

Quality Review Report

**Paul Harding High School
6501 Wayne Trace
Fort Wayne
Indiana
IN 46816**

**Principal: Neal Brown III
Dates of review: October 14 - 15, 2009
Reviewer: Denis Pittman**

Cambridge Education (LLC)



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Part 1: The School Context

Information about the school:

Paul Harding High School has an enrolment of 614 students, in grade 9 through to grade 12. Its diverse student body is comprised of 66 percent African American, 13 percent Asian, 4 percent Hispanic, 9 percent White, and 8 percent multiracial students. Sixty-eight percent of students qualify for free and reduced cost lunch, which is well above the State average. The proportion of special education students is 16 percent. The proportion of English language learners is 20 percent, an increase of 18 percent over the previous year. Average daily attendance is 94.8 percent which is marginally lower than the State average of 95.9 percent.

The proportion of students passing both of the GQE standards in math and Language Arts is 28 percent which is below the State results of 57 percent. The SAT average score for 2007-2008 was 819 as compared to the State result of 1004. Graduation rates at 68.6 percent are below the State results of 78 percent.

The school has accommodated a recent number of Burmese refugee students who now make up 15 percent of the school population. Many of these students have had no previous formal education.

The principal has a long association with the school and the local community.

Part 2: Overview

What the school does well:

- The school provides a safe and orderly environment where students readily comply with clearly articulated routines.
- Staff have an informed understanding of the backgrounds of their students and their specific needs for support.
- The relationships between students and staff are positive and help create a basis for learning.
- Support from parents and the local community is being effectively galvanized to help the school improve its outcomes.

Areas for Improvement:

Responsibility of the school:

- Raise expectations of student achievement by:
 - providing exemplars of students' high quality work with associated rubrics to clarify standards;
 - giving clear indications in teacher marking as to how students may improve;
 - engaging students in more self-assessment and helping stipulate personal academic goals.
- Improve the support for English language learners and special education students by:
 - providing more coherent diagnostic assessment;
 - acquiring suitably qualified staff;
 - incorporating a greater variety of teaching strategies to meet the needs of students.
- Improve the monitoring and evaluation of the school's activities so as to achieve greater consistency of practice by:
 - incorporating into the school improvement plan, clear benchmarking of individual responsibilities, interim evaluations and the modifications following review;
 - implementing evaluations procedures over a shorter timescale;
 - analyzing teacher evaluations to determine school-wide professional development;
 - developing a middle-management organizational structure.
- Improve the quality of instruction and outcomes by:
 - identifying and analyzing formative assessments;
 - using data more systematically to inform planning;
 - differentiating teaching strategies to meet the needs of students.
- Increase the engagement of the community in the life of the school by:
 - being more proactive in developing partnerships with higher educational institutions to utilize resources in helping to monitor the work of the school;
 - establishing links with professional groups to explore the provision of internships to heighten the aspirations of students.

Responsibility of the School Corporation:

- To be more strategic in their support of the school by:
 - directing resources to improve the quality of the training of staff for a more effective delivery of English as a second language and special education programs;
 - providing funding and training for staff to create a tier of middle-management;
 - utilizing skills within the corporation to provide more on site professional development focused on the needs of the school and evaluated as to their effectiveness.

Part 3: Main Findings

Overall Evaluation: The school's overall performance

The overall performance of this school is poor.

The overall culture of the school is supportive of students but the overall achievement outcomes are unsatisfactory. Effective systems are in place to ensure students behave well. Relationships between students are predominantly positive and students are respectful of staff. The school community is aware of routines, which is communicated to students and parents through appropriate handbooks and policies. The quality of classroom environments is variable. Some have interesting and stimulating displays but these are mostly commercially produced. There is too few exemplification of high quality student work to enable students to aspire to high standards. Given the absence of any reward inducements for attendance, actual rates are relatively good, being marginally below the State average. The curriculum provides particularly well for smaller cohorts of students such as Early College, dual credit courses and the Upward Bound program. However, the school does not adequately cater for larger groups such as English language learners and special education students. The enrichment program is not extensive apart from a strong sports component.

