections from content to real-life experiences.
3. In 3 percent of classrooms, it was evident/very evident that students used digital tools/technology to communicate and work collaboratively for learning.

The Marquette Elementary Self Assessment for Standard 1.3 indicates that school leaders are involved in a continuous improvement process by engaging some stakeholders in the process. However, a review of data notebooks reflect little to no evidence of continuous monitoring conducted by the school leadership with minimal classroom-specific data included and no indication of how data informs instructional practices.

Stakeholder Survey

Stakeholders' perceptions strongly suggest that results-driven improvement planning processes are not consistently carried out in the school.

1. Among staff, 58 percent strongly agree/agree the school has a continuous improvement process based on data, goals, actions and measures for growth.
2. Similarly, 57 percent of staff strongly agree/agree the school has a systematic process for collecting, analyzing and using data.
3. Finally, 64 percent of staff strongly agree/agree the school leaders monitor data related to school continuous improvement goals.
4. Among parents, 77 percent strongly agree/agree the school has established goals and a plan for improving student learning.
5. Similarly, 67 percent of parents strongly agree/agree the school communicates effectively about the school's goals and activities.
6. Finally, 82 percent of parents strongly agree/agree the school ensures that all staff members monitor and report the achievement of school goals.

Interviews

Interviews with teachers and school leadership indicate that progress monitoring is sporadic. The school principals stated that, because of time constraints, he had been able to do "two or three" walkthroughs since the beginning of the school year. Teachers state that formal evaluations with post-conference feedback are rare.

IMPROVEMENT PRIORITY

Implement a process for the Board to evaluate its decisions and actions system-wide to confirm and ensure compliance with defined roles and responsibilities, the adopted code of ethics, and federal and state laws and that actions of board members are free of conflict of interest.
(Indicator 2.2)

Supporting Evidence

Stakeholder Survey

Survey results reflect a belief that the school board generally fails to meet its legal and ethical responsibilities.

1. Thirty percent of the staff indicated that they agree or strongly agree with the statement, "Our school's governing body or school board complies with all policies, procedures, laws and regulations."
2. Thirty percent of the staff indicated that they agree or strongly agree with the statement,

“Our school’s governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.”

3. Sixty-two percent of parents agreed or strongly agreed that the school’s governing body operates responsibly and functions effectively.
4. Sixty percent of parents agreed or strongly agreed that the school’s governing body does not interfere with the operation or leadership of our school.

Interviews

Interviews and review of Board policies indicates that while the Board of Education has developed policies regarding conflict of interest and a code of ethics and participates in annual professional development through the Indiana School Boards Association, there is limited evidence that the board evaluates its decisions and actions to ensure they are in accordance with defined roles and responsibilities, are free of conflict of interest, etc. Evidence of lack of policy implementation and/or review of policy impact includes:

1. Teachers reported need for in-service training in inclusionary practices because such practices were recently introduced to the school. Teacher interviews also reported some professional development on inclusionary practices has been provided by staff assigned by Department of Education.
2. Teachers unanimously reported that special education services have not yet been implemented for the 2014-15 school even though students have active IEP requiring the provision of such services. During the visit, the special education resources were unable to be observed, because they reported that they had not yet begun to provide instructional services due to testing. Special education teachers reported that the first several weeks were devoted to conferencing with parents, addressing paperwork and providing state-aligned criteria referenced student assessments (as distinguished from standardized diagnostic assessments). Several staff interviews revealed frustration that special education students were not being served.

IMPROVEMENT PRIORITY

Develop and implement a classroom monitoring process using a walkthrough instrument along with formal teacher performance. Ensure that these evaluative frameworks align to professional development, school improvement strategies, and are used to identify measurable strengths and areas for further professional development. **(Indicator 2.6)**

Indiana Turnaround Principles: 1.7 and 5.2

Supporting Evidence

Stakeholder Survey

Staff Survey

Staff survey responses indicate that supervision, evaluation and observation feedback opportunities designed to improve instruction are sporadic and linked only tangentially to improving student learning. For example:

1. Among staff, 50 percent agreed or strongly agreed that school leaders hold themselves accountable for student learning.
2. Similarly, 53 percent of the staff agreed or strongly agreed that school leaders hold all staff members accountable for student learning.
3. Only 27 percent of the staff agreed or strongly agreed that school leaders regularly evaluate staff members on criteria designed to improve teaching and learning.
4. Also, only 27 percent of the staff agreed or strongly agreed that school leaders ensure all staff members use supervisory feedback to improve student learning.

The school has rated itself as 2 in the Self Assessment.

