

DIAGNOSTIC REVIEW REPORT FOR SOUTHSIDE MIDDLE SCHOOL

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47302

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Introduction

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. 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 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, institution effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success.

AdvancED Standards were developed by a committee comprised of talented educators and leaders from the fields of practice, research and policy who 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 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 the effectiveness with which 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 provided evidence to support its conclusions vis a vis organizational effectiveness in ensuring acceptable and improving levels of student performance.

- An indicator-based tool that connects the specific elements of the criteria to evidence gathered by the team;
- 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 engagement instrument that examines the fidelity of administration and results of perception surveys seeking the perspective of students, parents, and teachers;
- a state-of-the-art, learner-centric observation instrument, the Effective Learning Environments Observation Tool (eleot™) that quantifies students' engagement, attitudes and dispositions organized in 7 environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, reach acceptable levels of inter-rater reliability, and certified 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

A key to continuous improvement is the institution's knowledge of its most effective and impactful practices. Such practices, yielding a performance level of 4, 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

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 the professional judgment

of the Team, represent opportunities for improvement that should be considered by the institution.

Improvement Priorities

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

Southside Middle School hosted a Diagnostic Review on May 17 - 20, 2015. The four-day onsite review involved an eight member team who provided their knowledge, skills and expertise for carrying out the Diagnostic Review process and developing this written report of their findings.

The Diagnostic Review Team expresses its appreciation to the staff and stakeholders of Southside Middle School for their hospitality and welcoming attitude throughout the visit. The leadership team is commended for their thorough preparations, prompt response to the team's varied requests and commitment to the process of continuous improvement.

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 provided. The 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 and was completed and submitted for the Diagnostic Review Team's review in a timely manner. Evidence and documentation to support the school's Self Assessment and other diagnostics were well organized, provided in a timely manner and easily accessible to the External Review Team Members.

The Team interviewed a total of 92 stakeholders and observed 46 classrooms during the Diagnostic Review. Throughout the Diagnostic Review school leaders, faculty, and staff were

were open and honest in discussing their continuous improvement efforts at Southside Middle School.

Stakeholder Interviewed	Number
Administrators	3
Instructional Staff	25
Support Staff	15
Students	40
Parents/Community/Business Leaders	9
TOTAL	92

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 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. In order 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.

Institutions 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
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.	2
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
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	2
3.6	Teachers implement the school's instructional process in support of student learning.	1
3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	1
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	1
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.	1
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.	1
3.11	All staff members participate in a continuous program of professional learning.	1
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	2

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
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	2
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
5.3	Professional and support staff are trained in the evaluation, interpretation and use of data.	1
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
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.	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.

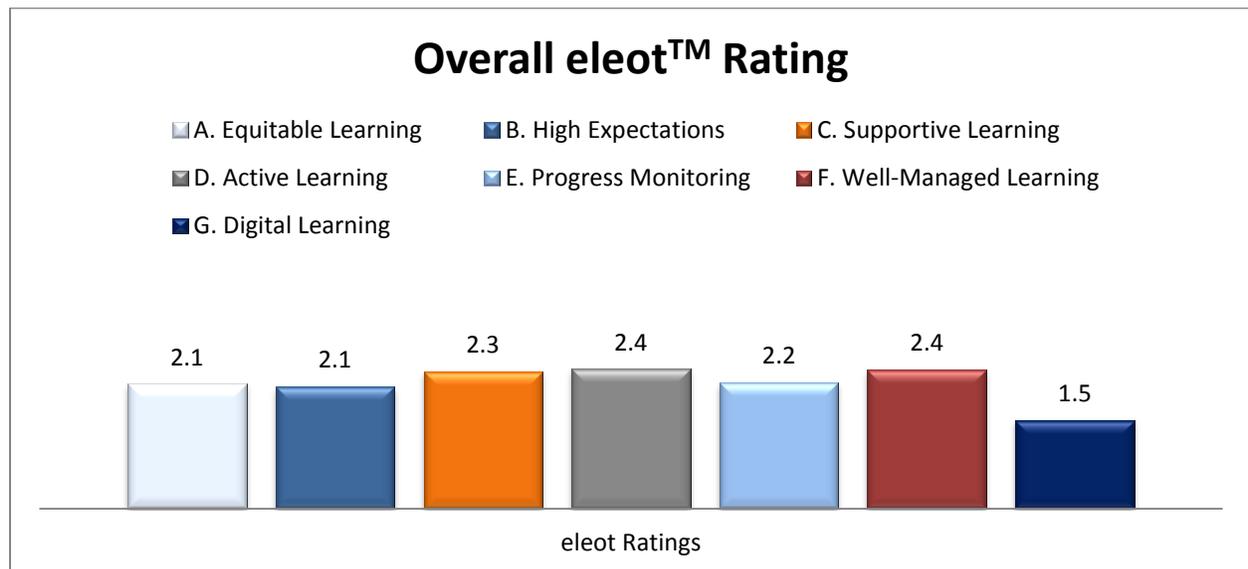
Evaluative Criteria	Review Team Score
1. Assessment Quality	2
2. Test Administration	3
3. Quality of Learning	1
4. Equity of Learning	1

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 (eleot™) 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 Diagnostic Review Team is required to be trained and pass a certification exam that establishes inter-rater reliability. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale (4=very evident; 3=evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot™. During the review, team members conducted eleot™ observations in 46 classrooms.

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 reflects a heavy reliance on traditional teacher-centered learning environments in which students are primarily passive listeners or observers. Students

were well-managed and compliant in most classrooms where learning activities were primarily listening, and students were passively engaged. Instances in which students had differentiated learning opportunities or were exposed to high expectations and/or rigorous course work were infrequent. In addition, there were few examples of students using technology or digital learning tools to engage in rigorous problem-solving, communication or collaborative work. While there were isolated examples of effective instruction and classroom management, the school was overall largely inconsistent in its expectations for student behavior and learner engagement.

