

DIAGNOSTIC REVIEW REPORT FOR BEVERIDGE ELEMENTARY

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Gary, Indiana
46404

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Introduction to the Diagnostic Review

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

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

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

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

Use of Diagnostic Tools

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

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

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

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

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

Powerful Practices (Performance Level 4)

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

Opportunities for Improvement (Performance Level 2)

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

Improvement Priorities (Performance Level 1)

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

The Diagnostic Review Process

Beveridge Elementary School hosted a Diagnostic Review on September 7-10, 2014. The four-day on-site review involved a nine member team who provided their knowledge, skills and expertise for carrying out the Diagnostic Review process and developed this written report of their findings.

The Diagnostic Review Team expresses its appreciation to the staff and stakeholders of Beveridge Elementary School for their many courtesies during the review and their willingness to assist the team with the documents, materials and artifacts needed to complete the process.

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/school system. The Lead Evaluator and the Associate Lead Evaluators conducted conference calls with the key leaders of the institution. School System/ school leaders planned and conducted the Internal Review (Sample: thoughtfully and with transparency.) The comprehensive Internal Review engaged a range of stakeholder groups and was completed and submitted for review to the Diagnostic Review Team in a timely manner. Evidence and documentation to support the school/school system Self Assessment and other diagnostics were made available upon arrival at the school.

During the Diagnostic Review, the team interviewed 38 stakeholders and observed 28 classrooms. Throughout the Diagnostic Review the school leaders, faculty and staff were thoughtful and reflective in their ideas, plans and needs when discussing continuous improvement.

Stakeholder Interviewed	Number
School System Level Administrators	1
School Administrators	2
Teachers	10
Students	14
Parents/Community/Business Leaders	6
Other Staff	5
TOTAL	38

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 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.

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

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

Standard 3 Teaching and Assessing for Learning

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

Indicator	Description	Review Team Score	School Self Assessment Score
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.	1	2
3.2	Curriculum, instruction and assessment are monitored and adjusted systematically in	1	2

	response to data from multiple assessments of student learning and an examination of professional practice.		
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	2
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	1
3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	1	2
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	2	1
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	1	1
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2	2
3.11	All staff members participate in a continuous program of professional learning.	1	2
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	1	1

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.	2	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	3

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	4	4
2. Test Administration	4	4
3. Quality of Learning	2	2

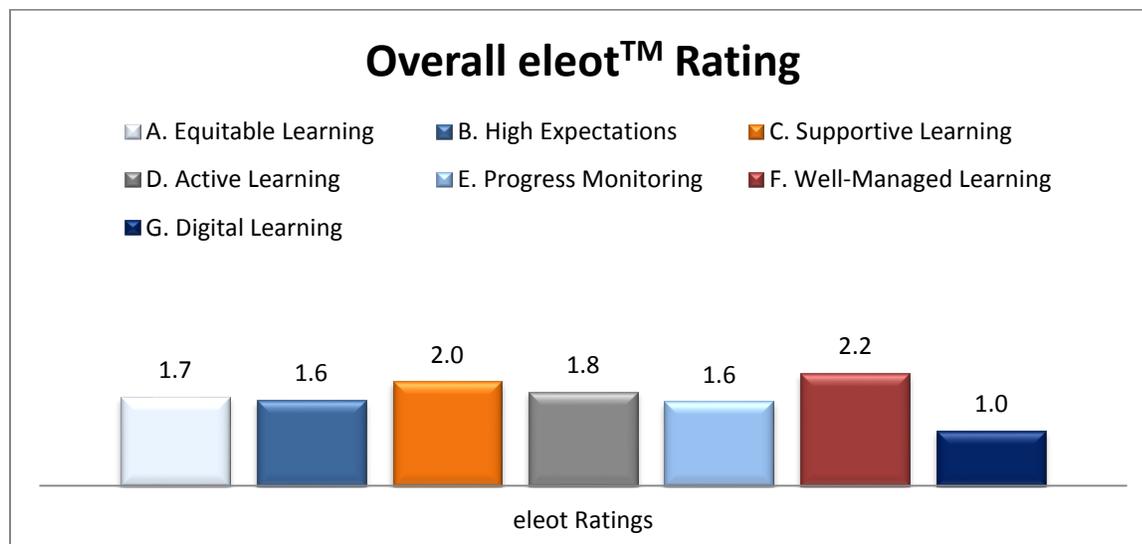
4. Equity of Learning	1	2
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Effective Learning Environments Observation Tool (eleot™) Results

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

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained on eleot™ and pass a certification exam. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale. During the review, team members conducted eleot™ observations in 28 classrooms.

The following provides the aggregate average score across multiple observations for each of the 7 learning environments included in eleot™.



The eleot™ Summary Statement

The classroom observation data reflects what was noted in the overview presentation by the Principal, a school-wide learning environment with a strong reliance on traditional teacher-centered whole group instruction as the primary teaching strategy. Students were well-managed, passive learners in the vast majority of classrooms observed. The teacher did most of the speaking while students sat at their desks primarily listening and taking notes. Instances in

which students had differentiated learning opportunities to meet their individual learning styles were infrequently observed, Instances in which students were held to high expectations, provided with, rigorous work, were exposed to an environment where their learning and progress is well-monitored, or used digital tools and technology also were infrequent. Given the school's goal "to achieve academic excellence" and provide a state-of-the-art learning environment, these are areas that require more in-depth, intentional focus and action by the Beveridge school community.

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

The eleottm Analysis

Equitable Learning Environment

- Classroom observations suggest that students are seldom provided, "differentiated opportunities and activities to address individual needs," rated at 1.5 on a four-point scale. Differentiation practices were Evident/Very Evident in 11 percent of classrooms observed suggesting that the majority of classrooms employed whole group, teacher-centered lessons as the primary teaching strategy. Such practices, did not allow for differentiation in order to meet the individual learning styles of students.
- The extent to which students have "equal access to classroom discussions, activities, resources technology," etc., rated 1.8 on a four-point scale. Opportunities for students to participate in discussions or completion of other non-lecture focused work were minimal.
- Observations revealed that in 36 percent of classrooms observed it was Evident/Very Evident that students "know rules and consequences are fair, clear, and consistently applied". This Indicator rated at 2.3 on a four-point scale, although the highest in this learning environment, procedures and expectations for behavior may not be well established throughout the school.
- Opportunities for students "to learn about their own and other's backgrounds/cultures/differences," rated 1.3 on a four-point scale and were extremely rare being Evident/Very Evident in 8 percent of the classrooms observed. In schools with a homogeneous student population such as Beveridge, intentional efforts often must be undertaken to ensure student exposure to, knowledge of and appreciation for the diversity within the multicultural global society in which we live.

