

DIAGNOSTIC REVIEW REPORT FOR THOMAS A. JEFFERSON ELEMENTARY SCHOOL

601 Jackson Street
Gary, Indiana
46402

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Table of Contents

Results..... 8

 Teaching and Learning Impact..... 8

 Standard 3:: Teaching and Assessing for Learning..... 9

 Standard 5: Using Results for Continuous Improvement 11

 Student Performance (SP) Evaluation..... 11

 Effective Learning Environments Observation Tool (eleot™) Results..... 12

 eleot Summary Statement 13

 eleot Analysis 13

Leadership Capacity 24

 Standard 1: Purpose and Direction 25

 Standard 2: Governance and Leadership..... 26

 Stakeholder Feedback (SF) Evaluation 26

 OPPORTUNITY FOR IMPROVEMENT 27

 IMPROVEMENT PRIORITY 27

 IMPROVEMENT PRIORITY 29

 IMPROVEMENT PRIORITY 30

Resource Utilization 33

 Standard 4: Resource and Support Systems 33

 FINDINGS OF THE DIAGNOSTIC REVIEW TEAM 34

Conclusion..... 38

Addenda..... 41

 Team Roster 49

 About AdvancED 52

 References 53

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, system 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 consensus of the Diagnostic Review Team.

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), 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

Thomas A. Jefferson Elementary School hosted a Diagnostic Review on September 14-17, 2014. The four-day on-site review involved a seven-member team who provided 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 Jefferson Elementary for their warm welcome and hospitality throughout the visit.

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 provided by the school. The Lead Evaluator and the Associate Lead Evaluators 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 review by the Diagnostic Review Team in a timely manner. Evidence and documentation to support the school Self Assessment and other diagnostics were provided.

During the Diagnostic Review, the team interviewed a total of 46 stakeholders and observed 24 classrooms. Throughout the Diagnostic Review the school leaders, faculty and staff were open in discussing their continuous improvement efforts at Jefferson Elementary.

| Stakeholder Interviewed | Number |
|---|---------------|
| System-level Administrators | 3 |
| School Administrators | 2 |
| Teachers and Support Personnel | 24 |
| Students | 10 |
| Parents/Community/Business Leaders | 7 |
| TOTAL | 46 |

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, all of which are 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 skills that lead learners 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.

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 across all grades and courses.

| 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 | 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 | 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. | 2 | 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 | 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. | 2 | 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. | 1 | 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. | 2 | 2 |
| 3.11 | All staff members participate in a continuous program of professional learning. | 1 | 1 |
| 3.12 | The school provides and coordinates learning support services to meet the unique learning needs of students. | 1 | 1 |

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. | 1 | 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 | 2 |
| 5.3 | Professional and support staff are trained in the evaluation, interpretation and use of data. | 2 | 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 | 2 |
| 2. Test Administration | 2 | 3 |
| 3. Quality of Learning | 1 | 2 |

| | | |
|-----------------------|----|---|
| 4. Equity of Learning | 1* | 2 |
|-----------------------|----|---|

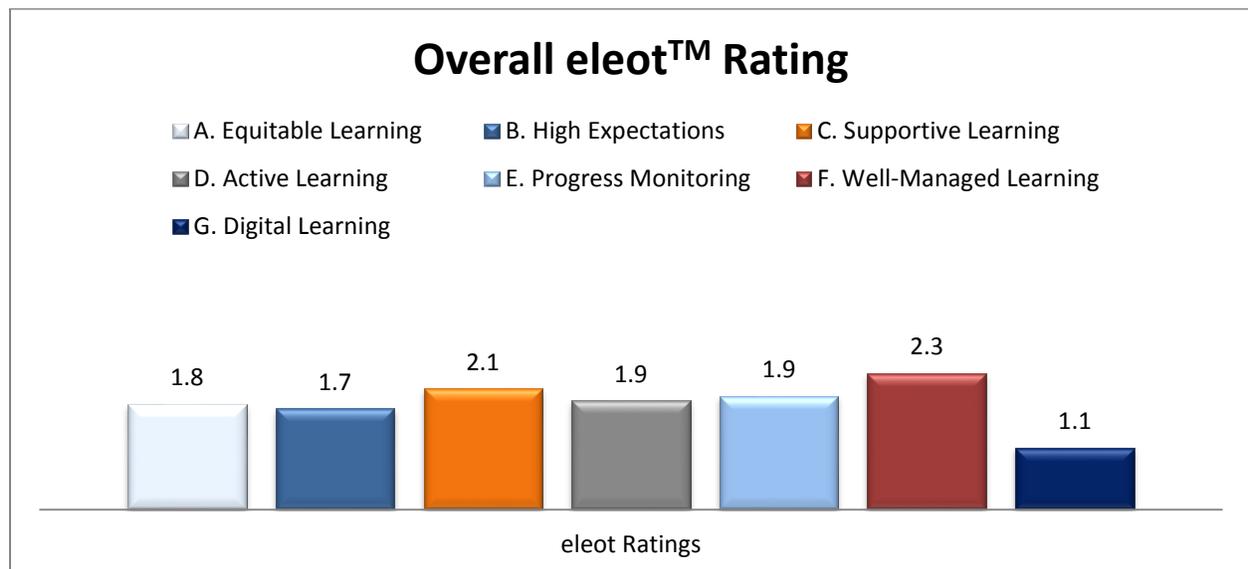
*The team was not able to determine from documentation the school submitted whether achievement gaps have been mitigated since last school year.

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, one 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 24 classrooms.

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



Eleot™ Summary Statement

Classroom observation data reflect a heavy reliance on traditional, teacher-centered learning environments with minimal differentiation of instruction. Observed lessons indicated relatively low expectations for student performance. While there were isolated examples of effective instruction and classroom management, the school overall was largely inconsistent in its expectations for student behavior and teacher performance. Despite a reasonably adequate amount of technology, there were virtually no examples of students using technology to engage in rigorous problem-solving, communication or collaborative work.

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

eleot™ Analysis

Equitable Learning Environment

1. Classroom observations revealed that students were almost never provided, “differentiated opportunities and activities to address individual needs,” rated at 1.3 on a 4 point scale. Differentiation was “not observed” in 75 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 technology,” etc., rated 2.3 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 or during completion of worksheets.
3. Observations revealed that students sometimes knew rules and consequences as this component was rated 1.4 on a 4 point scale, but the team did not observe or only partially observed this indicator in 55 percent of classrooms, suggesting that procedures and expectations for behavior may not be well established throughout the school.

High Expectations Learning Environment

1. While many students appeared to “know and strive to meet teacher expectations” (rated 2.1 out of 4), few students were “tasked with that was challenging but attainable” (rated 1.9; in 29 percent of classrooms this indicator was not observed at all).
2. In 75 percent of classrooms the team found no evidence of students being “provided exemplars of high quality work.”
3. In 46 percent of classrooms the team found no evidence of students engaging in “rigorous coursework, discussions, or tasks” or “responding to questions that require higher-order thinking.”

Supportive Learning Environment

1. Overall classroom observations suggested a Supportive Learning Environment exists to some extent (rated a 2.1 out of 4). In some classes students “demonstrated or expressed that learning experiences were positive” (rated 2.2) and “demonstrated a positive attitude about the classroom and learning” (rated 2.4).
2. In most classes the team found evidence that students were “provided support and assistance to understand content and accomplish tasks” (rated 2.2) and “took risks in learning” (2.0).
3. However, occasions where students were “provided alternate/additional instruction and feedback” based on individual needs were rare. In fact, the team did not observe this indicator at all in 58 percent of classes and was rated 1.5 overall.

Active Learning Environment

1. Classroom observations were highly mixed in terms of Active Learning Environment, rated 1.9 overall. The team found some evidence that students were “actively engaged in learning activities” (rated 2.3 out of 4).
2. However, most observed lessons were teacher-delivered, with students engaged as passive learners and with few opportunities for collaborative work. Few classrooms exhibited opportunities “to engage in discussions with teacher and students” (rated 1.9 overall). This indicator was not observed at all in 38 percent of classrooms.
3. In 63 percent of classes there was no evidence of students “making connections to real-life experiences” (rated 1.4).