(Charts detailing eleot™ results are included below.)

eleot™ Analysis

Equitable Learning Environment

A. Equitable Learning Environment						
Indicators	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
A.1	2.0	Has differentiated learning opportunities and activities that meet her/his needs	13%	13%	39%	35%
A.2	2.7	Has equal access to classroom discussions, activities, resources, technology, and support	17%	39%	35%	9%
A.3	2.4	Knows that rules and consequences are fair, clear, and consistently applied	7%	46%	30%	17%
A.4	1.4	Has ongoing opportunities to learn about their own and other’s backgrounds/cultures/differences	2%	11%	13%	74%
Overall rating on a 4 point scale:		2.1				

1. Classroom observations revealed students were infrequently provided “differentiated opportunities and activities to address individual needs,” rated at 2.0 on a 4 point scale. Differentiation of instruction was not observed in 35 percent of classrooms. The majority of classrooms employed teacher-centered and whole group instruction as the instructional delivery method, which did not make allowances for differentiation.
2. The extent to which students have “equal access to classroom discussions, activities, resources and technology,” rated at 2.7 on a 4 point scale, is evident to some degree. All

students had the opportunity to ask questions and participate in discussions that occurred during direct instruction.

3. Observations revealed that students typically knew rules and consequences as this item was rated at 2.4 on a 4 point scale with this indicator being evident in 46 percent of classrooms.
4. Classroom observations revealed students were almost never provided with “ongoing opportunities to learn about their own and other’s backgrounds/cultures/differences” with this indicator being rated as not observed in 74 percent of classrooms.

High Expectations Learning Environment

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	7%	37%	43%	13%
B.2	2.3	Is tasked with activities and learning that are challenging but attainable	7%	41%	30%	22%
B.3	1.8	Is provided exemplars of high quality work	4%	20%	26%	50%
B.4	2.2	Is engaged in rigorous coursework, discussions, and/or tasks	4%	37%	28%	30%
B.5	1.8	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	4%	24%	20%	52%
Overall rating on a 4 point scale:		2.1				

1. Classroom observations revealed many students knew and strived to meet expectations established by the teacher with this indicator being rated at 2.4 on a 4 point scale. Students were following directions or engaged in assignments or activities assigned to them in several classrooms. However, this indicator was not observed or only partially observed in 56 percent of classrooms, suggesting procedures and expectations may not be systemically established throughout the school.
2. Observations revealed students are rarely “provided exemplars of high quality work” with this indicator being rated as not observed or somewhat evident in 76 percent of classrooms.

3. Classroom observations were mixed relative to students being “tasked with activities or learning that are challenging” and “engaged in rigorous coursework, discussions, and/or tasks” with only 48 percent and 41 percent of classrooms being rated as evident or very evident respectively. These results suggest the school’s curriculum and/or classroom instruction does not consistently provide challenging learning opportunities that ensure students have sufficient opportunities to develop critical thinking and life skills.
4. The extent to which students were “asked and responded to questions that require higher order thinking” was rated at 1.8 on a 4 point scale with there being no evidence of practice occurring in 52 percent of classrooms.

Supportive Learning Environment

C. Supporting Learning						
Indicators	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
C.1	2.3	Demonstrates or expresses that learning experiences are positive	7%	41%	33%	20%
C.2	2.4	Demonstrates positive attitude about the classroom and learning	9%	41%	35%	15%
C.3	2.1	Takes risks in learning (without fear of negative feedback)	13%	24%	22%	41%
C.4	2.7	Is provided support and assistance to understand content and accomplish tasks	24%	28%	37%	11%
C.5	2.2	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	13%	24%	35%	28%
Overall rating on a 4 point scale:		2.3				

1. Classroom observations indicated the presence of a supportive learning environment in many classrooms as demonstrated by a rating of 2.3 on a 4 point scale. It was evident or very evident in 48 percent of classrooms that students “demonstrated or expressed that learning experiences were positive.” In addition, instances in which students “demonstrated a positive attitude about learning” were evident or very evident in 50 percent of classrooms.

- Classroom observations revealed students do not generally “take risks in learning” with this component being rated as not observed in 41 percent of classrooms.
- Observations revealed that many students are “provided support and assistance to accomplish tasks,” which received a rating of 2.7 on a 4 point scale. Occasions where students were “provided additional/alternative instruction and feedback” were rare with this item being rated as somewhat evident or not observed in 63 percent of classrooms.

Active Learning Environment

D. Active Learning						
Indicators	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
D.1	2.6	Has several opportunities to engage in discussions with teacher and other students	26%	24%	30%	20%
D.2	2.0	Makes connections from content to real-life experiences	11%	20%	24%	46%
D.3	2.6	Is actively engaged in the learning activities	22%	30%	37%	11%
Overall rating on a 4 point scale:		2.4				

- The extent to which students have “opportunities to engage in discussion with the teacher and other students,” rated at 2.6 on a 4 point scale, is evident to some degree. In 50 percent of classrooms, students were given the opportunity to engage in discussion; however, most lessons observed were teacher-delivered with students engaged as passive learners with few opportunities for collaborative work in their academic classes.
- Observations revealed students were rarely “actively engaged in learning activities” with this indicator being evident” or very evident in 52 percent of classrooms.
- The Team found no evidence of students “making connections to real-life experiences” in 46 percent of classrooms.

Progress Monitoring Learning Environment

E. Progress Monitoring						
Indicators	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
E.1	2.3	Is asked and/or quizzed about individual progress/learning	4%	35%	46%	15%
E.2	2.2	Responds to teacher feedback to improve understanding	7%	30%	43%	20%
E.3	2.2	Demonstrates or verbalizes understanding of the lesson/content	9%	22%	48%	22%
E.4	1.9	Understands how her/his work is assessed	7%	22%	26%	46%
E.5	2.2	Has opportunities to revise/improve work based on feedback	9%	33%	26%	33%
Overall rating on a 4 point scale:		2.2				

1. Classroom observations suggest a minimal level of progress monitoring occurs in classrooms with this learning environment being rated at 2.3 on a 4 point scale. Specifically, students were observed “responding to teacher feedback” in 37 percent of classrooms and “demonstrating or verbalizing their understanding of the lesson” in 31 percent of classrooms.
2. Students indicated they are “asked and/or quizzed about individual progress/learning” to some degree with this indicator being rated 2.3 on a 4 point scale.
3. Observations suggest that students do not consistently “understand how their work is assessed” with this component being rated as not observed or somewhat evident in 72 percent of classrooms. Furthermore, instances in which students were provided “opportunities to revise/improve work based on feedback” were evident/very evident in 42 percent of classrooms.