Interviews

1. Staff reported use of the Danielson (also known as RISE) evaluation and use of walkthroughs.
2. No evidence was provided of the walkthrough rubric and its alignment to professional development or school improvement priorities.
3. No evidence that a consistent practice of walkthrough evaluations has been initiated for the 2014-15 school year.
4. Staff reports that not all evaluations conducted during the 2013-14 school year included two formal evaluations, which is inconsistent with the RISE evaluation protocol.

Student Assessments

Performance data, as previously detailed in this report, has shown no or low growth since 2011, suggesting that the school has not established effective policies or practices to ensure effective monitoring, supervision and evaluation processes.

Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students it serves. Institutions must ensure that resources are aligned with the stated mission and are distributed equitably, so that the needs of students are adequately and effectively addressed. The utilization of resources includes an examination of

the allocation and use of resources; the equity of resource distribution to need; the ability of the institution to ensure appropriate levels of funding and sustainability of resources; and evidence of long-range capital and resource planning effectiveness.

Institutions, regardless of their size, need access to sufficient resources and systems of support to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L., 2003) “demonstrated a strong relationship between resources and student success ... both the level of resources and their explicit allocation seem to affect educational outcomes.”

AdvancED has found through its own evaluation of best practices in the 32,000 institutions in the AdvancED network that a successful institution has sufficient human, material and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, that meets special needs and that complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

Standard 4: Resource and Support System

The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

Indicator	Description	Review Team Score	School Self Assessment Score
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school’s purpose, direction and the educational program.	2	1
4.2	Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school.	2	1
4.3	The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	2	1

4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	3	3
4.5	The technology infrastructure supports the school's teaching, learning and operational needs.	2	2
4.6	The school provides support services to meet the physical, social and emotional needs of the student population being served.	1	1
4.7	The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	1	1

FINDINGS OF THE DIAGNOSTIC REVIEW TEAM

OPPORTUNITY FOR IMPROVEMENT

Establish a process to ensure that the principal has equal access to highly qualified professional and support staff in order to meet the learning goals of all students. Ensure that the school schedule is intentionally aligned with the school improvement plan and that staff assignments are maximized in order to meet the school level learning goals. **(Indicators 4.1)**

Indiana Turnaround Principles: 1.8, 1.9, 7.1, 7.2, 7.3

Supporting Evidence

Stakeholder surveys revealed 61 percent of staff agree or strongly agree that the school provides qualified staff members to support students learning, and 54 percent agree or strongly agree that the school provides instructional time and resources to support our school's goals and priorities. In addition, 54 percent of staff agree or strongly agree that the school provides protected instructional time and 43 percent of staff agree or strongly agree the school provides a variety of information resources to support student learning. Of the parents who responded to the survey, 73 percent of parents agree or strongly agree the school provides qualified staff members to support student learning. However, the interviews with professional and support staff, as well as multiple observations of staff, suggest that while many teachers are in the process of preparing to serve students the services have not yet been implemented. Stakeholder interviews of teachers and school leadership reported the schools purpose was to serve the students at their individual levels while in 17 percent of classrooms it was evident or very evident students had differentiated learning opportunities and activities to meet their needs.

Classroom Observations

1. In 52 percent of classrooms, it was evident/very evident that students have equal access to classroom discussions, activities, resources, technology and support.
2. While the teachers and school leadership reported that the schools purpose was to serve the students at their individual levels, in 17 percent of classrooms was it evident or very evident that students had differentiated learning opportunities and activities to meet their needs.

OPPORTUNITY FOR IMPROVEMENT

Examine and adjust use of time, material and fiscal resources to determine areas where modification of their use may positively impact student learning. **(Indicator 4.2)**

Indiana Turnaround Principles: 4.4, 7.1, 7.2, 7.3

Supporting Evidence

The loss of reading and math coaches due to funding reductions was frequently mentioned in stakeholder interviews. Additionally, a recurring theme among some teachers was their lack of training and resources to differentiate instruction needed because of the special needs students placed into their classrooms. Survey data reflect some of the staff frustration in that 54 percent of staff agree or strongly agree with the statement, "Our school provides instructional time and resources to support our school's goals and priorities." Additionally, 21 percent of staff agree or strongly agree with the statement, "Our school provides sufficient material resources to meet students' needs." Parents were a bit more positive in their evaluation of available resources. For example, 61 percent of parents agree or strongly agree with the statement, "Our school ensures the effective use of financial resources." Classroom observations indicate that equal access to the classroom discussion, activities, resources, technology and support is evident/very evident 52 percent of the time.