Progress Monitoring Learning Environment

1. Observations suggest that some progress monitoring is occurring in most classrooms. (This learning environment was rated 1.9 overall out of 4.) Specifically, the team observed students’ “responding to teacher feedback to improve understanding” to some extent in 75 percent of classrooms.
2. Additionally, students had “opportunities to revise/improve work based on feedback” to some extent 71 percent of the time.
3. However, observations revealed that students do not consistently “understand how their work is assessed.” The team found no evidence of this indicator in 46 percent of classrooms.

Well-Managed Learning Environment

1. Well-Managed Learning Environment received the school’s highest eleot rating, at 2.3 overall out of 4. The team observed students’ “speaking and interacting respectfully with teachers(s) and peers” consistently throughout the building. This indicator received a 2.7 on a 4 point scale and was “evident” or “very evident” 64 percent of the time.

2. Additionally, 55 percent of the time, students were observed “knowing classroom routines, behavioral expectations and consequences.”
3. However, the team found no evidence of students “collaborating with other students during student-centered activities” in 46 percent of classrooms.

Digital Learning Environment

1. While there is new technology in the building, observations indicate it is not being used to heavily engage students in their own learning. Overall, digital learning observations received a 1.1 on a 4 point scale, the school’s lowest-rated learning environment.
2. The team found no meaningful instances observed of students are using technology to “gather, evaluate and/or use information for learning,” to “conduct research, solve problems and/or create original works for learning,” or to “communicate and work collaboratively for learning.”

FINDINGS OF THE DIAGNOSTIC REVIEW TEAM

OPPORTUNITY FOR IMPROVEMENT

Establish clear expectations for effective curriculum, instruction and assessment practices that are regularly monitored and adjusted systemically in response to data from multiple assessments. Grading and reporting practices should be revised to ensure that reporting student progress is based on clear criteria and consistent across grade levels (Indicators 3.2, 3.10).

Indiana Turnaround Principles Alignment: 1.5

Supporting Evidence

Student performance data do not suggest that curriculum, assessment and instructional practices are leading to improvements in student learning:

1. Only 47.2 percent of students passed English/Language Arts (ELA) on Indiana Statewide Testing of Educational Progress Plus (ISTEP+) in 2012-2013; the state average is 80.7 percent.

2. Only 42.5 percent of students passed math on ISTEP+ in 2012-2013; the state average is 83.5 percent.
3. Only 67.4 percent of students passed Indiana Reading Evaluation and Determination for Grade 3 (IREAD3) in 2013-2014; the state average is 90.8 percent.
4. In interviews, the principal reported low growth and improvement for 2013-2014; data had not been released publicly at the time of the review.

No curricular documents or assessment examples were available for the team's review, but teacher interviews indicated that existing curriculum documents are not well-aligned to current standards and are inconsistently used by teachers to guide instruction. Likewise, interviews suggested that assessment practices do not link student progress toward specific curricular standards with ongoing adjustments in teaching practice. According to stakeholder surveys, although 70 percent of parents believe data inform instruction, only 45 percent of teachers agree that curriculum is monitored and adjusted due to data, and only 65 percent indicated that multiple forms of assessment are used. Stakeholder interviews reflect there is no formal structure to ensure teachers and administrators systematically use data to guide instruction. Consequently, there appear to be inconsistencies in how student progress is measured and reported to students and parents. Only 65 percent of teachers agreed that there are some similarities in grading format across classes and grade levels. In eleot™ observations, in 43 percent of classrooms there was no evidence that student understood how their work is assessed.

OPPORTUNITY FOR IMPROVEMENT

Develop and implement a structure requiring all staff to participate in collaborative learning communities to improve student instruction and learning. This includes development of a calendar that includes communities focused on horizontal and vertical alignment, which will be purposeful and centered on topics that increase student achievement (documented with an agenda and notes). (Indicator 3.5)

Indiana Turnaround Principles Alignment: 1.9

Supporting Evidence:

While all teachers share a common planning time, and grade-level teams have collaborative planning time built into the school schedule at least weekly, interviews with the principal and teachers reveal a lack of clear expectations for how this time is to be used. No structures exist to guide the work of collaborative planning, record the activities of the collaborative teams, or ensure a focus on student achievement is consistently maintained. According to teacher survey results, only 40 percent say they meet in collaborative groups that are vertically and

horizontally aligned and only 45 percent agree that they have been formally trained in a process to have data/learning-driven discussions. Further, only 29 percent of teachers agree that a creative collaborative environment is supported in the school. The school's student achievement plan indicates that Learning Log meetings will be held every three weeks, but interviews confirm that these meetings do not take place.

OPPORTUNITY FOR IMPROVEMENT

Establish a semester calendar of parent involvement activities that engage families in meaningful ways in their children's education and informs parents of their child's progress.

Indiana Turnaround Principles Alignment: 1.10 and 8.1

Supporting Evidence:

According to surveys, only 50 percent of teachers and 60 percent of parents view school leaders as providing stakeholders opportunities to be involved in decision-making within the school. Further, only 40 percent of teachers and 65 percent of parents say that there is engagement with families and that families are made aware of policies, procedures and student progress. Interviews suggest that parents feel welcome in the school, but desire to know more about school activities farther in advance, and that they have limited opportunities to participate in school-wide decision-making. The school's Student Achievement Plan established a goal of implementing an active Parent-Teacher Association, but interviews confirm that no progress has been made toward this goal.

OPPORTUNITY FOR IMPROVEMENT

Assess and train all professional and support staff on the evaluation, interpretation and use of data through a consistent and systematic process (**Indicator 5.3**).

Indiana Turnaround Principles Alignment: 1.10, 5.2 and 5.3

Supporting Evidence:

In surveys, only 43 percent of the staff strongly agree or agree that their school ensures all staff members are trained in the evaluation, interpretation and use of data. Teacher interviews indicated staff attended some training particularly in administration of the iREAD software program, but teachers indicated that there has been no formal training in the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) diagnostic assessment since its inception. In previous years a staff retreat has been held, but that did not occur this year. School leadership interviews revealed concern that a lack of technology skills on the part of teachers contributed to an under-utilization of ACUITY test data and other diagnostic results. One specific example given was that some teachers only use the available technology to send and receive emails.

IMPROVEMENT PRIORITY

Develop and implement a comprehensive assessment system that ensures consistent measurement across all classrooms and courses. Professional and support staff should continuously collect and analyze trend data to provide a complete picture of student learning, instruction and the effectiveness of programs (**Indicators 5.1, 5.2**).

Indiana Turnaround Principles Alignment: 4.3 and 6.3

Supporting Evidence:

Student Performance Data:

1. The School Report Card shows a consistent grade of an “F” for three consecutive years. Both student learning and student growth are well below the state average.
2. The School Report Card shows a student growth of 3.4 percent in the bottom 25 percent in English/Language Arts and 20.7 percent in Mathematics. Overall Group with Low Growth was 63 percent in English/Language Arts and 67 percent in Math. The school received penalty points in both areas. Only 3.4 percent of the bottom 25 percent showed high growth in English/Language Arts and only 20.7 percent of the bottom 25 percent showed high growth in Math.
3. According to the school’s Student Achievement Plan, reading scores (62 percent Pass/Pass for 3rd grade, 57 percent for 4th grade, 31 percent for 5th grade, and 22 percent for 6th grade) show a steady decline from grade to grade and are significantly below the state average.
4. Student performance data indicate that the school’s continuous improvement planning process has been ineffective in gathering, analyzing and using data to make modifications and adjustments to instructional practices in the classrooms and the school.

Stakeholder Survey Data:

1. Although a majority of the staff strongly agree or agree (67 percent) that the school employs consistent assessment measures across classrooms and course, the data indicate that only 47 percent of staff strongly agree or agree that the school has a systematic process of collecting, analyzing and using data.

Stakeholder Interviews and review of documents and artifacts:

1. Teacher interviews revealed the assessment system is rarely or never evaluated for effectiveness in improving instruction, student learning and the conditions that support learning. Teacher interviews revealed various assessments were being used but that there was not consistent measurement across all classrooms and courses.
2. While the school has employed a part-time data coach in the past, teachers did not indicate accountability or monitoring of the use of comparison and trend data about student learning, instruction and the effectiveness of programs. School leadership interviews revealed frustration on time spent on classroom management versus instructional improvement based on data.
3. The Student Achievement Plan for 2013-2014 for Turnaround Principle #4 (Curriculum,

Assessment and Intervention System) and Principle #6 (Enabling the Effective Use of Data) listed as an intervention strategy to hold learning log meetings every three weeks. The school leadership and teacher interviews indicated these meetings were not occurring.