High Expectations Learning Environment

- Classroom observations revealed little evidence that students knew and were striving to meet high expectations as established by the teacher. This Indicator was rated 1.9 on a four-point scale and was Evident/Very Evident in 25 percent of the classrooms observed.
- Instances in which students were "tasked with activities and learning that are challenging but attainable" were Evident/Very Evident in 21 percent of the classrooms observed and rated 1.9 on a four-point scale. The results suggest that students are not

being encouraged or expected to learn and perform at high levels but rather tasked with lower level, easily attainable assignments.

- Instances in which students were “provided with exemplars of high quality work” were the lowest rated of this learning environment 1.3 out of 4 and were Evident/Very Evident in only 8 percent of classrooms observed. Providing students with examples of high quality work would allow them to see and understand the Standard and level of achievement they are being asked to reach.
- Instances in which students were “asked and responds to questions that “requires high order thinking (e.g. applying, evaluating, synthesizing),” was the next lowest rated Indicator at 1.4 on a four-point scale; observed in only 8 percent of classrooms.

Supportive Learning Environment

- Instances in which students “demonstrates or expresses learning experiences are positive”, were Evident/Very Evident in 36 percent of classrooms observed; rated 2.2 on a four-point scale.
- Instances in which students demonstrated or expressed “positive attitude about the classroom and learning” were rated 2.1 on a four-point scale with it being Evident/Very Evident in 25 percent of classrooms observed. Observers noted students were mostly very compliant with teacher directions and instruction.
- Instances in which students were observed “taking risks in learning (without fear of negative feedback),” were Evident/Very Evident in 36 percent of classrooms observed and rated 2.2 on a four-point scale.
- Instances in which students were “provided support and assistance to understand content and accomplish tasks,” were rated 1.8 on a four-point scale; observed in only 18 percent of classrooms.
- Instances in which students were “provided additional/alternative instruction and feedback at the appropriate level of challenge for his/her needs,” was the lowest Indicator in this learning environment rated 1.7 on a four-point scale.

Active Learning Environment

- Instances in which students had “several opportunities to engage in discussions with teacher and other students,” were Evident/Very Evident in only 18 percent of classrooms observed and rated 1.8 on a four-point scale. This component rating relates to the high level of teacher-centered/directed, whole group teaching referenced earlier in the report.
- Opportunities to “make connections from content to real-life experiences,” was the lowest component of this environment rated 1.6 on a four-point scale and Evident/Very Evident in only 14 percent of classrooms observed. This instructional strategy if implemented more widely across the curriculum would connect very closely with the Beveridge purpose/vision of teaching students in an “environment that is state-of-the-art and produces educated, productive and responsible citizens.”

- In 21 percent of classrooms observed it was Evident/Very Evident that students were “actively engaged in the learning activities.” This indicator was the highest rated in this environment at 2.0 on a four-point scale. While students were mostly compliant during class, very little stimulating discussions, small group discovery and problem solving, learning centers or other active learning opportunities were observed.

Progress Monitoring Learning Environment

- The Progress Monitoring Learning Environment rated 1.6 is one of two at the lowest level.
- Instances in which students are “asked and/or quizzed about progress/learning,” were rated 1.5 on a four-point scale and observed in only 11 percent of classrooms.
- Instances in which students “respond to teacher feedback to improve understanding,” were Evident/Very Evident in only 15 percent of classrooms observed.
- Opportunities for students to “demonstrate or verbalize understanding of the lesson/content,” were rated 2.1 on a four-point scale and were Evident/Very Evident in 21 percent of classrooms observed.
- The degree to which students “understand how his/her work is assessed,” was the lowest Indicator of this learning environment; rated 1.3 on a four-point scale and Evident/Very Evident in 8 percent of all classrooms. It is important for students to have clear understanding of the standard of work expected and opportunities to improve/revise the work as needed.
- The degree to which students “have opportunities to revise/improve work based on feedback,” was the second lowest Indicator Evident/Very Evident in only 4 percent of the classrooms observed.

Well-Managed Learning Environment

- The Well-Managed Learning Environment was the highest of all rated 2.2 on a four-point scale.
- Students speaking and interacting respectfully with teacher(s) and peers were Evident/Very Evident in 57 percent of classrooms observed. Rated 2.6 on a four-point scale, suggests that for the most part students are compliant, respectful and perhaps well situated to be challenged to think and learn at high levels.
- Following classroom rules and working well with others was Evident/Very Evident in 47 percent of classrooms suggesting that students may benefit from frequent reminders and postings of school rules and expectations when working and interacting with others.
- Smooth and efficient transitions were Evident/Very Evident in only 29 percent of classrooms observed again suggesting that perhaps frequent reminders of behavior expectations and class protocol would be beneficial.
- Opportunities for students to collaborate with other students in student-centers activities were the lowest Indicator of this environment; rated 1.2 on a four-point scale and Evident/Very Evident in only 4 percent of classrooms observed. Student

collaboration, small group active learning are generally viewed as “state-of-the-art” teaching and learning strategies to which Beveridge in their school purpose aspires. This teaching and learning strategy also places with students some responsibility for their academic performance.

- It was Evident/Very Evident in 57 percent of classrooms observed that students “know classroom routines, behavioral expectations and consequences,” suggesting a large segment of the student body is compliant and ready to learn.