OPPORTUNITY FOR IMPROVEMENT

Establish and deploy a safety and cleanliness checklist to be monitored on a daily basis by specified personnel to ensure a safe, orderly and healthy learning environment. **(Indicator 4.3)**

Indiana Turnaround Principles: 2.1

Supporting Evidence

At the K-2 grade level, 92 percent of students reported they feel safe at school and 34 percent of students in grades 3-6 agreed or strongly agreed their school is safe and clean. Among parents, 75 percent agree or strongly agree the school provides a safe learning environment.

Thirty-six percent of staff agree or strongly agree that the school maintains facilities that contribute to a safe environment. Interviews with staff revealed that limiting accessibility to the building would provide staff and students a greater degree of safety. Additionally, staff indicated during interviews an increasing problem with cleanliness of the facilities and a disregard of safety concerns with outsiders entering the building. Cleaning and upkeep of the building was not evident during the observation period. In a review of artifacts, there was no checklist of responsibilities for the custodial crew.

OPPORTUNITY FOR IMPROVEMENT

Develop a local technology needs assessment that is prioritized to address the short and long-range plans for replacement or expansion of instructional technology. The needs assessment should include identification of hardware and software required annually to ensure all students and staff have access to information resources needed to achieve the educational programs of the school. **(Indicator 4.5)**

Supporting Evidence

At the primary grade levels, 91 percent of students reported they use a computer at school while 92 percent of students in grades 3-6 agree or strongly agree their school has computers to help them learn. Parents agreed or strongly agreed at a rate of 93 percent that their children have up-to-date computers and other technology to learn. However, classroom observations indicated that it was evident or very evident that 10 percent of students in classrooms visited use digital tools or technology to gather, evaluate and use information for learning, 3 percent of students use digital tools or technology to conduct research, solve problems, create original works for learning, communicate and work collaboratively. There was no evidence found that a technology plan exists at the local school level.

IMPROVEMENT PRIORITY

Develop processes to identify needs and set goals for improving and evaluating the effectiveness of student support services and programs, such as health, nutrition, assessment and counseling. **(Indicator 4.6, 4.7)**

Indiana Turnaround Principles: 8.2

Supporting Evidence

Stakeholder Survey

Stakeholder survey data, which is mixed, does not suggest that stakeholders perceive that programs and support services to meet the social/emotional needs of students are highly effective. The absence of agreement among stakeholders signals a leverage point for improvement.

1. Among parents, 65 percent agree/strongly agree that the school has provides excellent support services (e.g., counseling and/or career planning) suggesting that nearly one third of parents cannot confirm the existence of these effective services in the school.
2. Also, 80 percent of parents agree/strongly agree that the school provides opportunities for students to participate in activities that interest them.
3. 73 percent of parents indicted that they agree/strongly agreed with the statement, “My child has access to support services based on his/her identified needs,” suggesting that nearly one fourth of parents cannot confirm the existence of these effective services in the school.
4. Only 18 percent of the staff agree/strongly agree that the school provides opportunities for students to participate in activities that interest them.
5. Only 11 percent of the staff agree/strongly agree that the school provides high-quality student support services (e.g., counseling, referrals, educational and career planning).

Interviews

1. Interviews with teachers revealed little sharing of information among the professional support staff concerning special needs students placed in a regular classroom.
2. Concerns were shared over the development of Individual Educational Plans (IEPs) and the lack of services provided to special needs students during the first month of school.

Conclusion

Summary of Diagnostic Review Team Activities:

The Diagnostic Review Team met virtually on September 3, 2014, to begin a preliminary examination of institution's Self Assessment, determine team assignments and to discuss the management of logistics, etc. for the on-site review. From the date of the virtual meeting until arrival in Gary, a number of email messages were exchanged between team members and the Lead Evaluator. These most often focused on various aspects of the Diagnostic Review process and linking the Standards to the evidence provided by the Marquette Elementary leadership.

Team members arrived in Merrillville, Indiana, on Sunday, September 21, 2014, for the first face-to-face meeting and the second team meeting to discuss preliminary review of data and information, discuss points of inquiry and review the week's agenda and individual team assignments. Initial ratings for each of the standards were discussed with each team member providing evidence for the initial rating.