IMPROVEMENT PRIORITY

Develop and implement policies and procedures for analyzing and monitoring student data to include readiness for student success at the next level. Develop, monitor and regularly communicate verifiable improvement about student learning and success at the next level. **(Indicators 5.4 and 5.5).**

Indiana Turnaround Principles Alignment: 6.2

Supporting Evidence:

Student Performance Data:

1. The School Report Card shows a consistent grade of an “F” for three consecutive years. Both student learning and student growth are well below the state average.
2. The School Report Card shows a student growth of 3.4 percent in the bottom 25 percent in English/Language Arts and 20.7 percent in Mathematics. Overall Group with Low Growth was 63 percent in English/Language Arts and 67 percent in Math. The school received penalty points in both areas. Only 3.4 percent of the bottom 25 percent showed high growth in English/Language Arts and only 20.7 percent of the bottom 25 percent showed high growth in Math. Reading scores (62 percent Pass/Pass for 3rd grade, 57 percent for 4th grade, 31 percent for 5th grade, and 22 percent for 6th grade) show a steady decline from grade to grade and are significantly below the state average.

Stakeholder Survey Data:

1. Only 7 percent of staff strongly agree that data are used to monitor student readiness and success at the next level, with 57 percent agreeing. At the same time, 40 percent of teachers either were neutral or disagreed that the school leaders monitor data related to student achievement.

Stakeholder Interviews and review of documents and artifacts:

1. Interviews revealed that teachers have a limited awareness regarding the purpose or implementation of Student Learning Objectives (SLOs).
2. Teacher and school leader interviews indicate that collaborative school improvement planning was not occurring nor was there any description of how specific strategies listed in the 2013-2014 Student Achievement Plan were implemented.
3. Policies and procedures for analyzing student data were not provided to the team for review.
4. The Student Achievement Plan for 2013-2014 indicates for Turnaround Principle #1 (School Leadership) that monthly school improvement meetings would occur. No evidence indicated these meetings occurred.

IMPROVEMENT PRIORITY

Develop, implement and monitor an engaging curriculum delivered through rigorous, collaborative, personalized learning experiences that differentiate instruction based on individual student needs. Establish assessment practices that inform regular adjustments in instruction and engage students in ongoing self-assessment of their progress (**Indicators 3.1, 3.3, 3.6 and 3.12**).

Indiana Turnaround Principles Alignment: 1.6, 2.3, 3.1, 3.2, 3.3, 3.6, 4.1 and 4.5

Supporting Evidence:

Student Performance Data

1. In 2012-2013, 47.2 percent of students passed ELA on ISTEP+; state average is 80.7 percent.
2. In 2012-2013, 42.5 percent of students passed math on ISTEP+; state average is 83.5 percent.
3. In 2013-2014, 67.4 percent of students passed IREAD3; state average is 90.8 percent.
4. In interviews, the principal reported low growth and improvement for 2013-2014; data had not been released publicly at the time of the review.

Classroom Observation Data:

1. In 71 percent of classrooms there was no evidence of differentiated instruction.
2. In 48 percent of classrooms there was no evidence that students were engaged in rigorous coursework, discussions and/or tasks. This indicator was only partially observed in 48 percent of other classes.
3. In 52 percent of classrooms there was no evidence of teachers providing additional or alternative instruction and feedback to students. This indicator was only partially observed in 38 percent of other classes.
4. In 52 percent of classrooms there was no evidence of students responding to higher-ordered thinking questions. This indicator was only partially observed in 32 percent of other classrooms.
5. In 33 percent of classrooms there was no evidence that students had ample opportunities to engage in conversation with their peers or teacher. This indicator was only partially observed in 48 percent of other classes.
6. In 67 percent of classrooms there was no evidence of teachers and students making connections to real life. This indicator was only partially observed in 29 percent of other classes.
7. There was no student use of technology in over 90 percent of observed classrooms.
8. In 75 percent of classrooms the team found no evidence of teachers providing exemplars of proficient work.
9. In 29 percent of classrooms the team found no evidence of students engaging in activities

that are “challenging but attainable.” This indicator was only partially observed in 52 percent of other classrooms.

10. In 38 percent of classes there was no evidence of students being asked or quizzed about their individual learning, and this indicator was only partially observed in 38 percent of classes.
11. In 52 percent of classes there was no evidence that students were provided additional or alternative instruction and support as needed; this indicator was only partially observed in 38 percent of other classes.

Stakeholder Survey Data

1. Only 31 percent of staff agree that there is equity in curriculum for student needs.
2. At the same, time, 60 percent of teachers agree that student data is used in decision making.
3. Only 33 percent of teachers agree that they use instructional strategies to meet individual needs and that strategies support collaboration and self-reflection.
4. Meanwhile, 62 percent of teachers agree that many types of technology are used as instructional resources
5. Only 40 percent of teachers say there is a process in place to inform students of academic expectations.
6. Only 33 percent of teachers say students get timely feedback on work.
7. Finally, 62 percent of teachers agree that students are given multiple assessments that inform instruction.

Stakeholder Interviews and review of documents and artifacts

1. Teachers stated that they must individually develop their own curriculum materials following a review of the new standards.
2. Interviews suggest school and school system staff members and parents are unclear about the process for identifying high-ability students or how they are serviced. This confusion extended to processes for identifying special needs students and ensuring that teachers are equipped and supported in meeting their needs. According to interviews, the school has three self-contained special education rooms and there are 13 LD students that are included in the general education classroom. Additionally those general education teachers do not have any information on the students’ IEPs, and currently there is no identified teacher servicing this population.
3. Differentiated instruction was a stated goal of the 2013-2014 Student Achievement Plan, but classroom observations revealed little to no differentiation takes place in the school.

IMPROVEMENT PRIORITY

Create a monitoring tool and walkthrough instrument that aligns with the school system evaluative framework. Create a structure by which school leaders routinely use the walkthrough process and instrument to provide specific, timely feedback to teachers that

informs immediate improvements in instructional practice (**Indicator 3.4**).

Indiana Turnaround Principles Alignment: 1.7, 3.4 and 5.2

Supporting Evidence:

Stakeholder Survey Data:

1. 60 percent of teachers strongly agree/agree that decision-making is guided by school purpose statement.
2. Although 70 percent of teachers agree that administration holds staff accountable for student learning, only 30 percent of teachers agree that regular evaluation is used to improve teaching and learning.
3. Only 30 percent of teachers say there is administrative monitoring of use of feedback by teachers.

Stakeholder Interviews and review of documents and artifacts

1. Teacher and principal interviews reveal that, while the principal regularly visits classrooms and provides feedback to teachers, the school currently has no walkthrough documentation form that would create a structure for giving teachers specific feedback to guide their improvement.
2. The 2013-2014 Student Achievement Plan set a goal of developing a new walkthrough tool, but interviews and document reviews suggest that no progress has been made.
3. Interviews indicate that the school system is implementing a new evaluation system and that, while the framework for this system was introduced to teachers at a faculty meeting, staff have received no training in how to use the new evaluations to guide improvements in their teaching practice.

IMPROVEMENT PRIORITY

Develop a calendar of purposeful professional learning, aligned with specific school improvement goals, 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 (**Indicators 3.7 and 3.11**).

Indiana Turnaround Principles Alignment: 1.9, 5.3 and 5.5

Supporting Evidence:

Stakeholder Survey Data:

1. Only 27 percent of teachers say that professional development opportunities are available and designed to support all staff members within the school.
2. Only 24 percent of teachers agree there is a program for supporting the ongoing learning needs of both veteran and new teachers.
3. Only 30 percent of teachers agree there is support for innovation and creativity.
4. Only 51 percent of teachers agree that professional development is based on identified needs of their specific school.

Stakeholder Interviews and review of documents and artifacts:

1. Stakeholder interviews indicate there is no formal school-wide professional development plan. Teachers say that, with only a few exceptions for system-supported professional learning, all remaining professional development needs must be arranged and paid for by the individual teacher.
2. While faculty meetings are sometimes held to share instructional or curriculum information for teachers, there is no training framework that supports follow-up or ongoing implementation of instructional improvement strategies.
3. There is no indication through documents, observations or interviews that there is any mentoring framework in place to support new or developing teachers.