Well-Managed Learning Environment

F. Well-Managed Learning						
Indicators	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
F.1	2.7	Speaks and interacts respectfully with teacher(s) and peers	20%	37%	39%	4%
F.2	2.6	Follows classroom rules and works well with others	7%	50%	37%	7%
F.3	2.1	Transitions smoothly and efficiently to activities	4%	33%	33%	30%
F.4	1.9	Collaborates with other students during student-centered activities	9%	22%	24%	46%
F.5	2.6	Knows classroom routines, behavioral expectations and consequences	7%	50%	37%	7%
Overall rating on a 4 point scale:		2.4				

1. The school received one of its highest rankings in the Well-Managed Learning Environment with a rating of 2.4 on a 4 point scale. Students were observed “speaking and interacting respectfully with teachers and peers” throughout the building with this indicator being rated at 2.7 on a 4 point scale. Furthermore, students were observed “following classroom rules and working well with others” in 57 percent of classrooms.
2. Observations revealed students knew “classroom routines, expectations and consequences” in 57 percent of classrooms.
3. The Team found very little evidence of students “collaborating with other students” with this indicator being not observed or only somewhat evident in 70 percent of classrooms.

Digital Learning Environment

G. Digital Learning						
Indicators	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
G.1	1.7	Uses digital tools/technology to gather, evaluate, and/or use information for learning	4%	22%	9%	65%
G.2	1.5	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	4%	13%	9%	74%
G.3	1.4	Uses digital tools/technology to communicate and work collaboratively for learning	4%	9%	11%	76%
Overall rating on a 4 point scale:		1.5				

1. While the school implements a one-to-one technology initiative, observations indicate it is not being highly used to actively engage students or personalize educational opportunities for students. Overall, digital learning observations rated 1.5 on a 4 point scale with this being the school’s lowest rating of all learning environments.
2. There were rare meaningful instances of students observed using technology to “gather, evaluate, and/or use information for learning” with this indicator being rated as not observed in 65 percent of classrooms. Moreover, there were even less instances of students “using digital tools to conduct research, solve problems and/or create original works for learning” with this indicator being rated as not observed in 74 percent of classrooms.
3. The “use of technology to communicate and work collaboratively for learning” was rated as not observed in 76 percent of classrooms.

FINDINGS OF THE DIAGNOSTIC REVIEW TEAM

IMPROVEMENT PRIORITY

Develop and evaluate a systemic instructional process that ensures alignment with the district's approved curriculum, standards and school values. Use research-based instructional practices that prompt and support active learning, are responsive to individual student needs and encourage students to demonstrate ownership for their learning. Implement instructional strategies that include building student background knowledge, opportunities for student collaboration, differentiated instruction, frequent checks for understanding, opportunities for re-teaching and the effective integration of technology to support academic achievement. (Indicator 3.3)

(Indiana Turnaround Principles Alignment: 3.2 and 3.3)

Supporting Evidence:

Student Performance Data:

Student performance data, as detailed in the attachments of this report, indicate that performance in ISTEP+ English/Language Arts (E/LA) has been significantly below state average passing percentages although an increase in performance of approximately twelve percentage points occurred in the 2012-2013 school year. Student performance in E/LA fell to below 38 percent in the 2013 - 2014 school year. Math scores over that same three year period remained virtually unchanged with only 39 percent of students passing ISTEP+ in this content area. Data suggest the school has not been effective in establishing systems, processes or practices that ensure students are clearly informed of learning expectations or that teachers consistently implement research-based instructional strategies.

Classroom Observation Data:

Classroom observations, as detailed in the Teaching and Learning Impact section of this report, did not reveal that teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Classroom observations also did not indicate that teachers personalize instructional strategies and interventions to address the individual learning needs of each student. Classroom observations did not show that teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines or use technologies as instructional resources and learning tools.

Stakeholder Survey Data:

Forty-five percent of staff agreed/strongly agreed with the statement, “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students,” suggesting the personalization of instruction is not a consistent practice in classrooms.

Similarly, 40 percent of staff agreed/strongly agreed with the statement, “All teachers regularly use instructional strategies that require student collaboration, self reflection and the development of critical thinking skills,” which indicates instruction is typically teacher-centered with few opportunities for students to be facilitators of their own learning.

Thirty-eight percent of students agreed/strongly agreed with the statement, “All of my teachers change their teaching to meet my learning needs,” suggesting that instruction is not responsive to individual student learning needs.

Fifty-four percent of students agreed/strongly agreed with the statement, “In my school, computers are up to date and used by teachers to help me learn.” Despite the school’s one-to-one initiative, technology is rarely used effectively as a learning tool.

Thirty-nine percent of staff agreed/strongly agreed with the statement, “All teachers in our school provide students with specific and timely feedback about their learning” suggesting students are rarely given opportunities to clearly demonstrate their understanding of learning targets and/or improve work based upon teacher feedback.

Stakeholder Interviews:

Interviews revealed that teachers and support staff were consistently not able to define or articulate the school’s instructional process. Most teachers noted they routinely post standards and objectives related to the 8-Step Process. Few teachers responded in such a way that confirmed that research-based instructional strategies are routinely implemented in classroom instruction or that such strategies are consistently implemented across classrooms.

Documents and Artifacts:

Professional community meeting notes and learning log meeting notes did not document or reference discussions related to research-based instructional strategies that would ensure the achievement of student learning expectations.