The school utilizes a project approach in some content areas in order to promote research skills and independent learning. Much of this work, however, simply entails students undertaking projects not designed to support or develop learning from other subject areas. Guidance staff provide adequate support in personal goal setting, but target setting for academic goals is not a strong feature. The school has a good understanding of the challenges faced by families in its community. It is responsive to the needs of economically disadvantaged families by raising awareness of funding streams. Currently the school is not being proactive in providing workshops for parents. A notable exception is the Dad's Association, which is supportive of the school's endeavors.

A pattern of underachievement amongst specific groups of students has been evident for a number of years. The administration and staff are acutely aware of the issue and whilst they often refer to accountability, there is insufficient rigorous evaluation to follow through on issues. This is evident in a lack of clarity as to high expectations with regard to student outcomes. Staff work hard at collecting achievement data but have insufficient information about the learning needs of individual students. In consequence, there is little variation in teaching strategies to meet those specific needs. In the absence of formative assessments target setting for students is not well established. Staff work collaboratively together and they use their planning time to promote project-based learning. However, the implementation of project-based learning is limited and the quality of these projects is generally variable and on too many occasions weak. Classroom observations facilitate changes in individual performance but the school does not analyze evaluations to identify school issues, which diminishes the overall impact of this work. Externally introduced initiatives are supported by appropriate professional development.

The principal's vision is understood by the school community but has not been transferred into a practical expression for significant groups of students. He has a full appreciation of the challenges facing the school but action plans for initiating change and securing improvement are not sufficiently detailed and have not been implemented with enough rigor. The restrictions on the budget and resources require greater ingenuity and proactive responses to the unique challenges of the school. It has not extended the productive external partnerships to explore the possibilities of further external funding. To that end, the school corporation urgently lacks a strategic plan in order to rationalize its resources and utilize skills in order to focus on meeting the specific needs of the school community.

1: Readiness to Learn

This area of the school's work is fair.

1.1: Safety, Discipline, and Engagement

The school culture, environment and student engagement are fair.

Students generally behave well and follow clear guidelines about discipline. Classrooms are orderly although some reflect off-task behavior such as general chatting amongst students. Students are compliant and mostly willing to learn. Supervision is well organized to maintain a good level of order in the hallways and to encourage appropriate movement through the school. Effective action is taken to deal with antisocial behavior through the removal of offending students to a designated area where they are supervised before returning to their classroom environment. Staff and student handbooks clearly stipulate behaviour and disciplinary actions. The overall quality of the building and resources is satisfactory.

Displays in classrooms reflect commercially produced materials but there is insufficient evidence of students' work or display that reflects good practice. Those exemplars of students' work that do exist do not correlate with published assessment rubrics so that students gain an understanding of expectations about the standards required of them. The overall effectiveness of school routines is reflected in relatively good levels of attendance. The trend of attendance rates is marginally below the State average which considering the highly transient nature of the student population is a good testimony to the concerted efforts of the school to maintain the essential continuity in student's education. The school has a computerized system for checking classroom attendance. This provides an effective monitoring device to identify in-school truancy. The school has not implemented a reward or incentive program for high levels of attendance although it does distribute certificates at the end of the academic year. Punctuality to lessons is mostly satisfactory. Although the school is generally very orderly, there is a comparatively high incidence of student suspensions.

The school has a clear focus on improving literacy skills as a core component of its work. The major emphasis is on reading comprehension. To this end an interactive reading program [Read180] has been introduced. However, no evaluation has been made as to the impact on student achievement. The same emphasis has not been given to math skills despite the low achievement in this area. However, a small but positive incremental trend in achievement is reflected in the data on math performance. Computer technology is appropriately used in order to facilitate project work and the development of research skills. An interesting project reflecting the increasing cultural diversity of the school was conducted to surface the concerns and hopes of the significantly large number of refugee Burmese students who have joined the school. In general, learning in groups is not a regular feature of the schools' work.