IMPROVEMENT PRIORITY

Formalize a structure where each student is well known by at least one adult advocate in the school, someone who identifies individual student needs and who supports and monitors the student's progress **(Indicator 3.9)**.

Supporting Evidence:

Stakeholder Survey Data:

1. In surveys, only 65 percent of parents agreed that their child has an advocate within the school.

Stakeholder Interviews and review of documents and artifacts

1. Interviews with students suggest most of them feel they could talk with an adult in the school, but are unclear of the process for requesting supports. These relationships between

staff and students are not formalized into a process whereby the school intentionally identifies student needs and responds with appropriate, personalized supports.

2. Interviews with teachers and support staff revealed that the school has not had a guidance counselor until recently, and the counselor is still unknown to many teachers and students. While some students were aware of the school social worker and the services she provides, interviews with teachers and support staff suggest that her work is focused primarily on responding to needs as they arise rather than overseeing formalized structures that proactively identify and address individual student needs.

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 at all levels of the organization a purpose and direction for continuous improvement 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 | 1 | 1 |

| | | | |
|-----|---|---|---|
| | and life skills. | | |
| 1.3 | The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. | 1 | 1 |

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and system 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. | 1 | 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. | 1 | 3 |
| 2.4 | Leadership and staff foster a culture consistent with the school's purpose and direction. | 1 | 2 |
| 2.5 | Leadership engages stakeholders effectively in support of the school's purpose and direction. | 1 | 2 |
| 2.6 | Leadership and staff supervision and evaluation processes result in improved professional practice and student success. | 2 | 1 |

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 | 3 |
| 2. Stakeholder Feedback Results and Analysis | * | 3 |

*Item rating data was not available to the team.

FINDINGS OF THE DIAGNOSTIC REVIEW TEAM

OPPORTUNITY FOR IMPROVEMENT

Implement supervision and evaluation processes that result in improved professional practice and student success (**Indicator 2.6**).

Indiana Turnaround Principles Alignment: 5.2

Supporting Evidence:

A new supervision and evaluation system has recently been established for the school system. This evaluation system includes references to professional practice and student success. Interviews indicate that staff are not familiar and comfortable with the evaluation process and are not receiving consistent feedback. This was evident through staff surveys: only 31 percent of staff strongly agree or agree that our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning and only 45 percent of staff strongly agree or agree that our school's leaders ensure all staff members use supervisory feedback to improve student learning. Teacher interviews also reveal a lack of understanding of the evaluation system, lack of training on the evaluation system and lack of feedback from walk-throughs when conducted. Additionally, Turnaround Principle #1 and #5 in the Student Achievement Plan stated classroom walkthroughs and observations/evaluations would be occurring with evidence as check sheets and final evaluations. Staff noted they do not receive written walkthrough feedback, and some have not received formal feedback from the 2013-2014 school year.

IMPROVEMENT PRIORITY

Implement a continuous improvement process that includes a systematic, inclusive and comprehensive process to review, revise and communicate a purpose for student success and provides clear direction for how the school will improve instruction to support student learning. (**Indicators 1.1 and 1.3**).

Indiana Turnaround Principles: 1.1 and 1.2

Supporting Evidence:

Student Performance Data:

1. In 2012-2013, 47.2 percent of students passed ELA on ISTEP+; state average is 80.7 percent.
2. In 2012-2013, 42.5 percent of students passed math on ISTEP+; state average is 83.5 percent.
3. The principal reported low growth and improvement for 2013-2014; data had not been released publicly at the time of the review.
4. In 2013-2014, 67.4 percent of students passed IREAD3; state average is 90.8 percent.
5. No school-level diagnostic or formative assessments data (e.g., Acuity) were provided for the team's review.

Stakeholder Survey Data:

1. While 70 percent of parents strongly agreed or agreed that the school purpose is clearly focused on student success, only 64 percent of parents strongly agreed or agreed that the school purpose is formally reviewed and revised with input from parents.
2. While 73 percent of parents strongly agreed or agreed that the school has established goals and a plan for improving student learning, only 66 percent of parents strongly agreed or agreed that the school communicates effectively about the school's goals and activities.
3. While 83 percent of staff strongly agreed or agreed that the school purpose is clearly focused on student success, only 28 percent of staff strongly agreed or agreed that school purpose is formally reviewed and revised with involvement from stakeholders.
4. Only 59 percent of staff strongly agreed or agreed that the school has a continuous improvement process based on data, goals, actions and measures for growth.
5. Only 46 percent of staff strongly agreed or agreed that the school has a systemic process for collecting and analyzing data.

Stakeholder Interviews:

1. Although the school has created a Student Achievement Plan (SAP), a School Improvement Plan (SIP) and mission statements, no documentation or evidence suggests that (1) plans and statements are implemented with fidelity, (2) plans and statements are based on multiple stakeholder feedback and input, or (3) a process is in place for review and revision of plans and statements.
2. The principal confirmed teacher reports that special education, i.e., students with Learning Disabilities, are not being appropriately served. The school has implemented an inclusion model, but staff have not been trained, special educators are not providing services to inclusion students, and many teachers reported not knowing the specific accommodations dictated by students' IEPs.

Documentation Submitted by School:

1. The School Improvement Plan (SIP) was not submitted for the team's review.
2. The School Achievement Plan (SAP) was submitted, but little documentation suggests goals were met or the SAP was implemented with fidelity.

IMPROVEMENT PRIORITY

Establish an expectation that all teachers use classroom practices that support challenging, equitable learning experiences for all students and require professional development activities that assist teachers in learning to effectively use such practices. Include achievement of learning, thinking and life skills in these practices (**Indicator 1.2**).

Indiana Turnaround Principles: 1.4, 2.2 and 2.3

Supporting Evidence:

Stakeholder Survey Data:

1. While 71 percent of parents strongly agreed or agreed that the school has high expectations for students in all classes and provides an equitable curriculum that meets students' learning needs, only 59 percent of staff strongly agreed or agreed that the school purpose is based on shared values and beliefs that guide decision making.
2. Furthermore, only 52 percent of staff strongly agreed or agreed that the school purpose is supported by the policies and practices adopted by the school board or governing body.
3. Only 38 percent of staff strongly agreed or agreed that challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking and life skills.

Classroom Observations:

1. Students "knowing and striving to meet the high expectations established by the teacher" was observed as "evident" only 29 percent of the time.
2. Students are "tasked with activities and learning that are challenging but attainable" was observed as "evident" only 21 percent of the time.
3. Students were "asked and responded to questions that require higher-order thinking" was observed as "evident" only 8 percent of the time.
4. Students were "provided additional/alternative instruction and feedback at the appropriate level of challenge for his or her needs" was observed as "very evident/evident" only 8 percent of the time.

5. Students were “actively engaged in the learning activities” was observed as “very evident/evident” only 29 percent of the time.
6. A general lack of differentiated instruction was observed.

Stakeholder Interviews:

1. Staff expressed concern about a lack of updated instructional calendars across grade levels.
2. Staff expressed concerns regarding special education support in classrooms (specifically LD inclusion) and/or knowing IEP needs of students in their classroom.
3. Turnaround Principle #2 (Climate and Culture) in the Student Achievement Plan (SAP) lists CHAMPs program for Positive Behavior Interventions and Supports (PBIS), as well as JUMP Mentoring Program as initiatives being or to be implemented. No evidence was provided that these initiatives are being implemented.
4. Turnaround Principle #3 (Effective Instruction) the SAP lists differentiated instruction, instructional calendars, ACUITY results, and students “own it” data as interventions that would be occurring for effective instruction. These interventions were not observed onsite, instructional calendars have not been created for all grade levels on the new Indiana Academic Standards (IAS) at this time and no “own it” data were shared.

IMPROVEMENT PRIORITY

Collaborate with the governing body to establish policies and support practices that ensure effective administration of the school while allowing school leadership autonomy to meet goals for achievement, instruction and management of day-to-day operations. Ensure the governing body operates responsibly and functions effectively (**Indicators 2.1, 2.2 and 2.3**).