IMPROVEMENT PRIORITY

Create and implement a comprehensive positive behavior intervention and support system to

proactively address the social, emotional and learning needs of all students. Within this framework, develop, implement and monitor a research-based school-wide formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. Coordinate this program to include all adults within the school. (Indicator 3.9)

(Indiana Turnaround Principles Alignment: 2.2 and 2.3)

Supporting Evidence:

Stakeholder Survey Data:

Survey data indicated that 54 percent of the staff believes a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience. Moreover, only 50 percent of students believe this statement to be true, suggesting there is not a comprehensive positive behavior intervention and support system or mentoring framework available to support staff and student success.

Stakeholder Interviews:

Interviews revealed that staff members, parents and students believe negative student behavior is a significant hindrance to learning in the classroom. Moreover, stakeholder interviews substantiated the lack of a comprehensive approach to student behavior management and the fostering of a culture and climate consistent with high expectations for all students.

Documents and Artifacts:

A review of the 2014 - 2015 Middle School Handbook shows no evidence of a comprehensive student behavior management system or student advocacy framework.

The existing core beliefs of this school state "We believe a good staff member is one who is interested in the welfare of all students and supportive of their educational endeavors." However, the team found no evidence of the implementation of a formal staff and student advocate framework.

Discipline data overwhelmingly revealed the need for a structured, comprehensive positive behavior intervention and support system that would support the social and emotional needs of all students through constructive, encouraging relationships between all staff and students.

IMPROVEMENT PRIORITY

Engage personnel in meaningful ongoing professional development by developing a calendar of

purposeful professional learning aligned with the school's specific improvement plan in which all staff members are required to participate. The calendar should include but not be limited to mentoring, coaching and induction programs which support instructional improvement consistent with the school's values and beliefs about teaching and learning. (Indicator 3.11)

(Indiana Turnaround Principles Alignment: 5.3 and 5.5)

Supporting Evidence:

Student Performance Data:

Student performance data, as detailed in the attachments of this report, clearly demonstrate that student scores for the last three years have remained relatively stagnant. Students are not showing growth in either English/language arts or math. The data indicated that not only are students not mastering skills and standards, they are in need of having content presented in a variety of ways in order to ensure the opportunity to master grade level content. The school's letter grade, based upon the Indiana Department of Education's accountability model, has been rated as "F" for the following school years: 2011 - 2012, 2012 - 2013 and 2013 - 2014.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning section of this report, revealed little or no instances in which student collaboration, the effective integration of technology or the use of research-based instructional best practices were being implemented. Several classrooms observed revealed a heavy reliance on worksheets or packets with little to no direct instruction from teachers. Teachers need professional development that provides the effective integration of iPad use in class lessons, instructional strategies that allow for collaboration, active participation and higher order, critical thinking skills. In addition, to professional development on effective instructional strategies, new or beginning teachers should also have a mentor provided to them as a support person to answer questions and provide suggestions to improve teaching and learning.

Stakeholder Survey Data:

Fifty-five percent of surveys indicated that all staff members participate in continuous professional learning based on the needs of the school.

Staff surveys also indicated an absence of agreement among staff that professional learning is designed to build capacity among all professional and support staff members with only 46 percent of staff agreeing to this statement.

Stakeholder Interviews:

Teacher interviews revealed that professional development specific to the effective use of

technology initially occurred when the school's one-to-one initiative with iPads began; however, additional opportunities for staff members to grow and learn in the area of blended learning has not been identified or offered. Other staff members indicated that while they understood the limitations of professional development funds to support teachers' professional growth, they also believed the use of a train-the-trainer model in which one teacher attends training and comes back to share with others could be very valuable.

Interviews indicated that mentors are assigned to new or beginning teachers; however, expectations, support and outcomes vary widely. One teacher reported having a mentor assigned to her this year, but she also shared they have not met regularly throughout this school year. Yet another new teacher indicated there had been a new teacher meeting; however, her mentor "never bothered to attend."

Interviews with staff members continued to identify student behavior as a barrier to improved academic performance, suggesting a need for professional development related to positive behavior intervention and support that would give teachers a variety of tools to use in addressing misbehaviors in a different way or to de-escalate classroom situations in order to maximize instructional time.

IMPROVEMENT PRIORITY

Develop, consistently implement and support the use of systematic processes to document the collection, analysis and use of data to improve student achievement and school effectiveness, including the conditions that support student learning (e.g., the use of comparison or trend data to make instructional decisions, the effective use of technology, the effectiveness of instructional strategies implemented, student behavior data). (Indicator 5.2)

(Indiana Turnaround Principles Alignment: 4.2)

Supporting Evidence:

Student Performance Data:

Student performance data, as detailed in the attachments of this report, does not suggest that the school's processes for improvement planning are effective in increasing student achievement. Trend data collected for ISTEP+ revealed the school has not met Annual Measurable Objectives (AMOs) for any subgroup category in English/~~L~~anguage ~~a~~Arts and math over the past three years.

Stakeholder Survey Data:

Although 86 percent of staff agreed/strongly agreed that the school has a systematic process for collecting, analyzing and using data, evidence collected through interviews and artifact review suggest the school has not been effective in using data to improve instructional practices that lead to increased student performance.

Stakeholder Interviews:

Interviews with administrators and teachers indicated data are being collected, analyzed and tracked for the core curriculum areas of English/language arts and math only.

Documents and Artifacts:

A review of documents and artifacts revealed that the school does consistently collect and analyze data specific to English/language arts and math; however, analyses of this data do not result in systematic changes to instructional programming or practices in the classroom to meet the individual needs of students.

A review of professional learning community (PLC) meeting minutes, data meeting logs and data binders indicated that data are being reviewed; however, processes and documentation related to the use of data to make informed decisions about teaching and learning were not evident.

Little to no data are being collected and analyzed specific to student behavior, school effectiveness, the conditions that support student learning, the professional learning needs of all staff members and program effectiveness.