Team members arrived at the school shortly after 7:00 a.m. on September 22, 2014, for the purpose of interviewing stakeholders including students, teachers, support staff, parents, and school leadership, observing in classrooms and reviewing all documents and other evidence provided. On Tuesday, September 23, the team's tasks were similar to the previous day. Wednesday, September 24, provided team members the chance to clarify any unanswered questions and complete classroom observations for anyone not previously observed. All of the evidence provided by the school was carefully reviewed. Following classroom observations, stakeholder interviews and review of artifacts and documents, additional evidence was requested to bring greater clarity and understanding of policies and practices at Marquette. Follow-up interviews were conducted with teachers, support staff and the school leadership to ensure understanding of evidence.

The Lead Evaluator for the Diagnostic Review Team provided an Exit Report to school leadership, and the team concluded their work, on September 24, 2014.

The complete schedule of the Diagnostic Review Team's activities is included as an addendum to this report.

Strengths

Perhaps one of the school's greatest strengths is located in the heart of the school building, the school media center. The school's media center is actively used throughout the day for students to conduct research, check out books and engage in other learning opportunities. Its computer

lab provides students and teachers sufficient technology to engage in activities available only in online settings. The librarian is highly qualified and regularly assists students with learning about the tools and resources available.

The second area of strength is parent volunteers who also may provide an area that possibly could be leveraged to bring about further improvement in student learning. While the Diagnostic Review Team observed a number of parents and other volunteers in the school, the team also recognizes that expanding the number of community and parents in the schools can be a challenge. The use of the automated calling system, RoboCall, provides a link between the school and the home. Additionally, after-school meetings with the parents are beneficial and cite the Parent Gathering meeting of September 18, 2014, and the kindergarten parents meeting of September 23, 2014, as two examples of strategies that should continue. While the kindergarten teachers reported having only 14 parents show up for the workshop, school personnel are encouraged to value each parent's presence in the school, knowing that strengthening the home/school relations will serve the students impacted by that relationship.

Indiana Turnaround Principles

The school leadership and teachers used the Indiana Turnaround Principles with mixed levels of success. As an example, on numerous occasions, the principal voiced high expectations for students and staff. Data notebooks were available for review and disaggregated data were provided as a part of the principal's overview for the Diagnostic Review Team. Nevertheless, follow-through and strict adherence to the Turnaround Principles were often missing. There was little monitoring of high expectations voiced by the principal. The data notebooks contained preliminary material showing Standards and other expected criteria. However, almost without exception, there were no data in the notebooks. In the one or two instances where data were present in the notebooks, there was little evidence that a comprehensive analysis had been conducted or how that analysis had informed instructional strategies.

Indiana Turnaround Principle 5 states, "Develop skills to better recruit, retain and develop effective teachers." In a school system in which the principal is not a key player in hiring decisions, this Turnaround Principle will never be met.

Continuous Improvement Planning

A review of Marquette Elementary School's Indiana Report Card for the past five years suggests extremely mixed results. The precipitous drop from "Exemplary Progress" for two years to "F" for three years is disconcerting.

	2009-10	2010-11	2011-12	2012-13	2013-14
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Marquette Elementary Report Card	Exemplary Progress	A (Exemplary Progress)	F	F	F
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When Marquette educators were asked to explain the drop, the response most often heard was, “We’re not sure.” The demographics of the student body and the homes in which the students reside remain fairly constant. The skills of the leadership and teachers have been steady. Change in leadership did not occur until *after* the drop from “Exemplary Progress” to “F”. Marquette personnel have embraced a number of improvement initiatives, but can point to none as providing clear evidence of positive student growth. While the team was able to discern the existence of some improvement initiatives, such as the 8-Step Process, Data Notebooks and Data Walls, these appear to be promising but short-lived attempts at improvement.

While prioritized Improvement Priorities are outlined below, it seems pertinent to draw attention to the following.

1. No one at Marquette Elementary could clearly and succinctly state the vision or mission for the school. The “Marquette Way” is unknown or at least is ambiguous for nearly all stakeholders. The old saying, “If you don’t know where you’re going, any road will get you there” should serve as a continuous reminder to the Marquette educators of the need for a clearly articulated and clearly understood mission statement. (See Standard 1.1, Improvement Priority below.)
2. Change requires deliberate action and time. Whether the decision for the seemingly endless number of improvement strategies was through internal or external decision, the results, while disappointing, are not surprising. Many, perhaps all, of the improvement strategies tried at Marquette over the past five years are research-based and could have a positive impact on student learning. But, none of the strategies ever became a part of the Marquette culture, and most, therefore, have been abandoned. Improvement Priorities 3.4 and 5.5 below provide steps that, if followed with fidelity, will result in improved student learning.
3. Too many decisions appear to be based on what is best for the adults in the school rather than the students the school is serving. One need only to point to the revolving door for teachers resulting in some students having four, five or six teachers within a single academic year to see this practice in action. While “the contract” was often blamed for some of these adult-centered decisions, it is unconscionable that this practice be allowed to continue. Without restoring the focus of decisions to the needs of the students, the students of Marquette Elementary will never be served in a manner that they deserve nor will they ever reach the potential that lies within each of them.