Digital Learning Environment

- Digital Learning was the lowest rated of the seven learning environments; rated 1.6 on a four-point scale.
- Instances of students “using digital tools/technology to gather, evaluate and/or use information for learning,” were Evident/Very Evident in only 4 percent of classrooms observed and rated 1.1 on a four-point scale.
- The Indicators of “Uses digital tools/technology to conduct research, solve problems, create original work and communicate and work collaboratively for learning” were both rated 1.0 on a four-point scale and not evidenced in any classroom observed. Again, for Beveridge to attain its vision/purpose of providing its students with a “modern and state-of-the-art learning environment,” its use of technology to impact teaching and learning will need to receive greater focus.

FINDINGS OF THE DIAGNOSTIC REVIEW TEAM

OPPORTUNITY FOR IMPROVEMENT

Formalize the structure and process for implementing collaborative learning communities. Provide expectations for and monitor the professional discussions about student learning, which include analyzing data to adapt curriculum and instruction and examining student work. Utilize collaborative learning time to provide job-embedded professional learning opportunities on the evaluation, interpretation and use of data. (Indicators 3.5 and 5.3)

Indiana Turnaround Principle: 1.9

Supporting Evidence

According to interviews, grade-level meetings are held weekly during common planning time. However, staff survey data do not indicate strong agreement that all teachers participate in the meetings and that they have been trained to implement a formal process. Specifically, 56 percent of staff Agree/Strongly Agree with the statement, “All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas” and 56 percent Agree/Strongly Agree with the statement, “All

teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams and peer coaching).” Review of artifacts and documents did not reveal evidence such as meeting agendas and minutes to support the existence of a formalized, collaborative learning community process.

OPPORTUNITY FOR IMPROVEMENT

Review and continue to design, implement and evaluate programs and strategies to engage families in meaningful ways in their children’s education. Use multiple ways of informing them of their children’s learning progress. (Indicator 3.8)

Indiana Turnaround Principles: 1.10 and 8.1

Supporting Evidence

1. Several artifacts provide evidence of attendance at various parent involvement activities.
2. Interviews conducted with parents indicate there is enthusiastic support for a PTA, to be created and maintained.
3. A Parent Assistant is in the building whose focus is family involvement for the school.
4. Many parents were observed in the building throughout the day.
5. In the parent survey, when parents were asked about how well teachers keep them updated on progress and grades, more than 70 percent of parents responded Agree/Strongly Agree.
6. Eighty-one percent of parents Agree/Strongly Agree that, “My child has administrators and teachers that monitor and inform me of his/her learning progress,” indicating parents feel they are kept informed of their student’s progress.

OPPORTUNITY FOR IMPROVEMENT

Continue to revise grading and reporting based on clearly defined criteria that represent the attainment of content knowledge and skills that are consistent across grade levels and courses. Ensure all stakeholders are aware of and use the agreed upon common grading and reporting policies, processes and procedures. (Indicator 3.10)

Supporting Evidence

1. Student and staff surveys both have high percentages of Agree/Strongly Agree that parents/families are kept abreast of how students are performing in school. 81 percent of parents Agree/Strongly Agree that administrators and teachers inform them of student’s learning progress, and 72 percent of staff agree all teachers use common grading practices across grade levels and courses.
2. Artifacts were provided showing examples of progress reports, and report cards used to

keep parents informed of student academic and behavioral progress.

3. Teachers meet weekly for grade level meetings.
4. In stakeholder interviews, parents agreed they were kept informed of their child's progress.

OPPORTUNITY FOR IMPROVEMENT

Formalize the process and procedures used for collecting, analyzing and using data from multiple sources to continuously improve student learning, the effectiveness of programs and services and organizational conditions. Ensure the process and procedures include comprehensive information and are used by all staff to affect teaching and learning. (Indicator 5/2)

Indiana Turnaround Principle: 4.2

Supporting Evidence

Staff survey data, classroom observations, interview results, and other evidence provide a mixed picture of the current process and procedures related to staff's use, application and analysis of data. Staff survey data indicates that 69 percent of staff Strongly Agree/Agree that "Our school has a systematic process for collecting, analyzing, and using data". From review of the Diagnostic Report completed by the Leadership Team, the Overview presentation by the Principal, interviews and observation it is evident that some attention to the use of data to inform teaching and learning has been taken however no formalization of the actions taken and a written plan for all to embrace and follow is available. With the merging of another school, the addition of new staff and students it is the formalization of and the continuous review and revision of a process and the accompanying procedures that is needed to ensure all stakeholders are of one accord.

IMPROVEMENT PRIORITY

Develop and implement an equitable and challenging curriculum aligned with College and Career Ready State Standards that provides for individualized instruction and ensures students are held to high expectations and lead to success at the next level. (Indicator 3.1)

Indiana Turnaround Principles: 3.1, 3.2, 3.3, 3.6, 4.1

Supporting Evidence

Student performance data indicate some improvement, however does not suggest all students are provided a curriculum that is equitable, challenging, and ensure success. For example,

1. According to English and Language (E/LA) and Mathematics Indiana Statewide Testing of Educational Progress (ISTEP+) data, the percentage of third, fourth, fifth, and sixth grade students who passed the assessment increased from 2013 to 2014. However, the

percentages of third, fourth, fifth, and sixth grade students passing the ISTEP in E/LA and Mathematics were well below the school system and state averages.

2. Growth scores declined for fourth grade students in E/LA and Mathematics. Furthermore, E/LA Growth Scores for fourth, fifth, and sixth grades were in the low range of 34 or below and Math Growth Scores for fourth and sixth grades were in the low range.