The school has appropriately introduced an Early College component to its curriculum to provide challenge and raise aspirations for a selected group of students. Currently this arrangement is for a relatively small cohort of students in grades 9 and 10. The curriculum provides a broad range of learning experiences for students but does not provide adequately for the high proportion of English language learners and special education students. These programs are staid, lacking variety in teaching strategies and are poorly resourced. In some cases for the Burmese students, there is no curriculum at all. The enrichment part of the curriculum has a strong sports component which is enthusiastically supported by students although some expressed concern that all sports are not equally supported. The school does not provide a rich program of after-school clubs which have an academic focus other than the support programs for those students who are struggling.

The school is not proactive in its pursuit of internship opportunities for the students in business and professional contexts. However a strong feature of careers education is provided by a productive Careers Exploration Day which the school organizes twice a year. This event is well supported by a large number of businesses. Students have the opportunities to gain information about a pre-selected

choice of career details. In general students have good access to counselors. Guidance is provided in personal goal setting but the incidence of guidance for academics goals is not routinely promoted.

1.2: Action against Adversity

The way the school directly address student's poverty-driven deficits is fair.

The school has a good understanding of the economic difficulties and challenges facing many families. It has been particularly proactive in addressing the need for greater engagement of fathers in the education of their children. To this end a Dad's Association was formed which has been meeting regularly to raise their awareness of educational issues and promote further involvement by families. The school has also responded positively to the significant influx of refugee Burmese students through support programs. The impact has been variable because of the limitations of resources and staff competences in this area. The guidance staff reviews the programs that are relevant for these students who qualify for participation at substantially reduced costs.

A particular focus has been placed on health issues and relevant agencies have been brought into classes to give support where needed. This range of support activity helps to promote self-confidence among students and overcome some of the constraining effects of their backgrounds. The school routinely conducts surveys to ascertain the opinion and needs of students. However, the follow-through on issues tends to be variable. Communication to parents about the range of health and social service providers in order to address student need is strongly evident. However, the school does not provide a structured program of workshops to help the range of parents to develop their own skills. The information about accessing funding for students transitioning to college has more detail. Guidance staff at the school appropriately arrange meetings, which target low-income families in order to offer advice about college applications, scholarships, and financial aid.

1.3: Close Student- Adult Relationships

The students' relationships with mentors/teachers is fair.

The school uses a variety of methods to contact parents, including newsletters and e-mails. Currently newsletters are not translated into community languages other than English although details about parent teacher conferences do have that multi-language facility. Information about student grades, homework assignments and projects are regularly posted on a computer system to which parents have constant access. Parents comment that they value this immediate access to information. A recently formed parents' association is being proactive in trying to generate more support from the community in order to support much-needed improvements in the school. Currently there are very few workshops which address the needs of parents. The school has a broad spectrum of support programs for students which include Hoosier Agri-business science academy, Upward Bound and the Urban League. There are few links to explore the possibilities of internships and graduate support with mentoring. The evidence of surveys from both students and parents indicates a broad spectrum of support and satisfaction with what the school provides. Systems are in place for parents to be able to share details about the child's interests and specific needs but these are not universally taken up.

The school celebrates its cultural diversity and the backgrounds of the community through an African-American club and projects dealing with multicultural issues. Parents are only marginally included in the work of the team who are responsible for the production of the school improvement plan. Their views are sought on the draft outline once initial suggestions about priorities have been made by the administration. In general the school is successful in promoting positive relationships between students and teachers. It is the perception of most students that that they have an adult who they can turn to for support. Relationships between students are enhanced by a peer tutoring program which takes place during the academic focus session.

Criterion 2: Readiness to Teach

This area of the school's work is poor.

2.1: Shared Responsibility for Achievement

The school's organizational structure is poor.