IMPROVEMENT PRIORITIES

1. **Indicators 1.2 and 3.1**

In collaboration with the school system, develop and implement a curriculum support documents to ensure rigorous and coherent learning experiences that are aligned with College and Career Ready State Standards (CCRSS), provide differentiated instructional strategies for all students and enable students to be prepared for success at the next level.

2. **Indicator 3.4**

Establish and implement protocols and procedures to regularly monitor and support continuous improvement of teachers' instructional practices to ensure student success. Monitoring activities might include: (1) consistent and regular classroom walkthroughs to verify that teachers are teaching the approved curriculum, (2) review of minutes of collaborative learning communities, (3) monthly review of student progress as measured by formative and summative assessments (e.g., Acuity), (4) timely feedback to teachers that identifies instructional strategies that are strong as well as those strategies that need improvement, (5) review of unit and lesson plans, etc.

3. **Indicators 4.6 and 4.7**

Develop processes to identify needs and set goals for improving and evaluating the effectiveness of student support services and programs, such as health, nutrition, assessment and counseling.

4. **Indicator 3.5**

Refocus and vigorously guard the time required for horizontal and vertical collaborative learning communities to ensure teachers monitor curriculum, instruction and assessments and make adjustments to instructional practices in response to data. Activities in this process may include monthly reports from each learning community to the school leadership describing decisions of the learning communities and evidence of the impact of these decisions on student learning.

5. **Indicators 3.3 and 3.6**

Develop, implement and monitor the consistent use of instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Ensure that the instructional strategies include clearly stated learning objectives aligned to system and state curriculum, standards and assessments.

6. **Indicator 3.7**

Create and implement formal structures that will ensure all personnel are engaged in mentoring, coaching and induction activities that are consistent with the school's values and beliefs about teaching and learning. Activities might include 1) a year- long new teacher orientation or induction program, 2) peer-to-peer observations focusing on highly effective and engaging instruction or the effective use of technology, 3) opportunities for teachers to share best practices through leading professional development, etc.

7. Indicator 3.11

Analyze the effectiveness of current processes and procedures used to deliver professional development of teachers and staff. Use the results of this analysis to re-design and implement a program of continuous professional development that (1) is based on an assessment of student and school needs, (2) builds measurable capacity among teachers and staff, and (3) is rigorously and systematically evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.

8. Indicator 3.12

Develop a system for continuously identifying unique learning needs of all students at all levels of proficiency providing and coordinating the full use of all available learning support services.

9. Indicator 5.2

Construct a process for collecting and organizing data from all data sources, (e.g., state and formative assessments, attendance, discipline, counseling), for the purpose of (1) determining how to improve the effectiveness of instruction, (2) verifying that the Indiana academic standards are being incorporated into the curriculum and (3) ensuring that learning conditions are continuously improving. Develop procedures for documenting data collection, analysis and use in guiding improvement efforts.

10. Indicators 5.3 and 5.4

Develop and implement a rigorous program of professional learning to systematically train and assess professional and support staff in evaluation and interpretation of data that provides student readiness for and success at the next level. Ensure all staff members continuously use data to design and evaluate instruction.

11. Indicator 5.5

Develop and implement a systematic process to monitor and communicate comprehensive information about and the conditions that support student learning and the achievement of school improvement goals to all stakeholders through multiple delivery methods.

12. Indicator 1.1

Engage in a systematic, collaborative, data-informed process with representatives from all stakeholder groups to establish the school’s purpose and direction that are understood and supported by the entire school community.

13. Indicator 1.3

Engage in a process to examine the effectiveness of existing improvement planning processes to include a coherent strategy and plan for implementing the school’s purpose and direction. Ensure that the process (1) is well documented, (2) is systematic and continuous, (3) meaningfully engages representatives from all stakeholder groups, including all faculty members, (4) is results- driven as opposed to compliance- driven and (5) is regularly evaluated for effectiveness in improving performance and learning conditions.

14. Indicator 2.2

Implement a process for the Board to evaluate its decisions and actions system-wide to confirm and ensure compliance with defined roles and responsibilities, the adopted code of ethics, and federal and state laws and that actions of board members are free of conflict of interest.