Table 1: English/Language Arts (E/LA) ISTEP+ Results

Grade	2012 percent Pass			2013 percent Pass			2014 percent Pass			2012 E/LA Growth	2013 E/LA Growth	2014 E/LA Growth
	Bev	D	St	Bev	D	St	Bev	D	St	Beveridge	Beveridge	Beveridge
3rd	60.9	68.9	86.2	55.8	71.7	85.2	56.8	67.9	83.6	N/A	N/A	N/A
4th	52.9	70.2	82.4	51.4	74.2	85.2	60.9	76.1	86.5	29.5	38.0	32.0
5th	56.0	56.6	78.4	25.0	58.5	79.3	40	63.2	81.5	30.0	19.5	32.0
6th	46.7	55.7	78.7	22.5	54.1	77.8	35.7	62.6	78.7	35.0	7.0	24.0

- Bev- Beveridge, D- District, St-State

Table 2: Mathematics ISTEP+ Results

Grade	2012 percent Pass			2013 percent Pass			2014 percent Pass			2012 Math Growth	2013 Math Growth	2014 Math Growth
	Bev	D	St	Bev	D	St	Bev	D	St	Beveridge	Beveridge	Beveridge
3rd	43.7	61.2	79.6	39.6	56.9	80.2	48.6	61.3	80.8	N/A	N/A	N/A
4th	55.6	57.3	79.1	25	61.2	83.9	30.4	58.7	83	32	16.5	11
5th	62	68.5	86.2	56.3	66.8	87	59.3	71.9	89.3	32.5	28	59
6th	41.7	63.5	83	23.1	63.7	84.2	42.9	67.9	85.8	21	6.5	15

- Bev- Beveridge, D- District, St-State

Table 3: IREAD Results

	2012 percent Pass	2013 percent Pass	2014 percent Pass
Beveridge	60.3	52.4	83.8
District	68.7	70.6	77.2
State	85.7	91.4	90.8

Classroom Observation Data

Classroom observation data suggests the need to develop and use a rigorous and challenging curriculum that individualizes learning experiences based on students' needs.

1. Instances in which students have "differentiated learning opportunities and activities that meet her/his needs," were Evident/Very Evident in 11 percent of the classrooms.
2. Instances in which students "know and strive to meet the high expectations established by the teacher," were Evident/Very Evident in 25 percent of the classrooms.
3. Instances in which students "are tasked with activities and learning that are challenging but attainable," were Evident/Very Evident in 21 percent of the classrooms. Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs
4. Instances in which students are "asked and respond to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)," were Evident/Very Evident in 8 percent of the classrooms.
5. Instances in which students are "engaged in rigorous coursework, discussions, and/or tasks," were Evident/Very Evident in 14 percent of the classrooms.
6. Instances in which students are "provided support and assistance to understand content and accomplish tasks," were Evident/Very Evident in 18 percent of the classrooms.
7. Instances in which students "are provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs," were Evident/Very Evident in 15 percent of the classrooms.

Stakeholder Survey Data

Some stakeholder survey data indicate that the curriculum does not always provide equitable and challenging learning experiences. For example,

1. 62 percent of sixth grade students Agree/Strongly Agree with the statement, "All of my teachers change their teaching to meet my learning needs."
2. 61 percent of sixth grade students Agree/Strongly Agree with the statement, "My school prepares me for success in the next school year."

Stakeholder Interviews

1. Review of documents and interviews revealed an instructional calendar for teaching English/Language Arts and Math Standards for the first three weeks of school.
2. According to interviews with various stakeholders, a curriculum does not exist for the school.

Documents and Artifacts

3. According to the school Diagnostic Report, “teachers do not consistently provide students with equitable opportunities to develop learning skills.”

IMPROVEMENT PRIORITY

Establish and implement a process for leadership to consistently supervise, evaluate and monitor the implementation of a rigorous and coherent curriculum where teachers are directly engaged with students as active learners. Ensure the process documents staff’s use of data from multiple sources to drive improvement in instruction and includes formal and informal observations, analysis of classroom walk through data and the examination of student work. (Indicators 3.2, 3.4 and 2.6)

Indiana Turnaround Principles: 1.5, 1.7 3.4, 5.2

Student Performance Data

Student performance data indicate some improvement in achievement; however, there is little evidence to suggest all students are ensured next level success. For example,

1. According to 2014 IREAD, results, 83.8 percent of third grade students passed the assessment.
2. According to ISTEP+ grade level data, the percentage of students who pass E/LA and Mathematics assessments declined from third grade to sixth grade as noted in the tables below.

Grade Level ISTEP+ Data by Cohort

Table 4: E/LA Data by Cohort

Cohort	Grade 3 percent Pass 2011	Grade 4 percent Pass 2012	Grade 5 percent Pass 2013	Grade 6 percent Pass 2014
2011-2014	65.2	52.9	25.0	35.7

Table 5: Math Data by Cohort

Cohort	Grade 3 percent Pass 2011	Grade 4 percent Pass 2012	Grade 5 percent Pass 2013	Grade 6 percent Pass 2014
2011-2014	51.5	55.6	56.3	42.9

Stakeholder Survey Data

Stakeholder survey data is somewhat mixed regarding the consistent implementation of monitoring, supervision and evaluation processes focused on effective curriculum, assessment and instructional practices. For example,

1. 84 percent of staff surveyed Agree/Strongly Agree with the statement, “Our school’s leaders hold all staff members accountable for student learning,” suggesting general agreement among the staff with regard to this effective condition.
2. 69 percent of staff surveyed Agree/Strongly Agree with the statement, “Our school’s leaders regularly evaluate staff members on criteria designed to improve teaching and learning,” suggesting that as many as 30 percent of staff cannot confirm the existence of this effective practice in the school.
3. 64 percent of staff surveyed Agree/Strongly Agree with the statement, “All teachers in our school monitor and adjust curriculum, instruction and assessment based on data from student assessments and examination of professional practice.”
4. Similarly, 64 percent of staff surveyed Agree/Strongly Agree with the statement, “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum,” suggesting that these practices may not be consistently used across the school.

Documents and Artifacts

A review of documents and artifacts revealed that:

1. The school system’s current collective bargaining agreement stipulates that teachers are not required to provide their lesson or unit plans to their principal or supervisor.
2. According to the school Diagnostic Report, “Supervision and evaluation processes are regularly implemented; however, it is not done consistently and is not regularly implemented.”
3. Review of artifacts and documents revealed little evidence indicating that monitoring of curriculum, instructional practices, and assessment take place on a systematic, consistent basis.

IMPROVEMENT PRIORITY

Identify research-based instructional practices that will help teachers to address students’ individual learning needs and more effectively engage students in their learning through the use of collaboration, critical thinking skills, and the application of knowledge and utilization of technology. Provide job-embedded professional development to help staff learn and implement these practices with fidelity. (Indicator 3.3)

Indiana Turnaround Principle: 3.2

Student Performance Data

Student performance data, as previously outlined in this report, indicate that instructional practices do not ensure the achievement of learning expectations for all students.