The accountability agenda is inconsistently enforced in the school. It has introduced a potentially useful model for accountability through the National Urban Alliance initiative. Currently a small proportion of the staff are completing the requisite portfolio of evidence of students' work but others have not received training relative to the initiative. Currently this impasse about recording requirements is leading to uncertainties and a certain amount of confusion amongst the staff. Although the principal does have a program of teacher reviews conducted annually, the timescale is too long to address the required changes in teacher competencies. Because of these systemic inconsistencies, the principal is not sufficiently rigorous in ensuring a strong sense of accountability for student achievement throughout the school. The focus on raising student literacy skills particularly reading is not urgently evaluated through classroom observations. The absence of an effective middle-management structure within the school means that it is not possible to address accountability issues routinely through departmental meetings or for departmental chairs to monitor them.

In general, most staff accept and appropriately exercise their individual responsibility for maintaining grading records, setting homework, and marking. However, these individual activities have not been galvanized into a strong sense of urgency to improve outcomes for the school. The pedestrian and routine teaching seen in many classes is evidence of a lack of sustained commitment to raising standards and expectations. There is insufficient flexibility in addressing the learning needs of students. The focus on reading is a readily articulated goal for the school. Staff do not implement it consistently or routinely. They are willing to try new initiatives but the absence of review and reflection means that they are often unsure as to whether they are on the right pathway. The school schedules meetings to promote collaboration and integration within the respective content areas but it uses proportions of this time on administrative issues and in preparing for immediate classes. In consequence, there are missed opportunities for clarifying longer-term objectives.

The school corporation has adopted an accountability model that places the onus for improvement entirely within the hands of the administration and the school. There is not a strong sense of shared accountability to transfer intention into practice and resources. The school corporation has not presented a strategic overview of how it intends to address the needs of the school. There has been insufficient direct engagement, on the part of the corporation, to collect qualitative evidence to prescribe accountability.

2.2: Personalization of Instruction

The use of assessment data to personalize instruction is poor.

The school does not have a coherent system for tracking the progress of students. The procedures for collecting and analyzing the summative data relating to student performance are well established. However, the achievement of subgroups is not systematically analyzed particularly the outcomes for English language learners and special education students. For example, LAS Links assessments lack correlation to identify the ongoing progress of English language learners to show transitions from beginners to intermediate to advanced stages of language acquisition. In general, the procedures for collecting diagnostic data are insufficiently rigorous. The school's diagnostic assessment primarily relates to reading levels. These extensive reading assessments, from the Scholastic Reading Initiative (SRI), are not routinely used in lesson planning to determine individualized approaches to learning. The outcomes of multiple assessments of achievement are shared in departmental meetings. However, the school does not analyze data to inform teacher decisions about improving student learning. Aside from reading, there is a general lack of formative and diagnostic assessment in any subject. Consequently, staff are not adjusting their instruction to meet the specific needs of individual students.

There is little evidence of differentiated or individualized instruction designed to fill the skill gaps of individual students. Overall, the quality of teaching is variable with some instances of good practice but generally, it does not reflect sufficient challenge or pace for students. Teachers identify an agenda of content but rarely are lesson objectives clearly stated. In consequence the purpose of the lesson is not referred to in any summary statement at the conclusion of the lesson. There is limited evidence of rubrics being used in order to guide students' self-assessment. Students get regular feedback from the marking of homework assignments but feedback does not include indicators as to how the student may improve.

There is a degree of flexibility in the instructional schedule to accommodate programs such as dual credit courses and academic focus. The latter is an opportunity for all students to get specific help with their work from available staff. Students also have access to peer tutors who are able to help them in their studies. The school has adopted the Read 180 program to support its drive to improve reading competencies. This is an interactive computerized program but the time slots for its use do not readily fit into the regular schedule for the school. The flexible arrangements for collegiate connection program enable senior students to gain college credits during their high school career.

There are limited links between assessment, planning and instruction which means that for most students learning and progress is not as good as it should be. This is a reflection of the continuing trend of underachievement as evidenced in the statistical data. The absence of a robust organizational structure for monitoring leads to inconsistencies in instruction and the use of data.

2.3: Professional Teaching Culture

The professional culture within the school is fair.