15. Indicator 2.6

Develop and implement a classroom monitoring process using a walkthrough instrument along with formal teacher performance. Ensure that these evaluative frameworks align to professional development, school improvement strategies, and are used to identify measurable strengths and areas for further professional development.

Addenda

eleot™ Data Summary

A. Equitable Learning Environment						
Indicators	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
A.1	1.6	Has differentiated learning opportunities and activities that meet her/his needs	0%	17%	24%	59%

A.2	2.4	Has equal access to classroom discussions, activities, resources, technology and support	7%	45%	34%	14%
A.3	2.4	Knows that rules and consequences are fair, clear and consistently applied	14%	34%	28%	24%
A.4	1.2	Has ongoing opportunities to learn about their own and others' backgrounds/cultures/differences	0%	7%	10%	83%
Overall rating on a 4-point scale:			1.9			

B. High Expectations						
Indicators	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
B.1	2.4	Knows and strives to meet the high expectations established by the teacher	3%	45%	41%	10%
B.2	2.2	Is tasked with activities and learning that are challenging but attainable	3%	28%	52%	17%
B.3	1.8	Is provided exemplars of high quality work	7%	14%	28%	52%
B.4	1.7	Is engaged in rigorous coursework, discussions and/or tasks	0%	10%	48%	41%
B.5	1.4	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	3%	3%	28%	66%
Overall rating on a 4-point scale:				1.9		

C. Supporting Learning						
Indicators	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
C.1	2.5	Demonstrates or expresses that learning experiences are positive	14%	34%	38%	14%
C.2	2.5	Demonstrates positive attitude about the classroom and learning	14%	34%	41%	10%
C.3	2.1	Takes risks in learning (without fear of negative feedback)	3%	34%	28%	34%
C.4	2.4	Is provided support and assistance to understand content and accomplish tasks	17%	28%	38%	17%
C.5	1.8	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	3%	17%	31%	48%
Overall rating on a 4-point scale:				2.3		

D. Active Learning						
Indicators	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
D.1	2.1	Has several opportunities to engage in discussions with teacher and other students	14%	14%	45%	28%
D.2	1.9	Makes connections from content to real-life experiences	10%	10%	38%	41%
D.3	2.5	Is actively engaged in the learning activities	21%	21%	48%	10%
Overall rating on a 4-point scale:				2.2		

E. Progress Monitoring						
Indicators	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
E.1	2.1	Is asked and/or quizzed about individual progress/learning	3%	34%	28%	34%
E.2	2.1	Responds to teacher feedback to improve understanding	3%	24%	48%	24%
E.3	2.2	Demonstrates or verbalizes understanding of the lesson/content	7%	24%	48%	21%
E.4	1.9	Understands how her/his work is assessed	7%	17%	31%	45%
E.5	2.0	Has opportunities to revise/improve work based on feedback	3%	28%	31%	38%
Overall rating on a 4-point scale:				2.0		

F. Well-Managed Learning						
Indicators	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
F.1	2.9	Speaks and interacts respectfully with teacher(s) and peers	24%	45%	28%	3%
F.2	2.8	Follows classroom rules and works well with others	24%	41%	28%	7%
F.3	2.2	Transitions smoothly and efficiently to activities	7%	38%	28%	28%
F.4	1.6	Collaborates with other students during student-centered activities	10%	7%	17%	66%
F.5	2.7	Knows classroom routines, behavioral expectations and consequences	21%	34%	34%	10%
Overall rating on a 4-point scale:				2.4		

G. Digital Learning						
Indicators	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
G.1	1.3	Uses digital tools/technology to gather, evaluate and/or use information for learning	3%	7%	10%	79%
G.2	1.1	Uses digital tools/technology to conduct research, solve problems and/or create original works for learning	3%	0%	3%	93%
G.3	1.1	Uses digital tools/technology to communicate and work collaboratively for learning	3%	0%	3%	93%
Overall rating on a 4-point scale:				1.2		