Classroom Observation Data

Classroom observation data suggest that instructional strategies do not always engage students in their learning. For example,

1. The High Expectations Learning Environment received a rating of 1.6 on a 4.0 scale, indicating that students engaged in rigorous discussions and responding to higher order questions may not be practices that are part of the regular routine.
2. The Active Learning Environment received a rating of 1.8 on a 4.0 scale. This suggests that opportunities for students to be actively engaged in learning may not be part of the regular routine. Specifically, instances in which students had “opportunities to engage in discussions with teacher and other students,” were Evident/Very Evident in 18 percent of the classrooms. In 21 percent of the classrooms, it was Evident/Very Evident that students were “actively engaged in the learning activities.”
3. The Digital Learning Environment received a rating of 1.0, indicating students were not observed using digital tools/technology to gather/evaluate information, conduct research, solve problems, create original works, communicate or work collaboratively.

Stakeholder Survey Data

Stakeholder survey data is mixed regarding the extent to which instructional practices ensure student success. For example,

1. 76 percent of parents Agree/Strongly Agree with the statement, “All of my child’s teachers use a variety of teaching strategies and learning activities.”
2. 62 percent of sixth grade students Agree/Strongly Agree with the statement, “All of my teachers change their teaching to meet my learning needs,” indicating almost 38 percent of these students do not agree that their learning needs are being met.
3. 64 percent of the staff Agree/Strongly Agree with the statement, “All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills,” suggesting that over 35 percent of the staff do not agree that this condition exists in the school.

Documents and Artifacts

According to the Diagnostic Report, “some teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection and development of critical thinking skills.” Review of documents and artifacts did not reveal evidence that highly effective and engaging instructional practices are shared among staff to ensure student achievement of learning expectations.

IMPROVEMENT PRIORITY

Establish and implement a school-wide instructional process that 1) ensures students are clearly informed of learning expectations, 2) provides exemplars of high quality work, 3) uses assessments which inform instruction and curriculum revisions and checks for student understanding, and 4) provides students specific and immediate feedback about their work. (Indicator 3.6)

Indiana Turnaround Principles: 1.6, 2.3, 3.5

Student Performance Data

Student performance data, as outlined previously in this report, does not suggest that the school is consistently implementing an instructional process that ensures students are informed of expectations, have opportunities to re-learn based on formative assessments, and are provided specific and timely feedback on their learning. School performance shows that students are not making typical or higher growth than their peers. With the exception of fifth grade Mathematics, all Growth scores are in the low category for E/LA and Mathematics. The data strongly suggests that the use of an effective and systematic instructional process that ensures students' daily success is not consistently implemented across the school. Of particular concern is the fact that according to 2014 ISTEP+ data, 40 percent of fifth graders and 36 percent of sixth graders passed the E/LA assessment and 49 percent of third graders, 30 percent of fourth graders, and 43 percent of sixth graders passed the Mathematics assessment.

Classroom Observation Data

According to classroom observation data, a systematic, consistent school-wide instructional process may not exist. For example,

1. Instances in which students were "provided exemplars of high quality work," were Evident/Very Evident in 8 percent of the classrooms.
2. Instances in which students were "asked and/or quizzed about individual progress/learning," were Evident/Very Evident in 11 percent of the classrooms.
3. Instances in which students "demonstrated or verbalized understanding of the lesson/content," were Evident/Very Evident in 21 percent of the classrooms.

Stakeholder Survey Data

Staff survey data suggest that the extent to which an instructional process is implemented school-wide may be limited. For example,

1. 67 percent of the staff Agree/Strongly Agree with the statement, "All teachers in our school use a process to inform students of their learning expectations and standards of performance," suggesting that nearly one-third of the staff cannot confirm the existence of these process across the school.
2. 58 percent of staff Agree/Strongly Agree with the statement, "All teachers in our school provide students with specific and timely feedback about their learning," suggesting

that a very significant portion of the staff cannot confirm the existence of this effective practice across the school.

3. 64 percent of the staff Agree/Strongly Agree with the statement, "All teachers in our school use multiple types of assessments to modify instruction and to review the curriculum."

These responses indicate there is not strong agreement that these conditions and effective practices are systematically implemented in the school.

Documents and Artifacts

According to the Diagnostic Report, the school rated themselves a 1 on Indicator 3.6. It was noted that some teachers had displayed standards and/or daily activities; however standards-based student-learning objectives that are specific, measurable, attainable, realistic and timely were not posted or referred to throughout the lesson to inform students of learning expectations. Review of documents and artifacts did not reveal evidence for the existence of a clearly defined instructional process.

IMPROVEMENT PRIORITY

Ensure that all school staff are engaged in rigorous professional development which includes mentoring, coaching and induction programs that are aligned with the school's purpose and direction and in support of its values and beliefs about teaching and learning. (Indicators 3.7 and 3.11)

Indiana Turnaround Principles: 1.9, 5.3 5.5

Supporting Evidence

Student Performance Data

Student performance data, as discussed previously in this report, while improving somewhat in the last year, is significantly below the school system average. The performance data does not suggest that the school has developed effective processes, such as mentoring, coaching and induction programs, to help ensure the systematic use of highly effective teaching practices in all classrooms.

1. There was a slight increase overall in the Language Arts and Math data from 2012-2013; however, the trend data from ISTEP+ is consistently and significantly lower than the school system and state averages in both Language Arts and Math.
2. ISTEP+ growth data consistently shows low growth in both Language Arts and Math.

Stakeholder Survey Data

Staff survey data suggests a majority of staff are satisfied with the school's current policies, practices and culture surrounding professional learning; however, some survey data suggests possible leverage points for improvement.