Leadership Capacity

The capacity of leadership to ensure an institution's progress towards 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 more than 32,000 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 institutions' 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
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	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
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	1

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
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	2
2.2	The governing body operates responsibly and functions effectively.	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
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	2
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	2

Stakeholder Feedback (SF) Evaluation

The AdvancED surveys are directly correlated to the AdvancED Standards and Indicators; they provide not only 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
1. Questionnaire Administration	4
2. Stakeholder Feedback Results and Analysis	3

FINDINGS OF THE DIAGNOSTIC REVIEW TEAM

IMPROVEMENT PRIORITY

Cultivate a culture of shared responsibility among leadership and staff and commit to shared values and beliefs about teaching and learning that will ensure students receive an equitable, challenging, engaging and safe learning experience. Embed these processes into continuous improvement, behavior, instructional and technology plans. (Indicator 1.2)

(Indiana Turnaround Principles Alignment: 1.4, 2.2, 2.3)

Supporting Evidence:

Student Performance Data:

Student performance data, as detailed in the attachments of this report, indicated evidence of achievement gaps with minimal or no change occurring in these achievement gaps over the last three years. Negative or below level trends in student performance and growth exist in English/language arts and math.

Classroom Observation Data:

Classroom observations, as detailed in the Teaching and Learning Impact section of this report, did not reveal the existence of practices or procedures that clearly hold students to high expectations, provide a challenging curriculum, deliver appropriate feedback or additional instruction according to performance level or elicit higher-order thinking. Substantial class time was spent on procedures and time spent in discipline rooms was not academically focused. A pervasive focus on instruction was not apparent.

Stakeholder Survey Data:

Sixty percent of students agreed/strongly agreed with the statement, "In my school, a high quality education is offered," and 62 percent agreed/strongly agreed with the statement, "My school provides me with challenging curriculum and learning experiences." Similarly, 51

percent of staff agreed/strongly agreed with the statement, "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills." This suggests that a significant percentage of the staff, or nearly half, disagree or are ambivalent as to the existence of this effective practice. In comparison, 70 percent of parents reported the school does provide a challenging curriculum and learning experience.

Stakeholder Interviews:

In interviews, teachers, support staff, parents and administrators consistently defined the school culture as primarily focused on behavior and not focused upon the educational outcomes of the students. A few teachers noted the purpose and direction of the school beyond managing behavior. Staff reported that professional learning communities were not aligned to improving instructional practices. Teachers noted the inconsistent use of curriculum maps. Students stated that many classes are not challenging and lack a purpose for learning. Parents described the climate as unsafe, inconsistent and poorly communicated. Staff stated that very little training has been provided to improve student behavior or to improve instructional practices.

Documents and artifacts:

A review of the vision and mission statements demonstrated an emphasis on high expectations, safe environment and building relationships with students. However, staff members were infrequently aware of the vision and mission of the school. A review of curriculum maps did not reveal a formal process for updates or revisions based upon student learning outcomes. A review of professional learning community meeting agendas and 8-Step notes did not reveal the frequent existence of defined discussions on instructional expectations, improvement in teaching practices and monitoring or support for the implementation of effective instruction.

Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students served. 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, as well as evidence of long-range capital and resource planning effectiveness.

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able 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 more than 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, meets special needs, and 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 and 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
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
4.2	Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school.	2
4.3	The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	2
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	2
4.5	The technology infrastructure supports the school's teaching, learning and operational needs.	2
4.6	The school provides support services to meet the physical, social and emotional needs of the student population being served.	1
4.7	The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	1

Conclusion

Summary of Diagnostic Review Team Activities:

The Diagnostic Review team conversed electronically on several occasions and met virtually on May 13, 2015 to begin a preliminary examination of Southside Middle School's Self Assessment Report, determine team member assignments and discuss the management of logistics for the on-site review.

Team members arrived in Muncie, Indiana on May 17, 2015 for their first team work session to discuss the preliminary review of data and information, discuss points of inquiry and review team member individual schedules. This work session also provided an opportunity for the school's administrative team to present an overview of the school's purpose and direction, Self Assessment results, improvement initiatives related to the Indiana Turnaround Principles, continuous improvement planning processes and what the team should expect to experience and observe during the on-site review.

Team members met at the school on May 18 - 19, 2015 for the purpose of conducting interviews, reviewing artifacts and documents and visiting classrooms. The Lead Evaluator provided an Exit Report to school and district leadership on May 20, 2015. The complete schedule of the Diagnostic Review Team's activities is included as an addendum to this report.

The Diagnostic Review Team would like to thank the staff and stakeholders of Southside Middle School for their professional demeanor and courtesy, the thoroughness of their preparation and their transparency in responding to the team's requests for information.

In preparation for the review, the school engaged its stakeholders in an in-depth evaluation of each of the AdvancED Standards for Quality. They collaboratively completed the Self Assessment and Executive Summary documents as well as gathered evidence and artifacts supportive of their work as a school community. The school was prepared and organized for the review and open and honest in its self-appraisal as challenges and opportunities for improvement were duly noted. Moreover, leadership was forthright with the Diagnostic Review Team about areas in which they hope to see improvement as part of this process. The leadership of Southside Middle School viewed the Diagnostic Review process as a mechanism to provide valuable feedback and direction for continuous improvement work that will result in improved professional practice and impact positively impact student achievement.

Summary of Institutional Strengths

The leadership team of Southside Middle School appeared to genuinely care for the students and expressed concern about the school's performance. Isolated examples of effectiveness in teaching and classroom management were observed and evidence suggested that individually and in small groups, teachers sometimes worked collaboratively to review data, make informed instructional decisions and plan improvement efforts.

Use of the Indiana Turnaround Principles

Interviews with the school's administrative team and staff suggested that they are aware of many areas of needed improvement related to the Indiana Turnaround Principles. The school's building leader spoke candidly about holding staff, parents and students to high expectations in order to develop a positive culture that fosters a safe, orderly and challenging learning environment for all students. Building administrators spoke frankly of their desire to competitively recruit effective teachers in an effort to maximize the learning opportunities for all students through purposeful staff assignment. Furthermore, the school's administrative team expressed the need to implement a more accountable evaluation process in which routine classroom walkthroughs result in meaningful feedback to assist teachers in improving their professional practice and as a result student performance and achievement. Stakeholder interviews, survey data and a review of documents and artifacts validated the need for a comprehensive continuous program of professional learning that enables teachers to reflect, revise and evaluate their classroom practices to improve student learning outcomes (Turnaround Principle #1, School Leadership and #5, Effective Staffing Practices).