Jacques Marquette Diagnostic Review Schedule

SUNDAY – September 21, 2014

Time*	Event	Where	Who
3:00 p.m.	Check-in	Radisson Hotel at the Star Plaza 800 E. 81st Avenue Merrillville, Indiana 46410	Diagnostic Review Team Members
3:30 –5:30 p.m.	Orientation and Planning Session Team Work Session #1: Review and discuss performance data, stakeholder survey data, Self Assessment, Executive Summary, other diagnostics in ASSIST, documents and artifacts provided by the school, to determine initial ratings for all Indicators.	Radisson Hotel at the Star Plaza Conference Room	Dr. David Barnett (Lead Evaluator) Ms. Vinice Davis (Process Coach) Dr. Kathy Goad (Associate Lead Evaluator) Mrs. Monica Conrad (Team Member) Dr. Lindan B. Hill (Team Member) Dr. Keith Shaffer (Team Member) Mrs. Christine Spear (Team Member) Dr. Catherliene Williamson (Team Member) Mr. Nathan Williamson (Team Member)
5:30 – 6:30 p.m.	Dinner (working dinner?)		Diagnostic Review Team Members
6:30 – 8:30 p.m.	Principal Overview	Hotel Conference Room	Diagnostic Review Team Members, Mr. Sheldon Cain, Principal, Ms. Yolanda Hernandez, Assistant to the Principal and Data Coach

MONDAY – September 22, 2014

Time	Event	Where	Who
6:45 am	Leave hotel for school (eat breakfast prior to leaving)	Hotel	Diagnostic Review Team Members
7:15 a.m.	Team arrives at school	School office	Diagnostic Review Team Members
8:00 – 9:00 a.m.	Principal’s Interview	TBD	Diagnostic Review Team Members, Mr. Sheldon Cain
9:00 – 9:15 a.m.	Break		Diagnostic Review Team Members
9:15 – 11:45 a.m.	Begin school and classroom observations and stakeholder interviews		Diagnostic Review Team Members
11:45 a.m. – 1:30 p.m.	Lunch and team meeting		Diagnostic Review Team Members
11:45 a.m. – 2:00 p.m.	Individual interviews:	TBD	1. Administrators (Barnett) 2. Professional Staff (DR Team) 3. Leadership Team (Barnett)
	Small groups (3-5 persons) interviews should be scheduled for	Need private space for interviews.	Diagnostic Review Team Members (working in pairs or as individuals) 1. Parents (Goad & Hill) 2. Students (N. Williamson & Spear) 3. Support Staff (Shaffer & C. Williamson)
2:15 p.m.	Team returns to hotel		Diagnostic Review Team Members
2:30 – 5:00 p.m.	Afternoon work session		Diagnostic Review Team Members
5:00 – 6:00 p.m.	Dinner (TBD	Diagnostic Review Team Members
6:00 – 9:00 p.m.??	Team Work Session #2	Hotel conference room	Diagnostic Review Team Members

Tuesday – September 23, 2014

Time	Event	Where	Who
6:45 a.m.	Leave hotel for school (eat breakfast prior to leaving)	Hotel	Diagnostic Review Team Members
7:15 a.m.	Team arrives at school		

7:30 – 11:45 a.m.	Continue interviews, artifact review and classroom observations as necessary not completed on day #1		
11:45 a.m. – 12:30 p.m.	Lunch and team meeting	TBD	
12:30 – 2:00 p.m.	Continue interviews, artifact review and classroom observations as necessary not completed on Day 1		
2:00 – 6:00 p.m.	Work in Standards-like groups. Eat dinner during this time, prior to evening work session.		
6:00 – 9:30 p.m.	Team Work Session #3 (Agenda provided by Lead Evaluator)	Hotel Conference Room	

Wednesday – September 23, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Check out of hotel and departure for school	Hotel	
8:00 – 11:00 a.m.	Continue interviews, artifact review and classroom observations as necessary not completed on day #1		
11:00 a.m. – 12:30 p.m.	Final Team Work Session		
12:45 – 1:30 p.m.	Exit Conference	Media Center	Diagnostic Review Team

Team Roster

Lead Evaluator	Brief Biography
Dr. David Barnett	David Barnett is in his 13 th year as a faculty member at Morehead State University