1. 75 percent of the staff responded that they Agree/Strongly Agree with the statement, "Our school's leaders support an innovative and collaborative culture."
2. 50 percent of staff surveyed Agree/Strongly Agree that "In our school a formal process is in place to support new staff members in their professional practice" indicating that half of the faculty do not feel that an effective induction process is in place.
3. 58 percent of staff surveyed Agree/Strongly Agree that "In our school, staff members provide peer coaching to teachers," however, there are no interview results or artifacts to support this.
4. 63 percent of staff surveyed Agree/Strongly Agree that "In our school, all staff members participate in continuous professional learning based on identified needs of the school"; however, there are no artifacts or stakeholder interviews support this.
5. 55 percent Agree/Strongly Agree that, "In our school, a professional learning program is designed to build capacity among all professional and support staff members," suggesting that nearly half of the staff cannot confirm the existence of this effective practice in the school.
6. 71 percent of parents Agree/Strongly Agree that, "All of my child's teachers work as a team to help my child learn," indicating that about 30 percent of parents cannot confirm the existence of this condition in the school.
7. 91 percent of middle/high school students surveyed Agree/Strongly Agree that, "In my school, teachers work together to improve student learning"; however, student achievement and classroom observation data does not align to these perceptions.

Documents and Artifacts

1. It was stated in the Diagnostic Report that, "Our plan to improve in this area is to develop a professional learning calendar, consistently record meetings and share walk-through findings with staff, " suggesting that these policies and practices are not currently in place at the school.
2. A record of consistent meetings and walk-through feedback sessions documents were not provided.
3. It was stated in the Diagnostic Report that "Surveys were distributed to staff regarding professional development needs; however, only a few surveys were completed and returned."

IMPROVEMENT PRIORITY

Create and implement a formal structure whereby each student is well known by at least one adult advocate in the school whose long-term interaction and relationship supports that student's educational experience and provides the employee with significant insight to serve as an advocate for the student's needs regarding learning skills, thinking skills and life skills. (Indicator 3.9)

Supporting Evidence

Stakeholder Survey Data

Stakeholder survey data suggests that a formal structure that consistently ensures all students have access to an adult advocate is not in place in the school.

1. 86 percent of elementary students answered "yes" to "My teachers always help me when I ask", which indicates a positive atmosphere for implementing a student advocate program.
2. 62 percent of sixth grade students answered Agree/Strongly Agree to "My school makes sure there is at least one adult who knows me well and shows interest in my education and future," suggesting that nearly 40% of the students in this group cannot confirm the existence of an adult advocate structure.
3. 66 percent of parents Agree/Strongly Agree with the statement, "In our school a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience," which suggests that some advocacy is happening and could be developed into a formalized program.
4. 67 percent of staff indicated that they Agree/Strongly Agree with the statement, "In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience," suggesting that nearly one-third of the staff cannot confirm the existence of this condition across the school.

Stakeholder Interviews

1. When interviewed students overwhelmingly said they felt there was an adult or staff they could go to if they had a problem or a concern.
2. It was stated in stakeholder interviews that not all adults in the building are kind and supportive to students.

Documents and Artifacts

In the Diagnostic Report the school rated this Indicator at level 1.

IMPROVEMENT PRIORITY

Develop and implement a consistent plan to provide and coordinate learning services and interventions to meet the unique learning needs of students who are two or more years behind in E/LA and Mathematics to be monitored and evaluated based on defined student learning goals. (Indicator 3.12)

Indiana Turnaround Principle: 4.5

Supporting Evidence

Student Performance Data

Students consistently score significantly below grade level expectations in Language Arts and Math on the ISTEP+ assessment.

1. Third through sixth graders show low growth from 2012-2013, and 2013-2014 in both Language Arts and Math.
2. On the 2013-2014 ISTEP, 57 percent of third grade students passed Language Arts and 48.6 percent on Math.
3. On the 2013-2014 ISTEP, fourth grade students scored 61 percent on Language Arts and 30.4 percent on Math.
4. On the 2013-2014 ISTEP, fifth grade students scored 40 percent on Language Arts and 59.3 percent on Math.
5. On the 2013-21014 ISTEP, sixth grade students scored 36 percent on Language Arts and 43 percent in Math.

Classroom Observation Data

Classroom observation indicates that little or no differentiation is taking place to support students who are significantly below grade level.

1. Instances in which classrooms exhibited “differentiated learning opportunities and activities that meet her/his needs” were Very Evident/Evident 11 percent of the classrooms observed.
2. Instances in which classrooms exhibited students taking “risks in learning (without fear of negative feedback)” was Very Evident/Evident 36 percent of the time.
3. Instances in which classrooms exhibited students were “provided support and assistance to understand content and accomplish tasks” was Very Evident/Evident 18 percent of the time.
4. Instances in which classrooms exhibited students were “provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs” was Very Evident/Evident 15 percent of classrooms.

Stakeholder Survey Data

Parents and staff surveyed agreed that student learning is being differentiated; however, no other data supports these perceptions.

1. 72 percent of parents Strongly Agree/Agree “All of my child’s teachers meet his/her learning needs by individualizing instruction.”
2. 73 percent of parents Strongly Agree/Agree “My child has access to support services based on his/her identified needs.”
3. 67 percent of staff Strongly Agree/Agree that “In our school, related learning support services are provided for all students based on their needs,” suggesting that as many as 30 percent of the staff cannot confirm the existence of these effective practices in the school.
4. 75 percent of staff Strongly Agree/Agree that “In our school, all staff members use student data to address the unique learning needs of all students,” also suggesting that a significant portion of the staff, nearly one-fourth, cannot confirm the existence of these effective practices or conditions in the school.

Documents and Artifacts

1. The daily schedule indicates 20 minutes are allocated three days a week for a specific intervention time; however, it was observed that the program has not started yet this year.
2. Review of documents revealed a “Starting Steps for the RTI process.” The team found no additional documentation of this program being implemented.

IMPROVEMENT PRIORITY

Develop a plan to ensure consistent use of the comprehensive state assessment data and any additional data made available from other sources. Ensure the plan includes a specific review schedule and affirms its use by all staff in the improvement of instruction. (Indicator 5.1)

Indiana Turnaround Principle: 6.3

Supporting Evidence

Student Performance Data

Student performance data from various state tests is readily available; however, results strongly suggest that the school has not developed practices that ensure the use of the data from both the state as well as other sources, i.e., non-cognitive, interim assessments, etc. Evidence indicating that the school consistently uses data from all sources to inform and improve teaching and learning and the conditions that support learning is limited. In addition there was no evidence provided of local school system or school based assessments that were developed and consistently used to modify or adapt instruction, assessment, and curriculum.