There is scheduled time for staff to meet on a regular basis particularly within content areas. This provides opportunities for them to collaborate on producing project work. For example social studies teachers are working together to produce materials from their classes for a Veterans' Day event. Staff are willing to share ideas but the constraints of the block scheduling means there are limited opportunities for colleagues to visit each other's classes. There is willingness amongst the staff to move away from didactic forms of instruction but also some anxiety about whether they will receive the relevant professional training to enable this.

The school administration has a designated program of classroom observations and walk-throughs to provide a base of information about teacher performance. The process is primarily dependent upon the principal and an inexperienced assistant principal for its completion so is not as rigorous as it should be. The school has established appropriate routines but there have been missed opportunities to use the process to evaluate curriculum initiatives such as the National Urban Alliance. It has not analyzed the data from classroom observations to determine school-wide issues that need addressing through professional development. For example, there is little evidence of differentiated instruction to meet a range of learning needs in classes.

There is some alignment between professional development and individual needs, particularly for new staff. However, the school does not formally assign mentors to this program, as this is a district initiative to support newcomers. The professional development program does not adequately meet the needs of individual teachers, focusing more upon school wide initiatives and the need for training in these areas. Because of this, the outcomes from these has had limited impact on classroom practice.

Criterion 3: Readiness to Act

This area of the school's work is poor.

3.1: Resource Authority

The principal's freedom in making decisions is poor.

The principal has some, but limited autonomy in the appointment of staff. The school corporation exercises its authority to transition staff, which occasionally is to the detriment of the school. For example, it replaced a licensed English as a second language teacher with another teacher who did not have these qualifications. Staff vacancies have to be posted in the district and a seniority criteria applies to replacements. A formal selection procedure exists but budgetary constraints determine that there is very little latitude for innovation in the staffing structure. For example, the positions of 'chairs of departments' are token appointments and do not include any defined management status. These staff are essentially classroom teachers and have no designated time to coordinate or evaluate the work of the department. There is no middle management organizational structure and so the support and evaluation of initiatives is piecemeal. Discussions with staff indicate a genuine concern for improving their practice but the school has missed opportunities for them to be self-reflective and review the initiatives existing in the school. For example, initiates to the program have not used the teacher accountability portfolio associated with the National Urban Alliance, in order to record their responses as to what went well, and what they feel needs improvement.

The school does not have a strategic professional development plan. The professional development activities predominantly center on institutional needs rather than the specific needs of individual teachers. Currently the major focus for professional development is the ongoing training for the National Urban Alliance program. The major emphasis of the program is to provide instructional strategies for replication regardless of the subject content. The phased introduction of the program means that some staff have received training and others not which is leading to inconsistent practice within the school. The school does not have a strategy to deal with the recent restrictions on the funding allocated for the continuance of this program. The financial constraints on the school's budget mean that the principal has no scope to use financial inducements to reward high staff performance.

The school corporation does not have a clearly articulated strategy for needs based resourcing for the school. Current changes in the administration of the school corporation are leading to a re-evaluation of district provision. There is a now a clear need for the corporation to ensure that it makes appropriate staffing and resources available to meet the unique needs of this school.

3.2: Resource Ingenuity

The principal's resourcefulness and ingenuity is poor.

The school has established a limited number of productive partnerships with its community. These partnerships have had a positive impact upon those students who are part of programs such as Upward Bound, Urban League, and the scholarship program (Cingular). However, these outcomes only relate to relatively small cohorts of students. The challenge for the school is to create a broader base in these partnerships in order to have more impact on the majority of students. The school does not have an extensive internship program in place. It needs to be more proactive in seeking out professional contacts in order to raise the aspirations of its older students.

The school gauges community opinion from periodic surveys. The responses are predominantly positive with students indicating that they feel they are cared for and treated with respect. Likewise, parents feel that the school welcomes them and keeps them adequately informed about the progress of their children. There is limited evidence as to how the school responds to negative comments and whether this leads to changes in practice. Parents are only marginally involved in the process of formulating the school improvement plan. The school invites parents to respond to draft proposals but they have limited opportunities to be involved in the initial decision-making about priorities. This remains the prerogative of the administration and staff. The recently formed parent-teacher (PTSA)

association provides a potential avenue for enlarging opportunities for parental involvement in the school.