Professor, Morehead State University Morehead, KY	(MSU) in Morehead, KY. He currently serves as professor in educational leadership and director of the doctoral program. His responsibilities at MSU have also included department chair and assistant dean. Prior to joining the MSU faculty fulltime, he served in the public schools for 27 years. His P-12 experience spans a number of different roles, including his beginning as a middle school math teacher to school system superintendent. He holds a number of teaching and administrative certificates. He completed his doctorate in educational leadership at the University of Kentucky in 1986.
Team Members	
Vinice Davis Vice President for Improvement Services, AdvancED Atlanta, GA	Vinice Davis is currently the Vice President for Improvement Services with AdvancED, where she manages several statewide partnerships and ensures they have the support needs to ensure continuous improvement. Ms. Davis has served in several operations roles in education over the past nine years and worked as a consultant before transitioning into the education sector. She holds a BBA from the Goizueta Business School at Emory University in Atlanta, GA and an MBA from the Yale School of Management in New Haven, CT.
Dr. Kathy Goad Superintendent, Tri-County School Corporation Wolcott, IN	Kathy Goad, PhD, currently serves as the superintendent of Tri-County Schools in northwest Indiana. She earned her BS, MS, EdS and PhD all from Indiana State University, Terre Haute, IN. Her career in education has included being a special education early childhood teacher, family and consumer sciences teacher and principal. She serves as a mentor for the Indiana Principal Leadership Institute and has been involved with NCA and AdvancED for the past 10 years, serving as a team member and Lead Evaluator.
Monica Conrad Attorney, Church Church Hittle & Amtrim Merrillville, IN	Monica Conrad has a BS and MA in special education from Indiana State University. She started her career teaching as a special education teacher licensed in the areas of mildly mental disabilities, learning disabilities and emotional disabilities. She later earned a director of special education license and served as a coordinator. She graduated from law school in 1993 and has since served as legal counsel to school systems in policy development, special education, school governance, teacher evaluation, student and staff issues and school improvement and other issues.
Dr. Lindan B. Hill Director, Marian Academy of Teaching and Learning Leadership Marian, IN	Lindan B. Hill, PhD, is vice president of Marian University and director of the Marian Academy for Teaching and Learning Leadership in Indianapolis, Indiana. Coming to Marian University in 2006 as Dean of the School of Education, he became Vice President in February 2013. His prior work includes five years as director of teacher education at Manchester University, North Manchester, Indiana, and public school teaching and administration for 32 years, with the last 25 of those years as superintendent of Schools in two systems in Indiana. Hill earned a bachelor of arts degree in English at Indiana University-Bloomington in 1969, a master of science in special education at Purdue University in 1972 and a PhD in special education and education administration at Purdue in 1975. He has served on numerous professional committees and advisory groups, including the US Department of Education Blue Ribbon School Selection Committee and as president of the Indiana Association of Public School Superintendents. In 1996, Hill was awarded the Distinguished Hoosier designation from Governor Evan Bayh and in 2001, was awarded Indiana's highest civilian award, Sagamore of the Wabash, from late Governor Frank O'Bannon. Dr. Hill is co-author of the book, <i>Rethinking the Education Mess: A Systems Approach to Education Reform</i> , along with Ian Mitroff and Murat Alpaslan. Palgrave MacMillan, October 2013.
Dr. Keith Shaffer Director of Managing Office, AdvancED	Keith Shaffer is currently the director of the managing office for AdvancED in Mississippi. Delta State University in Cleveland, MS, is where Keith received his bachelor's, master's, educational specialist and doctorate in educational

Cleveland, MS	leadership. He is a retired educator with 30 years of service, from the mathematics classroom to building-level administrator, ending his career as a superintendent for 11 years.
Christine Spear Education Administrator, Alabama Department of Education Montgomery, AL	Christine Spear is an education administrator with the instructional services section of the Alabama State Department of Education (ALSDE). She has 22 years of experience in education and holds degrees in education from Auburn University (M.Ed.) and Alabama State University (Ed.S.). She is currently enrolled as a doctoral student at Concordia University-Portland. In her role with instructional services, she provides technical assistance to local education agencies in implementation of research-based instructional strategies and processes as well as implementation of the Response to Instruction (RtI) tiered support framework.
Dr. Catherliene Williamson Regional Support Coordinator, Alabama Department of Education Montgomery, AL	Catherliene Williamson currently serves as a regional support coordinator for the Alabama Department of Education. In this role, she works with systems that have schools identified for priority or focus support. Additionally, she is the coordinator for the instructional audit process that is used as a data source to aid with providing customized support in schools.
Nathan Williamson English Learner Specialist, Indiana Department of Education Noblesville, IN	Nathan Williamson is currently working at the Indiana Department of Education as an English learner specialist. In this role, he works primarily with schools and systems to support their implementation of programming for English learners through professional development, technical assistance and grant monitoring. Prior to this role, he was an ESL teacher for Indianapolis Public Schools and Center Grove Community Schools at the elementary and middle school levels. He has a B.S. in elementary education and an M.S. in language education from Indiana University.

About AdvancED

AdvancED is the world leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 public and private schools and school systems – enrolling more than 20 million students - across the United States and 70 countries.

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895 and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 became part of AdvancED.

Today, NCA CASI, NWAC and SACS CASI serve as accreditation divisions of AdvancED. The Accreditation Divisions of AdvancED share research-based quality Standards that cross system, state, regional, national and international boundaries. Accompanying these Standards is a unified and consistent process designed to engage educational institutions in continuous improvement.

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