While the school has shown some increases in its ISTEP+ scores from 2013 to 2014 in various grades, the increases are not consistent across all levels and remain well below both the school system and state levels.

Student performance data has been detailed previously in Standard 3.

Stakeholder Survey Data

Survey data suggests that the school has access to an assessment system that produces data about student learning.

1. 82 percent of staff Strongly Agree/Agree that “Our school uses multiple assessment measures to determine student learning and school performance.”
2. 73 percent of staff Strongly Agree/ Agree that “Our school employs consistent assessment measures across classrooms and courses.”

Stakeholder Interviews

Stakeholder interviews indicated that not all teachers are knowledgeable about or able to analyze data. Additionally, interviews suggest that teachers may not understand what do beyond accessing the basic data reports.

It also was shared that while teachers had received some basic or introductory data analysis training, there was a need for more in-depth training on analyzing data and how to use it to impact instruction. In stakeholder interviews it was revealed that “assessment data was not being used to inform instruction and every student was being taught the same way regardless of what level they were performing.”

Documents and Artifacts

Few artifacts were provided to support that multiple source assessments were being utilized to inform teaching and learning.

IMPROVEMENT PRIORITY

Create policies and procedures that clearly define a continuous process for analyzing data to determine needed improvements in student learning including readiness for and success at the next level. Evaluate and adjust the policies and procedures regularly to ensure they meet the goal of continuous improvement. (Indicator 5.4)

Supporting Evidence

Student Performance Data

A review of the 2013 and 2014 school assessment data, as previously outlined in this report, does not suggest that the school has developed consistent processes for analyzing data and then using this analysis to make modifications and adjustments to instruction, curriculum, etc., focused on students' readiness for and success at the next level.

Stakeholder Survey Data:

Survey data suggests a high rate of agreement among staff and some students regarding the use of data to monitor and adjust instruction.

1. 85 percent of staff Agree/ Strongly Agree that "Our school uses data to monitor student readiness and success at the next level."
2. 82 percent of staff Agree/ Strongly Agree that "Our school leaders monitor data related to student achievement."

Student survey data, however, shows mixed perceptions regarding next level preparedness.

1. 90 percent of students in grade three through five Agree /Strongly Agree that "My Principal and teachers help me to be ready for the next grade."
2. While only 50 percent of students in grade six Agree/ Strongly Agree that "My school prepares me for success in the next school year."

Stakeholder Interviews

Interviews revealed that not all stakeholders were engaged in the continuous improvement process. It also was shared that new teachers to the building have not been provided an opportunity to engage in discussions about data and their use in the improvement process. Even in interviews with staff that were not new to the school, there were not strong statements of proof or conviction that the process for data analysis and use was documented, communicated and consistently used.

Documents and Artifacts

A review of the Diagnostic Report reveals that the school recognizes the need for a process to analyze and use data as it states "Our plan to improve in this area is to clearly articulate the process for analyzing data to determine verifiable improvement in student learning, provide evidence of student growth, provide evidence of student readiness for the next level and provide student success at the next level."

However, the Diagnostic Review Team was provided no evidence to gauge what work had been done, the process or next steps.

The School Improvement Plan that has been provided as evidence does not show that strategies are connected to any process for analyzing data.

IMPROVEMENT PRIORITY

Create and implement a system in which leadership monitors comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Communicate the information to all stakeholders in a user-friendly format and timely manner. (Indicator 5.5)

Indiana Turnaround Principle: 6.2

Stakeholder Survey Data

Survey data suggests the majority of stakeholders, 75 percent or more, perceive that the school has processes in place to both monitor and communicate information about student learning and achievement of improvement goals. The data also suggests that these processes are consistent or systematically applied.

1. 75 percent of parents Agree/Strongly Agree that “Our school ensures that all staff members monitor and report the achievement of school goals.”
2. 82 percent of staff Agree/Strongly Agree that “Our school leaders monitor data related to student achievement.”
3. 75 percent of staff Agree/ Strongly Agree that “our school leaders monitor data related to school continuous improvement goals.”

Stakeholder Interviews

Stakeholder interviews did not reveal that school leadership has informed them of a school improvement plan, the continuous improvement status or school goals.

Documents and Artifacts

A review of documents and artifacts found limited evidence regarding the process for informing and communicating individual student learning to families.

A calendar of grading periods and home/school conferences was requested but not made available to the team.

The tools used to convey grades were very broad in nature and did not appear to provide parents and families with specifics on learning targets, upcoming units of study and student progress including areas of strength and those needing attention.

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 32,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the 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) significantly can "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and their practices that strengthen school culture and foster collaboration within the organization."

With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater

level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

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

Standard 1 Purpose and Direction

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

Indicator	Description	Review Team Score	School Self Assessment Score
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	1	2
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.	1	3
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	1	2

Standard 2 Governance and Leadership

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

Indicator	Description	Review Team Score	School Self Assessment Score
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	1	2
2.2	The governing body operates responsibly and functions effectively.	1	3
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	3
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2	3
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	1	3

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	3	3
2. Stakeholder Feedback Results and Analysis	2	3

FINDINGS OF THE DIAGNOSTIC REVIEW TEAM

OPPORTUNITY FOR IMPROVEMENT

Establish a systematic process to review, revise and communicate the school's purpose and direction focused on student success. (Indicator 1.1)

Indiana Turnaround Principle: 1.1

Supporting Evidence

Survey data does not suggest the school has well established processes for reviewing and revising its formal statement of purpose and direction. Seventy percent of parents, for example, indicated that they Strongly Agree/Agree with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from parents. Sixty-five percent of students Strongly Agree/Agree with the statement, "In my school, the purpose and expectations are clearly explained to me and my family," suggesting that approximately one-third of the students cannot confirm the existence of this desirable conditions in the school. Student performance data, as detailed earlier in this report, as well as stakeholder interviews and review of documents and artifacts does not suggest that the school has been successful in uniting stakeholders in pursuit of higher levels of student achievement and organizational effectiveness.