Indiana Turnaround Principles Alignment: 1.1

Supporting Evidence:

Stakeholder Survey Data:

1. Only 38 percent of staff strongly agree or agree the school's governing body complies with all policies, procedures, laws and regulations.
2. Only 49 percent of parents strongly agree or agree that the school’s governing body operates responsibly and functions effectively.
3. At the same time, 50 percent of parents were neutral to strongly disagree that the school’s governing body does not interfere with the operation or leadership of our school.
4. Only 34 percent of staff strongly agreed or agreed that the school’s governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.

Stakeholder Interviews and Review of Documentation and Artifacts:

1. In interviews, many teachers expressed a concern regarding lack of support from the system office (e.g., lack of professional development, instructional resources, guidance for implementation of new standards, etc.).
2. Some parents expressed concern regarding a lack of urgency from school board members at the central office when the heat was out in building during the winter.
3. Principal and teachers discussed system-wide policies and their frustration with some policies that impede day-to-day operations in their school building, as well as overall lack of support from central office on key areas of school improvement.
4. Principal and staff interviews revealed concerns about hiring processes in which the school had a limited role in recruiting, hiring and placing needed staff – the media center is currently closed due to lack of staff; special education inclusion classes are not appropriately staffed at this time.
5. 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 ten years, many have not been reviewed and revised since 1994. Some stakeholders indicated that some policies do 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.
6. The school system and board have created a student code of conduct in the last three years that school leaders use to implement student behavior management policies.
7. Evidence that the board of education’s policies provide an up-to-date framework for supporting the effective administration of the school and, in particular, provisions for the ongoing monitoring and improvement of instruction focused on increased levels of student achievement is very limited.
8. 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.
9. School and system-level interviews indicate that building principals have little or no autonomy in hiring staff, in part due to “seniority” provisions of the teacher collective bargaining agreement.
10. System-level interviews indicate that some board members engage in some day-to-day management decision-making, e.g., hiring. In some instances, input from one or more board members is provided through the board committee structure. Board committees meet – in some instances, weekly – to provide guidance and direction for administrative decisions and actions. The superintendent has attempted to reshape the long-standing board committee

structure and to ensure that the board's policy-making role is clearly distinguished from the roles and responsibilities of school and system administrators.

IMPROVEMENT PRIORITY

Establish accountability mechanisms that ensure all staff deliver instruction, provide student support and effectively engage stakeholders in school improvement efforts consistent with the school's purpose and direction (**Indicators 2.4 and 2.5**).

Indiana Turnaround Principles Alignment: 6.1

Supporting Evidence:

Stakeholder Surveys:

1. Only 34 percent of staff strongly agree or agree that the school's leaders support an innovative and collaborative culture.
2. Only 34 percent of staff strongly agree or agree that the school's leaders hold themselves accountable for student learning.
3. Only 31 percent of staff strongly agree or agree that the school's leaders engage effectively with all stakeholders about the school's purpose and direction.
4. Only 41 percent of staff strongly agree or agree that all stakeholders are informed of policies, processes and procedures related to grading and reporting.
5. Only 46 percent of staff strongly agree or agree that the school's leaders provide opportunities for stakeholders to be involved in the school.
6. Only 48 percent of staff strongly agree or agree that in all school personnel regularly engage families in their children's learning progress.
7. Only 49 percent of students strongly agree or agree that the principal and teachers ask about what they think about school.

Stakeholder Interviews and Review of Documentation and Artifacts:

1. Parent Helpers volunteer group meets monthly, but meetings are not well attended. The first grade meeting last year only had two parents in attendance.
2. Teacher interviews indicated lack of follow-through from leadership in regard to policies and procedures.
3. Parent interviews indicated all stakeholder participation is in the form of attending informational meetings and social functions, rather than engaging in actual decision making regarding policies and school improvement efforts.
4. Turnaround Principle #1 in the Student Achievement plan states school walkthroughs, weekly grade-level meetings and monthly cross-grade level meetings as interventions.

These are not being conducted with fidelity. No walkthrough forms or meeting minutes were submitted for the team's review.

5. Turnaround Principle #2 in the SAP lists CHAMPS program for PBIS, as well as JUMP Mentoring Program as initiatives being and to be implemented. These programs are not being implemented with fidelity at this time.

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; 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 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 Systems

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 educational program. | 1 | 1 |
| 4.2 | Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school. | 2 | 2 |
| 4.3 | The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff. | 1 | 2 |
| 4.4 | Students and school personnel use a range of media and information resources to support the school's educational programs. | 2 | 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. | 2 | 2 |
| 4.7 | The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students. | 2 | 1 |

FINDINGS OF THE DIAGNOSTIC REVIEW TEAM

OPPORTUNITY FOR IMPROVEMENT

Recruit, hire and retain a qualified library media specialist to assist school personnel in learning about the tools and locations for finding and retrieving information (**Indicator 4.4**).

Indiana Turnaround Principles Alignment: 1.1 and 5.4

Supporting Evidence:

While 86 percent of upper elementary students say the school has good places to study (such as the library), and 97 percent of early elementary students say the school has books to read, only 54 percent of parents and only 59 percent of staff agree that the school provides students with a variety of information resources. At the time of this report, the school had no library media specialist on staff; consequently, the media center was closed to student use with no media center programming available.

OPPORTUNITY FOR IMPROVEMENT

Establish a comprehensive professional development plan to train and support teachers to incorporate technology into daily lessons that encompass technology standards (**Indicator 4.5**).

Supporting Evidence:

While classroom observations indicate the presence of adequate technology in the school, in only a few classrooms were students using technology to engage in rigorous, engaging learning to solve problems, conduct research, or work collaboratively. The Digital Learning Environment was the school's lowest eleottm rating, at an average of 1.1 out of 4. Students were not observed using technology to gather, evaluate and use information for learning in 95 percent of classes.

OPPORTUNITY FOR IMPROVEMENT

Develop a system to set goals for improving and evaluating the effectiveness of counseling and social/emotional support programs (**Indicators 4.6 and 4.7**).

Indiana Turnaround Principles Alignment: 8.2

Supporting Evidence:

In surveys, only 50 percent of parents and 28 percent of staff say the school provides excellent support services. Interviews with stakeholders reveal that the school employs one full-time social worker and has only recently hired a part-time guidance counselor. While students spoke highly of the social worker's efforts to assist them, stakeholder interviews revealed that programs for supporting student social, physical, emotional and career-planning needs are largely delivered on an as-needed basis. In interviews, several students reported not knowing the school counselor's name. No formal guidance program is currently offered, and systematic efforts to make students and parents aware of support services do not exist. The school has no mechanism to establish collaboratively developed improvement goals for support programs, or to evaluate their effectiveness.

IMPROVEMENT PRIORITY

The school system should establish policies and procedures empowering school-level leaders to recruit, hire, place and retain qualified staff to support the school's purpose, educational programs and continuous improvement efforts (**Indicator 4.1**).

Indiana Turnaround Principles Alignment: 1.9, 5.1 and 5.4

Supporting Evidence:

Student Performance Data:

The school has maintained an “F” rating for three consecutive years, indicating that the school is lacking in sufficiently skilled personnel to meet the school’s mission and significantly improve student achievement.

Classroom Observation Data:

The electtm observations indicate that much of classroom instruction is lacking in sufficiently high expectations (overall average learning environment 1.7), active learning (1.8) and progress monitoring (1.9).

Stakeholder Survey Data:

Only two-thirds of parents surveyed agreed that the school provides qualified staff sufficient to meet student needs.

Stakeholder Interviews and review of documents and artifacts:

According to interviews with the principal and teachers, school-level leaders play no role in the hiring and placement processes.

IMPROVEMENT PRIORITY

Establish a structure by which budget and resource allocation decisions are transparent and collaborative to more closely align the school’s resources with a clear direction for instructional improvement (**Indicator 4.2**).

Indiana Turnaround Principles Alignment: 1.8, 7.1., 7.2 and 7.3

Supporting Evidence:

Stakeholder Survey Data:

1. Only 46 percent of staff agree that the school provides sufficient instructional time and resources to support learning goals.
2. Only 46 percent of staff believe they have sufficient material resources to meet the school’s goals.
3. Only 44 percent of parents say the school ensures an effective use of financial resources.

Stakeholder Interviews and review of documents and artifacts:

1. According to interviews with the principal and teachers, school staff members do not play a role in resource allocation decisions. No process currently exists to collaboratively review

the school's needs relative to improvement goals and transparently allocate resources based on those needs.