The school has implemented limited efforts to promote positive student behavioral expectations with staff members acknowledging the need to implement a more organized, consistent behavior management system with clear goals and expectations that can be tracked and communicated to stakeholders. Although the Team observed isolated examples of effectiveness in teaching and classroom management, the quality of instruction varies from one room to the next with little instructional differentiation in place to meet the various needs of students. Stakeholder interviews, survey data and a review of documents and artifacts substantiated a need for the school community to focus on nurturing a culture of shared responsibility among leadership and staff and commit to shared values and beliefs about teaching and learning that will ensure students receive an equitable, challenging, engaging and safe learning experience (Turnaround Principle #2, Climate and Culture).

Addressing Turnaround Principles #3 (Effective Instruction), #4 (Curriculum, Assessment and Intervention) and #6 (Enabling Effective Use of Data) remain critical areas of needed

improvement for the school. Interviews and observations indicated the school has made little to no progress in addressing the goals outlined as part of their Student Achievement Plan (SAP). Classroom observations revealed a lack of research-based, rigorous instruction being consistently implemented. Furthermore, high quality work and meaningful feedback were not evident. Assessment practices indicated teachers rarely use data in purposeful ways to inform instruction with teacher interviews revealing the use of formative assessment data is rare to nonexistent. The school should find ways to actively engage teachers in collaboration related to curriculum alignment, assessment development, using data to assess student progress and differentiating instruction to meet the individual needs of students.

While the school has made efforts to engage families in their children's education and keep them informed of their children's learning progress, interviews revealed a few consistently active parents continue to attend parent activities. The school does currently employ a Parent Volunteer Coordinator who works to meaningfully engage parents in the life of the school through personal contact and connections. However, efforts to reach a broader base of parents is needed to increase parental involvement and participation in the school as well as to engage them in academically related activities and school decision-making (Turnaround Principle #8, Effective Family and Community Engagement).

Results-Driven Continuous Improvement

Classroom observations, stakeholder interviews, stakeholder surveys and a review of documentation suggested the school has done little to establish effective results-driven continuous improvement planning processes. The Diagnostic Review Team found little evidence to indicate that the school engages stakeholders in the systemic and systematic processes of continuous improvement. Moreover, of systems to monitor and communicate the results of improvement efforts to stakeholders are needed. Although the current administrative team embraces beliefs focused on continuous improvement, functions within the school are not directly aligned to the expected outcomes for student learning. The school has taken steps to effectively incorporate the district's teacher evaluation system; however, at the present time, there are few effective mechanisms for ensuring the high-quality delivery of curriculum, assessment and instruction or to use data to guide instructional decision-making. Interviews indicated that the school has not identified key quality performance indicators with which to measure school effectiveness. In addition, there was little evidence that data are used to evaluate program progress over time, to monitor the impact of specific strategies in goal areas or to determine whether improvement goals are attained. The school should establish and commit to a clear set of performance metrics so that it can monitor and determine its ability to meet future improvement goals.

Addenda

Diagnostic Review Team Schedule

Southside Middle School

SUNDAY, MAY 17, 2015

Time	Event	Where	Who
3:00 p.m.	Check-in	Hotel	Diagnostic Review Team Members
4:00 p.m. -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.	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 p.m. – 8:30 p.m.	Principal Overview (Questions/topics to be addressed by the principal and possibly other school leaders in a formal presentation to the team. PowerPoint or other ways of organizing information is encouraged. Please provide copies to the team.) 1. Purpose and Direction: a) Where has the school come from in the last 3-5 years? b) Where is the school now? What is the “current reality” of the school today? c) Where is the school trying to go from here? What changes and improvements is the school working towards that will improve performance and learning conditions? 2. Overview of the School Self-Assessment: a) Explain the internal process used to develop the Self-Assessment, Executive Summary, as well as to collect stakeholder survey data. b) Provide an overview and brief explanation for the school’s ratings of the AdvancED standards and indicators. c) Discuss the strengths and leverage points for improvement that were revealed through the school’s analysis of the standards, indicators, and performance descriptors? 3. Indiana Turnaround Principle Diagnostic questions. 4. Describe the school’s improvement planning process. a) How does school leadership ensure that the improvement plan is “results driven” as opposed to “compliance driven.” Where can we see evidence of a truly	Hotel Conference Room	Diagnostic Review Team Members

	<p>“continuous” improvement planning process? b) What has been the result of school/system improvement efforts during the last 2-3 years? What evidence can the school present to indicate that learning conditions and student achievement have improved?</p> <p>5. Describe what the team will observe in classrooms:</p> <p>a) What expectations have been established for teachers and students at this school that we should be looking for in classrooms?</p> <p>b) What has been the focus of professional learning that the team can expect to see in instruction, curriculum, or assessment practices?</p> <p>c) In what ways can the team expect to see the school’s formal statements of purpose, direction, vision/mission, or shared values and beliefs about teaching and learning apparent in classroom observations?</p>		
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MONDAY, MAY 18, 2015

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at school	School office	Diagnostic Review Team Members
8:00 – 11:15 a.m.	Principal’s Interview Begin school and classroom observations and stakeholder interviews	Classrooms	Diagnostic Review Team Members
11:15 a.m.-11:45 a.m.	Lunch & Team Meeting	Conference Room	Diagnostic Review Team Members
11:45 – 4:00 p.m.	Individual interviews: 1. all administrators 2. 25% of professional staff (representing a cross-section of the faculty) 3. school leadership team	Classrooms, School office	Diagnostic Review Team Members
11:45-4:00 p.m.	Small groups (3-5 persons) interviews should be scheduled for 1. parent leaders 2. students 3. support staff	Classrooms, School office	Diagnostic Review Team Members (working in pairs or as individuals)
4:00 p.m.	Team returns to hotel	Hotel	Diagnostic Review Team Members
4:00– 5:30 p.m.	Dinner and Preparation for Team Work Session #2		Diagnostic Review Team Members
5:30-9:00 p.m.	Team Work Session #2 (Agenda provided by Lead Evaluator) <ul style="list-style-type: none"> • Tabulate classroom observation data from Day #1 • Reach consensus on second ratings for all indicators • Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities • Each team member drafts an Improvement Priority, 	Hotel conference room	Diagnostic Review Team Members