The school corporation has not presented a formulated strategy for promoting partnerships with the business community to attract additional resources and funding. In consequence, there is no evidence as to how it could channel external funding to meet the needs of the school leaving an impression that the school is working in isolation.

3.3: Agility in the Face of Turbulence

The principal's inventiveness and flexibility during conflicts and challenges is poor.

The principal has a good understanding of the issues facing the school but he does not have a leadership team with sufficient experience to be able to address improvement needs strategically. The major focus of the team is dealing with and ensuring the effectiveness of day-to-day routines and crisis management. There is a lack of focused instructional leadership at the school.

Given the focus on crisis management, there has been insufficient emphasis on developing robust and rigorous evaluation procedures in order to ensure consistency within the school. For example, leaders do not routinely follow up teacher evaluations to see whether a teacher has implemented suggestions, or to use the data to surface school-wide issues. The principal has a vision for school improvement, which he shares with the faculty, but there is no organizational structure to carry through these messages to create a sense of urgency about changing practice and developing agreed action plans. A willingness to implement a variety of initiatives needs complementing with an element review to ascertain whether the outcomes are meeting the needs of students.

The data available to the school and that, which it generates internally, is not analyzed with sufficient rigor and detail to evaluate student and teacher outcomes. The school does not specify the generic goals identified in the school improvement plan with regard to literacy in sufficient detail to identify clear accountabilities, interim benchmarks, timeframes, and what constitutes success. There is limited evidence of any action planning action based upon these priorities to promote change. Key faculty members have a limited experience in promoting change. In these circumstances, the school cannot effectively distribute leadership responsibilities so the community has become reliant upon the paternalistic guidance of the principal.

While, the school corporation has demonstrated that although potentially it has the skills, resources and personnel to support the school, it has not focused and managed them sufficiently well to have had an impact on improving outcomes. The district's action needs to address the rationalization of its resources. There is a need for the district to be more proactive, positive, and focused in its support in order to meet the needs of this student body.

Summary of Findings

Paul Harding High School

October 14-15, 2009

SCHOOL RATING					
		Findings			
		1-Unacceptable <i>No evidence</i>	2-Poor <i>Minimal evidence</i>	3-Fair <i>Present, though limited and/or inconsistent</i>	4-Acceptable <i>Routine and consistent</i>
1 Readiness to Learn				X	
1.1: Safety, Discipline, and Engagement				X	
<i>Is the school culture environment safe and conducive to learning?</i>					
1.1a	Students are effectively encouraged to behave well, relate well to others and to have positive attitudes toward learning.			X	
1.1b	Classrooms and hallways provide an attractive and stimulating environment that fosters high academic and personal expectations.		X		
1.1c	School routines and rules are implemented consistently and communicated clearly to students, parents and staff.				X
1.1d	The school has effective measures for promoting good attendance and eliminating truancy and tardiness.			X	
<i>Do students feel secure and inspired to learn?</i>					
1.1e	A robust core program ensures that students develop key learning and personal skills.			X	
1.1f	The school provides a well-rounded curriculum and enrichment activities add interest and relevance.		X		
1.1g	Career education and personal goal setting are used to raise student aspirations and motivation.			X	
1.2: Action Against Adversity				X	
<i>Does the school directly address students' poverty-driven deficits?</i>					
1.2a	The school knows and understands the personal as well as academic needs of the students in order to address the effects of students' poverty head-on.				X
1.2b	The school addresses the needs of families so that they can better support student learning.		X		
1.2c	The school develops students' skills, behaviors and values that enable them to effectively advocate for themselves.			X	
1.3: Close Student-Adult Relationships				X	
<i>Do students have positive and enduring mentor/ teacher relationships?</i>					
1.3a	The school works with parents to build positive relationships and to engage them as partners in their children's learning.			X	
1.3b	The school is successful in implementing a variety of strategies specifically designed to promote a sense of connection between students and adults.			X	