2. Interviews also indicated a steady decline in available resources for professional development, instructional materials and personnel. For example, multiple interviews confirmed that teachers were unable to make copies and often resorted to buying their own printers and copiers or paying for copies to be made off-site.

IMPROVEMENT PRIORITY

Engage all stakeholders, including community leaders, to collaboratively create expectations for maintaining a safe environment and high, consistent standards for student behavior in all classrooms and common areas throughout the school. Establish mechanisms to collaboratively review student behavior data and building cleanliness, set goals for improvement, monitor progress and hold all school personnel and students accountable for maintaining these expectations (**Indicator 4.3**).

Indiana Turnaround Principles Alignment: 1.3 and 2.1

Supporting Evidence:

Classroom Observation Data:

1. While Well-Managed Learning Environment was the school's highest overall eleot™ rating, the average rating of 2.3 indicates further improvements could be made to enhance classroom management.
2. Classroom observations suggested that some teachers hold high expectations for student behavior and exhibit effective classroom management, but teachers in other classrooms tolerate low-level but consistently disruptive off-task behavior.
3. No mechanism appeared to exist to require visitors or staff members to wear identification.
4. While the school was well-maintained inside the building, outside grounds exhibited a lack of consistent maintenance.

Stakeholder Survey Data:

1. According to stakeholder surveys, only 59 percent of parents say the school provides a safe learning environment.
2. According to stakeholder surveys, only 51 percent of staff believe the school maintains a safe environment.
3. Only 57 percent of upper elementary students say their school is safe and clean.

Stakeholder Interviews and review of documents and artifacts:

1. Parent, principal and teacher interviews all indicated a school-wide concern about inconsistent student behavior expectations on the part of teachers, which contributes to inconsistencies in enforcement of school disciplinary policies.
2. Stakeholder interviews suggested that, while the school has done preliminary work to establish common expectations, no clear, collaboratively-developed and monitored framework exists to hold all staff accountable for expectations or to regularly review student discipline data, set goals for improvement and assess progress.
3. In interviews, school leaders and parents expressed concern about the abandoned building adjacent to the school and potential safety threats it poses. Teachers reported that the school is dependent on system personnel and volunteers to maintain facilities and outside grounds.

Conclusion

Summary of Diagnostic Review Team Activities:

The Diagnostic Review Team met virtually on August 25, 2014, to begin a preliminary examination of Jefferson Elementary's Self-Assessment Report, determine team assignments, discuss the management of logistics, etc., for the on-site review.

Team members arrived in Merrillville, IN, on September 14, 2014, for a second team meeting to discuss preliminary review of data and information, discuss points of inquiry, discuss team member individual schedules, review artifacts and conduct a preliminary meeting with the principal.

Team members were at the school on September 15-17, 2014, for the purpose of conducting interviews, reviewing artifacts and documents and visiting classrooms.

The Diagnostic Review Team provided an Exit Report to school leadership and concluded their work on September 17, 2014.

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

Summary of Institutional Strengths

The principal and staff of Jefferson Elementary appear to be devoted to their students and deeply concerned about the school's performance. Interviews with stakeholders suggest that the principal and many teachers strive to build positive, personal relationships with students and parents. Isolated examples of effectiveness in teaching and classroom management were

observed and evidence suggests that teachers sometimes, both individually and in small groups, work together to trouble-shoot school-wide challenges, review data and plan improvement efforts. Various student performance instruments are administered and the school has access to considerable amounts of diagnostic data that could inform improvement efforts.

Summary: Use of the Indiana Turnaround Principles

Interviews with the principal and staff of Jefferson Elementary suggest that they recognize many areas of needed improvement congruent with the Indiana Turnaround Principles. Stakeholder interviews indicate that a new teacher evaluation tool might assist in the supervision and monitoring of classroom instruction. The principal expressed a desire to create more consistent structures to hold committees accountable for their duties and to carry out regular classroom walkthroughs that resulted in meaningful feedback to help teachers improve their practice (Turnaround Principle #1, School Leadership and Principle #5, Effective Staffing Practices).

The school has implemented some limited efforts to promote positive student behavioral expectations (Turnaround Principle #2, Climate and Culture), including the creation of a system to reward students with school-based currency that can be used in the school store. Staff interviews acknowledge a need for additional school-wide, organized efforts to address consistent, high expectations for student behavior and disciplinary enforcement.

Addressing Turnaround Principles #3 (Effective Instruction), #4 (Curriculum, Assessment and Intervention), and #6 (Enabling Effective Use of Data) remain critical needs for Jefferson Elementary. While the team was not able to review Jefferson Elementary's School Improvement Plan (SIP), interviews and a review of artifacts suggest that the school has made little or no progress in addressing the goals associated with these Turnaround Principles in the 2013-2014 Student Achievement Plan (SAP). The school must find ways to actively engage teachers in collaboration around aligning instruction to state standards, using data to assess student progress and differentiating instruction based on individual student needs.

While the school hosts periodic events for parents, Jefferson Elementary has made no progress in its Student Achievement Plan goal to establish a viable Parent-Teacher Association (Turnaround Principle #8: Effective Family and Community Engagement).

Results-Driven Continuous Improvement

Classroom observations, stakeholder interviews, stakeholder surveys and a review of documentation suggest that the school has done little to establish effective results-driven continuous improvement planning processes. While there is abundant diagnostic data, and the school system has taken steps to implement a meaningful teacher evaluation system, at the present time there are no effective mechanisms for ensuring high-quality delivery of curriculum, assessment and instruction or to use data to guide instructional decisions.

Documents including the school's Student Achievement Plan (SAP) and the 2014 Monitoring Feedback Report indicate clear priorities for school improvement, but little follow-through on any of these suggestions or goals was observed. Improved structures of supervision and evaluation must be implemented to hold all school leaders and teachers accountable for student achievement and school improvement efforts.

Improvement Priorities in Order of Strategic Importance

In summation, the school must address the following critical findings of this review:

1. Establish accountability mechanisms that ensure all staff deliver instruction, provide student support and effectively engage stakeholders in school improvement efforts consistent with the school's purpose and direction (Indicators 2.4 and 2.5).
2. Create a monitoring tool and walkthrough instrument that aligns with the school system evaluative framework. Create a structure by which school leaders routinely use the walkthrough process and instrument to provide specific, timely feedback to teachers that informs immediate improvements in instructional practice (Indicator 3.4).
3. Develop, implement and monitor an engaging and rigorous curriculum delivered through collaborative, personalized learning experiences that differentiate instruction based on individual student needs. Establish assessment practices that inform regular adjustments in instruction and engage students in ongoing self-assessment of their progress (Indicators 3.1, 3.3, 3.6 and 3.12).
4. Develop and implement a comprehensive assessment system that ensures consistent measurement across all classrooms and courses. Professional and support staff should continuously collect and analyze trend data to provide a complete picture of student learning, instruction and the effectiveness of programs (Indicators 5.1, 5.2).
5. Develop and implement policies and procedures for analyzing and monitoring student data to include readiness for student success at the next level. Develop, monitor and regularly communicate verifiable improvement about student learning and success at the next level (Indicators 5.4 and 5.5).
6. Establish an expectation that all teachers use classroom practices that support challenging, equitable learning experiences for all students. Require professional development activities that assist teachers in learning to effectively use such practices. Include achievement of learning, thinking and life skills in these practices (Indicator 1.2).
7. Engage all stakeholders, including community leaders, to collaboratively create expectations for maintaining a safe environment and high, consistent standards for student behavior in all classrooms and common areas throughout the school. Establish mechanisms to collaboratively review student behavior data and building cleanliness, set goals for

improvement, monitor progress and hold all school personnel and students accountable for maintaining these expectations (Indicator 4.3).

8. Develop a calendar of purposeful professional learning aligned with specific school improvement goals in which all staff members are required to participate. The calendar should include, but not be limited to, mentoring, coaching and induction programs that support instructional improvement consistent with the school's values and beliefs about teaching and learning (Indicators 3.7 and 3.11).

9. Formalize a structure where each student is well known by at least one adult advocate in the school, someone who identifies individual student needs and who supports and monitors the student's progress (Indicator 3.9).

10. Implement a continuous improvement process that includes a systematic, inclusive and comprehensive process to review, revise and communicate a purpose for student success and provides clear direction for how the school will improve instruction to support student learning (Indicators 1.1 and 1.3).