	<p>Opportunity for Improvement, or Powerful Practice that is then shared with the team. Team members and Lead Evaluator provides feedback.</p> <ul style="list-style-type: none"> • Prepare for Day 2 		
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TUESDAY, MAY 19, 2015

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
8:00 a.m.	Team arrives at school	Conference Room	Diagnostic Review Team Members
8:00 – 11:45 a.m.	Continue interviews, artifact review and classroom observations as necessary not completed on day #1	Classrooms	Diagnostic Review Team Members
11:45 a.m.-12:30 p.m.	Lunch & Team Meeting	Conference Room	Diagnostic Review Team Members
12:30 -4:30 p.m.	<p>Team Work Session</p> <p>All team members review all components of the Diagnostic Review team’s findings including:</p> <ul style="list-style-type: none"> •Tabulate final ELEOT Learning Environment ratings •Final ratings for standards and indicators •Coherency and accuracy of Improvement Priorities •Summary overview for each standard •Brief narrative that further expands upon the individual learning environment ratings 	Conference Room	Diagnostic Review Team Members

WEDNESDAY, MAY 20, 2015

Time	Event	Where	Who
	Breakfast	Hotel	Lead Evaluator and Process Coach
8:00 a.m.	Check out of hotel and departure for school	Hotel	Lead Evaluator and Process Coach
8:30 a.m.-2:00 p.m.	Drafting Diagnostic Review Report Preparation for Exit Conference/Meeting PowerPoint presentation	Conference Room	Lead Evaluator and Process Coach
2:00 – 2:45 p.m.	<p>Exit Conference</p> <p>(The Exit Conference is intended to provide school leadership with preliminary results from the Diagnostic Review. The team’s written report will be provided to the school within 30 days following the on-site Diagnostic Review.)</p> <p>Exit Conference Agenda</p> <ul style="list-style-type: none"> • Overview of the school’s Internal Review process, findings from the Self-Assessment, highlights of the Executive Summary, school historical and contextual information, 	School Office	<p>Lead Evaluator and Process Coach</p> <p>School Administrative Team Superintendent</p> <p>Chief Academic Officer</p>

	<p>improvement planning initiatives, focus of professional development, etc.</p> <ul style="list-style-type: none"> • Summary of the team’s activities before and during the on-site review including team meetings, number of interviews, classroom observations, etc. • Overview of data used by the team from surveys, student performance, classroom observations, review of artifacts/documents, stakeholder interviews, eleot Excel worksheet • Team’s findings • Questions 		
3:00 p.m. – 3:30 p.m.	Exit Report to faculty and public using PowerPoint template		Lead Evaluator Southside Middle School staff

Student Performance Data

SUMMATIVE ACHIEVEMENT DATA (using IN report card data and calculation guidance document)

2011-2012

ELEMENTARY/MIDDLE SCHOOL

Growth EL/MS	ELA	Target	Met Target?	Math	Target	Met Target?
Bottom 25%	25.2%	42.5%	No	25.8%	44.9%	No
Top 75%	24.3%	36.2%	No	25.5%	39.2%	No
Overall Low growth	44.3%	39.8%	No	46.7%	42.4%	No

AMO DATA (using NCLB/Accountability data posted on compass:

<http://compass.doe.in.gov/dashboard/overview.aspx>)

E/LA

SUBGROUP	11-12 AMO Target	Pass %	Met Target?	14-15 Target
All students	81%	54.9%		83%
African American		47.6%		
Asian/Pacific Islander		—		
Hispanic		72.7%		
White		56.6%		
Students with Disabilities		20.7%		
Limited English Proficient		—		
Free/Reduced price meals		51.7%		
Bottom 25%				
Top 75%				

MATH

SUBGROUP	11-12 AMO Target	Pass %	Met Target?	14-15 Target
All students	82%	61.5%		84%
African American		46.5%		
Asian/Pacific Islander		—		
Hispanic		81.8%		

White		66.3%		
Students with Disabilities		42.4%		
Limited English Proficient		—		
Free/Reduced price meals		58.3%		
Bottom 25%				
Top 75%				

SUMMATIVE ACHIEVEMENT DATA (using IN report card data and calculation guidance document)

2012-2013

ELEMENTARY/MIDDLE SCHOOL

Growth EL/MS	ELA	Target	Met Target?	Math	Target	Met Target?
Bottom 25%	20.5%	⬇️42.5%	No	24.7%	⬇️44.9%	No
Top 75%	15.5%	⬇️36.2%	No	14.3%	⬇️39.2%	No
Overall Low growth	56.8%	⬇️39.8%	No	48%	⬇️42.4%	No

AMO DATA (using NCLB/Accountability data posted on compass:

<http://compass.doe.in.gov/dashboard/overview.aspx>)

E/LA

SUBGROUP	12-13 AMO Target	Pass %	Met Target?	14-15 Target
All students	81%	50.5%		83%
African American		37.3%		
Asian/Pacific Islander		—		
Hispanic		72.7%		
White		53.6%		
Students with Disabilities		17.2%		
Limited English Proficient		—		
Free/Reduced price meals		46.9%		
Bottom 25%				
Top 75%				

MATH

SUBGROUP	12-13 AMO Target	Pass %	Met Target?	14-15 Target
All students	82%	66.4%		84%
African American		50.7%		
Asian/Pacific Islander		—		
Hispanic		77.3%		
White		71.1%		
Students with Disabilities		38.6%		
Limited English Proficient		—		
Free/Reduced price meals		61%		
Bottom 25%				
Top 75%				

SUMMATIVE ACHIEVEMENT DATA (using IN report card data and calculation guidance document)