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2 Readiness to Teach			X		
2.1: Shared Responsibility for Achievement			X		
<i>Does the school have a strong organizational culture, characterized by trust, respect and mutual responsibility?</i>					
2.1a	The principal ensures that there is a strong accountability for student achievement throughout the school.		X		
2.1b	The staff feel deep accountability and a missionary zeal for student achievement.		X		
2.1c	A shared commitment to a vision of the school includes challenging goals for all students.		X		
2.1d	The school corporation drives the accountability agenda.	X			
2.2: Personalization of Instruction			X		
<i>Are diagnostic assessments used frequently and accurately to inform instructional decisions and promote student learning?</i>					
2.2a	The school utilizes a coherent system to provide detailed tracking and analysis of assessment results.		X		
2.2b	Teachers use data gathered from multiple assessments to plan instruction and activities that match the learning needs of students.		X		
2.2c	Teachers give feedback to students and involve them in the assessment of their work and in the setting of achievement goals.		X		
2.2d	The schedule is used flexibly to ensure that individual student needs are met effectively.			X	
2.2e	The overall impact of planning, instruction and assessment leads to effective student learning.		X		
2.3: Professional Teaching Culture				X	
<i>Does the professional culture promote faculty and staff participation, collaboration and training to enhance student learning?</i>					
2.3a	The faculty works together, incessantly and naturally to help each other improve their practice.			X	
2.3b	The principal uses classroom observation and the analysis of learning outcomes to improve teaching and learning.		X		
2.3c	Professional development is job-embedded and directly linked to changing instructional practice in order to improve student achievement.			X	

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3 Readiness to Act			X		
3.1: Resource Authority			X		
<i>Does the principal have the freedom to make streamlined, mission-driven decisions regarding people, time, money and program?</i>					
3.1a	The principal has the authority to select and assign staff to positions in the school without regard to seniority.		X		
3.1b	The school has developed adequate human resource systems.		X		
3.1c	The principal has the authority to implement controversial yet innovative practices.		X		
3.1d	The school corporation enables the principal to have the freedom to make decisions.		X		
3.1e	The school corporation directs resources, including staffing, to schools differentiated on the basis of need.	X			
3.2: Resource Ingenuity			X		
<i>Is the principal adept at securing additional resources and leveraging partner relationships?</i>					
3.2a	External partnerships have been strategically developed to engender academic improvement.		X		
3.2b	The community is encouraged to participate in the decision making and improvement work of the school.		X		
3.2c	The principal promotes resourcefulness and ingenuity in order to meet student needs.			X	
3.2d	The school corporation has district-wide structures and strategies to maximize external resources.		X		
3.3: Agility in the Face of Turbulence			X		
<i>Is the principal flexible and inventive in responding to conflicts and challenges?</i>					
3.3a	The principal has the capacity to ensure school improvement.			X	
3.3b	The principal provides competent stewardship and oversight of the school.			X	
3.3c	Decisions are made and plans are developed on the basis of rigorous monitoring and evaluation.		X		
3.3d	Key faculty members have the capacity to support the work that is needed.		X		
3.3e	The principal reshapes and incorporates local projects and special initiatives to meet students' needs.		X		
3.3f	The school corporation has the capacity to drive school improvement initiatives.		X		
3.3g	The school corporation supports and enables flexibility and inventiveness within the school.	X			

RATING DESCRIPTION

Using the School Quality Rubric, the school is rated on a 1-4 scale in each of the three domains. The scale is described below:

1	Red = Unacceptable	The school shows no attempt to meet the standard.
2	Orange = Poor	The school has made minimal progress towards the standard.
3	Yellow = Fair	The school is making progress towards the standard.
4	Green = Acceptable	The school meets the standard.

The goal is that the school receive a rating of 4 (GREEN) for the school to be considered as performing that element to an acceptable level. The 4 rating indicates the school meets the standard.