11. Establish a structure by which budget and resource allocation decisions are transparently and collaboratively made to more closely align the school's resources with a clear direction for instructional improvement (Indicator 4.2).

12. Collaborate with the governing body to establish policies and support practices that ensure effective administration of the school, while allowing school leadership autonomy to meet goals for achievement, instruction and management of day-to-day operations. Ensure the governing body operates responsibly and functions effectively (Indicators 2.1, 2.2 and 2.3).

13. Establish system-wide policies and procedures empowering school-level leaders to recruit, hire, place and retain qualified staff to support the school's purpose, educational programs and continuous improvement efforts (Indicator 4.1).

Addenda

eleot Data Summary

| A. Equitable Learning Environment | | | | | | |
|---|---------|---|--------------|---------|------------------|--------------|
| Indicators | Average | Description | Very Evident | Evident | Somewhat Evident | Not Observed |
| A.1 | 1.3 | Has differentiated learning opportunities and activities that meet her/his needs | 0% | 4% | 21% | 75% |
| A.2 | 2.3 | Has equal access to classroom discussions, activities, resources, technology, and support | 4% | 29% | 54% | 13% |
| A.3 | 2.4 | Knows that rules and consequences are fair, clear, and consistently applied | 8% | 38% | 42% | 13% |
| A.4 | 1.3 | Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences | 0% | 13% | 0% | 88% |
| Overall rating on a 4 point scale: | | | 1.8 | | | |

| B. High Expectations | | | | | | |
|---|---------|--|--------------|---------|------------------|--------------|
| Indicators | Average | Description | Very Evident | Evident | Somewhat Evident | Not Observed |
| B.1 | 2.1 | Knows and strives to meet the high expectations established by the teacher | 0% | 29% | 54% | 17% |
| B.2 | 1.9 | Is tasked with activities and learning that are challenging but attainable | 0% | 21% | 50% | 29% |
| B.3 | 1.3 | Is provided exemplars of high quality work | 0% | 8% | 17% | 75% |
| B.4 | 1.6 | Is engaged in rigorous coursework, discussions, and/or tasks | 0% | 8% | 46% | 46% |
| B.5 | 1.6 | Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing) | 0% | 8% | 46% | 46% |
| Overall rating on a 4 point scale: | | | 1.7 | | | |

| C. Supporting Learning | | | | | | |
|---|----------------|---|---------------------|----------------|-------------------------|---------------------|
| Indicators | Average | Description | Very Evident | Evident | Somewhat Evident | Not Observed |
| C.1 | 2.2 | Demonstrates or expresses that learning experiences are positive | 8% | 17% | 58% | 17% |
| C.2 | 2.4 | Demonstrates positive attitude about the classroom and learning | 8% | 29% | 54% | 8% |
| C.3 | 2.0 | Takes risks in learning (without fear of negative feedback) | 0% | 21% | 63% | 17% |
| C.4 | 2.2 | Is provided support and assistance to understand content and accomplish tasks | 8% | 17% | 63% | 13% |
| C.5 | 1.5 | Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs | 4% | 4% | 33% | 58% |
| Overall rating on a 4 point scale: | | | 2.1 | | | |

| D. Active Learning | | | | | | |
|---|----------------|--|---------------------|----------------|-------------------------|---------------------|
| Indicators | Average | Description | Very Evident | Evident | Somewhat Evident | Not Observed |
| D.1 | 1.9 | Has several opportunities to engage in discussions with teacher and other students | 4% | 17% | 42% | 38% |
| D.2 | 1.4 | Makes connections from content to real-life experiences | 0% | 4% | 33% | 63% |
| D.3 | 2.3 | Is actively engaged in the learning activities | 8% | 21% | 63% | 8% |
| Overall rating on a 4 point scale: | | | 1.9 | | | |

| E. Progress Monitoring | | | | | | |
|-------------------------------|----------------|--|---------------------|----------------|-------------------------|---------------------|
| Indicators | Average | Description | Very Evident | Evident | Somewhat Evident | Not Observed |
| E.1 | 2.0 | Is asked and/or quizzed about individual progress/learning | 4% | 21% | 42% | 33% |
| E.2 | 2.2 | Responds to teacher feedback to improve understanding | 8% | 21% | 54% | 17% |
| E.3 | 1.9 | Demonstrates or verbalizes understanding of the lesson/content | 4% | 0% | 79% | 17% |
| E.4 | 1.6 | Understands how her/his work is assessed | 4% | 0% | 50% | 46% |
| E.5 | 2.0 | Has opportunities to revise/improve work based on feedback | 4% | 17% | 54% | 25% |

| 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 | 8% | 58% | 25% | 8% |
| F.2 | 2.4 | Follows classroom rules and works well with others | 8% | 42% | 33% | 17% |
| F.3 | 2.2 | Transitions smoothly and efficiently to activities | 4% | 38% | 29% | 29% |
| F.4 | 1.9 | Collaborates with other students during student-centered activities | 8% | 17% | 29% | 46% |
| F.5 | 2.5 | Knows classroom routines, behavioral expectations and consequences | 13% | 42% | 33% | 13% |
| Overall rating on a 4 point scale: | | 2.3 | | | | |

| G. Digital Learning | | | | | | |
|---|----------------|--|---------------------|----------------|-------------------------|---------------------|
| Indicators | Average | Description | Very Evident | Evident | Somewhat Evident | Not Observed |
| G.1 | 1.1 | Uses digital tools/technology to gather, evaluate, and/or use information for learning | 0% | 0% | 8% | 92% |
| G.2 | 1.0 | Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning | 0% | 0% | 4% | 96% |
| G.3 | 1.0 | Uses digital tools/technology to communicate and work collaboratively for learning | 0% | 0% | 4% | 96% |
| Overall rating on a 4 point scale: | | 1.1 | | | | |

Diagnostic Review Team Schedule

Jefferson Elementary School

SUNDAY – September 14, 2014

| Time | Event | Where | Who |
|-----------------------|--|-----------------------|--------------------------------|
| 3:00 p.m. | Check-in | Hotel | Diagnostic Review Team Members |
| 4:00 - 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 - 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 toward 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 “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? 5. Describe what the team will observe in classrooms: a) What expectations have been established for teachers and students at this school that we should be looking for in classrooms? b) What has been the focus of professional learning that the team can expect to see in instruction, curriculum, or assessment practices? | Hotel Conference Room | Diagnostic Review Team Members |

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| | 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? | | |
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MONDAY – September 15, 2014

| Time | Event | Where | Who |
|-------------------|--|--|--|
| | Breakfast | Hotel | Diagnostic Review Team Members |
| 7:15 a.m. | Team arrives at school | School office | Diagnostic Review Team Members |
| 7:45 - 8:45 a.m. | Principal's Interview | Team Work Room | Diagnostic Review Team Members |
| 8:45 - 9:00 a.m. | Break | | Diagnostic Review Team Members |
| 9:00 - 10:45 a.m. | Begin school and classroom observations | Classrooms | Diagnostic Review Team Members |
| 10:45 - noon | Begin stakeholder interviews: | Media Center 1 Media Center 2 | Diagnostic Review Team Members |
| Noon.-12:45 p.m. | Lunch and Team Meeting | Team Work Room | Diagnostic Review Team Members |
| 12:45 - 1:40 p.m. | Parent and Student Interviews | Media Center 1 Classrooms | Diagnostic Review Team Members (working in pairs or as individuals) |
| 1:45 - 2:15 p.m. | Teacher Interviews: | Teacher Classrooms Media Center 1 Media Center 2 | Diagnostic Review Team Members |
| 2:15 - 3:00 p.m. | Team Meeting | Media Center | Diagnostic Review Team Members |
| 3:00 p.m. | Team returns to hotel | | Diagnostic Review Team Members |
| 5:30 - 6:30 p.m. | Dinner | TBD | Diagnostic Review Team Members |
| 6:30 - 9:00 p.m. | Team Work Session #2 <ul style="list-style-type: none"> • Tabulated classroom observation data from Day 1 • Reached consensus on second ratings for all indicators • Discussed potential Powerful Practices, Opportunities for Improvement and Improvement Priorities • Each team member drafted an Improvement Priority, Opportunity for Improvement, or Powerful Practice that is then shared with the team. Team members and Lead Evaluator provides feedback. • Prepare for Day 2 | Hotel conference room | Diagnostic Review Team Members |