2013-2014

ELEMENTARY/MIDDLE SCHOOL

Growth EL/MS	ELA	Target	Met Target?	Math	Target	Met Target?
Bottom 25%	30.2%	⬇️42.5%	No	22%	⬇️44.9%	No
Top 75%	28.3%	⬇️36.2%	No	25.5%	⬇️39.2%	No
Overall Low growth	37.8%	⬇️39.8%	YES	43.6%	⬇️42.4%	No (-1)

AMO DATA (using NCLB/Accountability data posted on compass:

<http://compass.doe.in.gov/dashboard/overview.aspx>)

E/LA

SUBGROUP	13-14 AMO Target	Pass %	Met Target?	14-15 Target
All students	81%	55.2%	NO	83%
African American	66%	39.09%	NO	
Asian/Pacific Islander	—	—		
Hispanic	76%	78.6%	NO	
White	87%	59.05%	NO	
Students with	54%	34.59%	NO	

Disabilities				
Limited English Proficient	57%	—		
Free/Reduced price meals	72%	51.6%	NO	
Bottom 25%	52%	10.69	NO	
Top 75%	91%	67.14	NO	

MATH

SUBGROUP	13-14 AMO Target	Pass %	Met Target?	14-15 Target
All students	82%	66.2%	NO	84%
African American	65%	52.7%	NO	
Asian/Pacific Islander	—	—		
Hispanic	78%	64.3%	NO	
White	89%	69.9%	NO	
Students with Disabilities	61%	49.6%	NO	
Limited English Proficient	67%	—		
Free/Reduced price meals	76%	63.65%	NO	
Bottom 25%	54%	20.28%	NO	
Top 75%	92%	79.92%	NO	

Team Roster

Lead Evaluator	Brief Biography
<p>Dr. Lynn Simmers, Assistant Superintendent, Southwest Allen County Schools</p>	<p>Lynn Simmers is currently the Assistant Superintendent of Southwest Allen County Schools in Fort Wayne, IN. She has over twenty years of experience as a professional educator and is completing her seventeenth year of administration. Her interests include literacy; analyzing statistical trends to promote improved student achievement; and professional development specifically related to curriculum development, instructional strategies and teacher induction programs for beginning teachers. Dr. Simmers has had various experiences as a chair or lead facilitator of school and district accreditation visits. She serves as an AdvancED Lead Evaluator and Field Consultant for the state of Indiana. Dr. Simmers also serves on the Indiana AdvancED State Council and was recently appointed to the AdvancED Accreditation Commission.</p>
Team Members	
<p>Dr. Jennifer Horvath, Associate Lead Evaluator, Indiana State Associate Director, NCA CASI/AdvancED</p>	<p>Dr. Horvath is the Indiana State Associate Director for the NCA CASI/AdvancED. She has led many School External Reviews in Indiana and has also served as a System Lead Evaluator. Prior to her involvement with NCA CASI, she taught elementary school for 12 years. She also served as an Instructional Coach, Staff Developer, Director of Title I and Special Services, Administrator in a public school's central office. Dr. Horvath holds certifications in Early Learning, Reading, Special Education, and Administration. She has a Bachelor of Arts Degree in Business Administration, a Masters of Arts in Teaching, a second Masters in Administration and Supervision, and a Doctorate in Educational Leadership.</p>
<p>Mr. Bernard Campbell, Principal, Mount Vernon High School</p>	<p>Bernie began his career as a business education teacher at Mt. Vernon High School (Hancock County) in 1984. After ten years in the classroom, he became the assistant principal at MVHS. In 2009, Bernie became the principal at Mt. Vernon High School. He did his undergraduate and graduate work through Ball State University.</p>
<p>Mrs. Beth Clark-Anderson, Assistant Superintendent, Anderson Community Schools</p>	<p>Beth began teaching special education in 1978 for students with moderate mental disabilities. She spent a few years as a Community Based Coordinator, developing community work sites for students and providing authentic environments in which to learn and practice life skills. Mrs. Clark spent one year as the Special Populations Coordinator through the Carl Perkins grant, promoting and supporting various student populations. This included students with disabilities, students in programs that were non-traditional for their gender, etc. The next five years were spent as an Assistant Director of Special Education. In this position, she had a wide variety of functions that included; program development, case conferences, monitoring students involved in DOC, developing wrap around services, etc. Beth was an elementary principal</p>

	at two different locations in the Corporation for five years each time. She also served as the Director of Title I and Early Childhood, then as the Corporation Human Resource Manager and subsequently, Assistant Superintendent.
Mrs. Cindy Hurst, Title I Coordinator, Indiana Department of Education	Cindy has worked at the IDOE since August 2001. Her experience has been in Title I, Part A of No Child Left Behind. The past two years she has worked primarily on 1003(g), a large, multi-year Title I school improvement grant.
Mrs. Cathy Egolf, Superintendent, North Miami Community Schools	Cathy is currently the Superintendent of North Miami Community Schools. She began her professional career as a high school teacher in Columbia City, Indiana. After 13 years as a teacher, Cathy moved into a principalship at Caston. She then moved to a larger school district as the high school principal at Pike County. Cathy and her husband moved to Arizona and she began her superintendency in Arizona in 2000/2001. She has served on AdvancED teams first when it was NCA (both as a member and as a chair). Since NCA merged and is now AdvancED, she has served on teams in Wyoming as well as Indiana.
Mr. Nathan Williamson, English Learner Specialist, Indiana Department of Education	Nathan is an English Learner Specialist at the Indiana Department of Education. In this role, he works primarily with schools and corporations to support their implementation of programming for English learners through professional development, technical assistance, and grant monitoring. Nathan is also an adjunct professor for Indiana University. 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. Nathan has a B.S. in Elementary Education and an M.S. in Language Education from Indiana University.
Mrs. Carole Wintin, Curriculum Coordinator, Lawrenceburg Community School Corporation	Carole is currently the Director of Curriculum with the Lawrenceburg Community School Corporation in Lawrenceburg, Indiana. Prior to this position, she was an elementary teacher in New Palestine, Indiana, an elementary principal in Whiteland, Indiana, and an education consultant with the National Urban Alliance.

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 school 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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