Tuesday – September 16, 2014

| Time | Event | Where | Who |
|-------------------------|---|--|--------------------------------|
| | Breakfast | Hotel | Diagnostic Review Team Members |
| 7:30 a.m. | Team arrives at school | School Office | Diagnostic Review Team Members |
| 7:45 - 8:15 a.m. | Meet with Principal | Team Work Room | |
| 8:15 - 11:45 a.m. | Artifact review Continue interviews and classroom observations not completed on Day 1. | Media Center | Diagnostic Review Team Members |
| 11:45 a.m. - 12:30 p.m. | Lunch and Team Meeting | Team Work Room | Diagnostic Review Team Members |
| 12:30 -1:45 p.m. | Artifact review Continue interviews and classroom observations not completed on Day 1 | Team Work Room | Diagnostic Review Team Members |
| 1:45 - 2:15 p.m. | Interviews: Teachers | Teacher Classrooms Media Center 1 Media Center 2 | Diagnostic Review Team Members |
| 2:15 - 3:00 p.m. | Team Meeting | Team Work Room | Diagnostic Review Team Members |
| 3:00 p.m. | Team returns to hotel | | Diagnostic Review Team Members |
| 5:30 - 6:30 p.m. | Dinner | | Diagnostic Review Team Members |
| 6:30 - 9:30 p.m. | Team Work Session #3 <ul style="list-style-type: none"> • Reviewed findings from Tuesday • Tabulated final eleot Learning Environment ratings <p>The team examined and reached consensus on:</p> <ul style="list-style-type: none"> • Final ratings for standards and indicators • Powerful Practices (indicators rated at 4) • Opportunities for Improvement (indicators rated at 2) • Improvement Priorities (indicators rated at 1 or 2) • Summary overview for each standard • Learning Environment narrative • Prepared Exit Conference/Meeting materials and PowerPoint presentation | Hotel Conference Room | Diagnostic Review Team Members |

Wednesday – September 17, 2014

| Time | Event | Where | Who |
|-----------|---|-------|--------------------------------|
| | Breakfast | Hotel | Diagnostic Review Team Members |
| 7:30 a.m. | Check out of hotel and departure for school | Hotel | Diagnostic Review Team Members |
| 8:00 a.m. | Arrive at school | | Diagnostic Review Team |

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|-----------------------|--|--------------------|--------------------------------|
| | | | Members |
| 8:15 - 8:45 a.m. | Meet with Principal | Team Work Room | |
| 8:45 - 11:00 a.m. | Continue artifact review | Team Work Room | Diagnostic Review Team Members |
| 11:00 - 11:30 a.m. | Final Team Work Session All team members review all components of the Diagnostic Review Team's findings including: <ul style="list-style-type: none"> • Final ratings for standards and indicators • Coherency and accuracy of the Opportunities for Improvement, Improvement Priorities, Powerful Practices • Summary overview for each standard • Brief narrative that further expands upon the individual learning environment ratings • Exit Conference/Meeting PowerPoint presentation | Team Work Room | Diagnostic Review Team Members |
| 11:30 a.m.-12:15 p.m. | Working Lunch | Team Work Room | Diagnostic Review Team Members |
| | | | |
| 2:00 - 2:45 p.m. | Exit Conference (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.) Exit Conference Agenda <ul style="list-style-type: none"> • Introduction of team members and Lead Evaluators • Overview of the school's Internal Review process, findings from the Self-Assessment, highlights of the Executive Summary, school historical and contextual information, improvement planning initiatives, focus of professional development, etc. • 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: <ol style="list-style-type: none"> 1. Strengths identified by the team in the conclusion section of the report as well as any Powerful Practices (Level 4) 2. Opportunities for Improvement (Level 2 Rating). 3. Improvement Priority (Level 1 Rating or, at the team's discretion, Level 2) • Questions | Principal's Office | Diagnostic Review Team |
| 3:00 - 3:30 | Exit Report to faculty and public using PowerPoint template | Media Center | |

Team Roster

| Lead Evaluator | Brief Biography |
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| Dr. Gary Houchens | Gary Houchens has served as a teacher, assistant principal, principal and system administrator in both public and non-public schools. He is |

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| | currently professor of educational administration at Western Kentucky University. Gary coordinates WKU's principal preparation program, advises doctoral students, conducts research on a variety of leadership and school improvement topics and provides a range of services and supports to area schools and school systems. |
| Team Members | |
| Dr. Jeff Wooten, Associate Lead Evaluator | Jeff Wooten is currently the Alabama Director for AdvancED. He began this position on August 5, 2013, after retiring from Muscle Shoals City Schools, where he served 11 years as superintendent. Before this, he served as a high school principal, PK-9 grade principal, assistant principal and teacher. He earned his undergraduate degree from Jacksonville State University, his master's from Alabama A&M University, and his doctorate from Nova Southeastern University. |
| Vinice Davis, Process Coach | Vinice Davis is currently the Vice President for Improvement Services with AdvancED, where she manages several state-wide partnerships and ensures they have the support needs to ensure continuous improvement. Vinice has served in several operations roles in education over the past seven years and worked as a consultant before transitioning into the education sector. Vinice has a BBA from the Goizueta Business School at Emory University in Atlanta, GA, and an MBA from Yale. |
| Dr. Suzanne Bieke | Suzanne Bieke has a bachelor's degree in psychology, a master's in special education, and a doctorate in special education. For 10 years she worked at a private psychiatric hospital on the children's unit as program coordinator for both inpatient and day treatment. Suzanne taught student with emotional disabilities for 15 years at both the elementary and middle school levels. After earning her doctorate from Purdue, she taught graduate students in special education for 3 years and then decided to go back into the public school arena following some consultation work with Hammond schools. Last year Suzanne co-taught 6th grade special education and now teaches reading/ language arts at the 6th grade level. She holds licenses in elementary K-8 (non-departmentalized) and mild disabilities and a content area addition of teaching reading K-12. |
| Tammy Bowman | Tammy Bowman currently serves as the Curriculum Officer for Indianapolis Public Schools. Tammy oversees K-12 curriculum and instruction and system professional development. Prior to this role, she taught elementary school for five years, middle school for three years, and served as an Academy Facilitator at Andrews High School in High Point, NC, for five years. |
| Rachael Havey | Rachael Havey currently works at the Indiana Department of Education as a Title I Specialist in the Office of Early Learning and Intervention. In this role she works primarily with Focus and Priority schools who have |

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| | <p>received school improvement grants providing technical assistance and professional development regarding school improvement and Title I. Prior to this role, Rachael worked with Diagnostic Assessments at IDOE. She began her professional career working at an after-school behavior and education program for Monroe County Community Corrections, then moved into the classroom teaching middle school language arts in IPS, and spent five years teaching literature and writing at the middle school level in MSD Warren Township. After receiving her masters in Educational Leadership and obtaining her Administration license, she served as a literature coach for two years in MSD Warren Township before she came to the department.</p> |
| Dr. Melinda Maddox | <p>Melinda Maddox is Assistant State Superintendent of Education for Research, Information and Data Services with the Alabama State Department of Education. Previously Melinda was the Director of Technology Initiatives. Dr. Maddox earned her Ed.D. degree from Auburn University, her master's degree from the University of Montevallo, and her bachelor's degree from Troy University. She has served two terms at the national level on the Board of Directors for the State Technology Directors Association and past treasurer. She was recognized by SETDA as the National Educational Technology Leader of the Year (2006). She received a Commendation from Governor Bob Riley and the Alabama State Board of Education subsequently passed a resolution recognizing her for receiving this prestigious national award and her leadership in Alabama in Educational Technology and ACCESS Distance Learning.</p> |
| Rebecca Perkins | <p>Rebecca Perkins was an elementary school teacher for nine years, five years in first grade and four years in fourth grade. During that time, she received her master's in elementary administration. Becky became Assistant Principal at Churubusco Elementary School, along with taking on the role of Title I administrator. She moved to East Noble, IN, and became the principal at LaOtto Elementary for four years. While being a principal, Becky also continued as Title I administrator and was given the responsibilities of Title III, NESP and High Ability. She then moved to Central Office Administration where she was given the title of Federal Program Administrator. RTI and student teacher placement were added to her responsibilities with this move, along with various other school system responsibilities.</p> |

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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