OPPORTUNITY FOR IMPROVEMENT

Implement a process for the board to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, the adopted code of ethics, and free of conflict of interest. (Indicator 2.2)

Supporting Evidence

Seventy percent of staff indicated that they Agree/Strongly Agree with the statement, "Our school's governing body or school board complies with all policies, procedures, laws, and regulations. Similarly, 57 percent of parents indicated that they Agree/Strongly Agree with the statement, "Our school's governing body operates responsibly and functions effectively," suggesting that a significant portion of stakeholders do not hold favorable perceptions regarding the degree to which the board of education operates responsibly and functions effectively.

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. Additionally it was noted that many of the Board's policies have not been updated since 2004.

OPPORTUNITY FOR IMPROVEMENT

Review, revise, and adopt processes that ensure school leaders consistently communicate effectively with representatives from all stakeholder groups. Provide opportunities for stakeholders to meaningfully engage in shaping decisions, providing feedback and working collaboratively on improvement efforts so that they have a sense of school community and ownership. (Indicator 2.5)

Supporting Evidence

In surveys, 67 percent of parents Agree/Strongly Agree with the statement, "Our school provides opportunities for stakeholders to be involved in the school," suggesting that the extent to which school leadership encourages stakeholder participation and engagement may be somewhat limited. Seventy-six percent of staff indicated that they Agree/Strongly Agree with the statement, "Our school's leaders provide opportunities for stakeholder to be involved in the school," suggesting that nearly one-fourth of the staff cannot confirm the existence of these effective practices. School leadership uses a Parent Assistant in order to organize and determine appropriate meeting content for current and future parent nights and events.

IMPROVEMENT PRIORITY

Create, document, and implement a process to identify shared values and beliefs about teaching and learning that directly support the school's vision and effective operation and helps foster a culture consistent with the school's purpose and direction. The process should ensure: 1) consistent collaboration between all stakeholders, 2) continuous improvement and alignment with the school's purpose and direction, 3) commitment to equitable educational opportunities that maintain high expectations for all students, and 4) ensure the use of differentiated instructional practices that include active and authentic student engagement. (Indicators 1.2 and 2.4)

Indiana Turnaround Principles: 1.4, 2.2, 2.3, 6.1

Student Performance Data

Student learning data, while showing some improvement in the last year, suggests that staff may have not committed to shared values and beliefs focused on rigorous teaching and learning as well as high academic expectations.

The following tables represent E/LA and Math ISTEP+ data from spring 2014, compares school proficiency percentages with district and state percentages.

2014 ISTEP + Percent Proficient			
E/LA	School	District	State
Grade 3	56.8	67.9	83.6
Grade 4	60.9	76.1	86.5
Grade 5	40.0	63.2	81.5
Grade 6	35.7	62.6	78.7

2014 ISTEP + Percent Proficient			
Math	School	District	State
Grade 3	48.6	61.3	80.8
Grade 4	30.4	58.7	83.0
Grade 5	59.3	71.9	89.3
Grade 6	42.9	67.9	85.8

E/LA and Math Cohort Data

Grade	ELA			Math		
	'12	'13	'14	'12	'13	'14
3 rd	60.9	55.8	56.8	43.7	39.6	48.6
4 th	52.9	51.4	60.9	55.6	25	30.4
5 th	56.0	25.0	40.0	62.0	56.3	59.3
6 th	46.7	22.5	35.7	41.7	23.1	42.9

According to cohort data from 2012-2014 in E/LA,

- All grade level groups show a decline in the percent passing from 2012-2013.
- Grades 3-5 show an increase from 2013-2014. Grade 6 continues to show a declining trend from 2012-2014.
- In 2012, 61 percent of third graders passed and in 2014 as fifth graders 40 percent passed E/LA.
- In fourth grade cohort group 53 percent passed in 2012 while as sixth graders in 2014 36 percent passed. In 2013 56 percent of third graders passed and in 2014 as fourth graders 61 percent passed.
- The overall performance in E/LA is significantly behind the state average of 80 percent.

According to cohort data from 2012-2014 in mathematics,

- Third grade increased from 44 percent passing in 2012 to 49 percent passing in 2014 after decreasing to 40 percent in 2013.
- Fourth and fifth graders show a decrease from 2012-2014 while sixth grade is static.
- In the grade 3 to grade 4 group 40 percent passed in 2013 and in 2014, 30 percent of students passed.
- In 2012, 56 percent of fourth graders passed and as sixth graders in 2013, 43 percent passed.
- In the third grade cohort, 44 percent passed while as fourth graders 25 percent passed and in 2014 59 percent passed.
- The overall performance in math is significantly behind the state average of 83 percent.

Classroom Observation Data

As noted in the eleottm summary above, high expectations were rarely observed in the 28 classrooms that were visited suggesting an absence of systemic culture of high expectations for student learning throughout the school. Classroom observation data indicated rigorous learning opportunities were Evident/Very Evident in 7 percent of classrooms.

- In only 25 percent of classrooms was it Evident/Very Evident that students “knew and strived to meet the high expectations established by the teacher.”
- It was Evident/Very Evident in 25 percent of classrooms that students were provided with challenging but attainable activities and learning.
- In 8 percent of classrooms it was Evident/Very Evident that students “are asked and respond to questions that require higher order thinking (e.g., applying, evaluating, synthesizing).”
- In 18 percent of classrooms it was Evident/ Very Evident that students “are provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs.”
- In 21 percent of classrooms it was Evident/Very Evident that students were engaged in the learning activities.

Stakeholder Survey Data

Survey data below represents “pockets of positive results;” however it is evident that uncertainty exists around the belief that the school’s purpose statement guides decision-making and the achievement of learning for all students.

1. 87 percent of staff Agree/Strongly Agree with the statement, “Our school’s purpose statement is based on shared values and beliefs that guide decision-making.”

2. 81 percent of staff Strongly Agree/Agree with the statement, “In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.”
3. 73 percent of parents Agree/Strongly Agree the “school has high expectations for students in all classes.”
4. 77 percent of parents indicated in surveys that they Agree/Strongly Agree with the statement, “Teachers provide an equitable curriculum that meets their child’s learning needs.”
5. 72 percent of parents Agree/Strongly Agree, “all of their child’s work given by the teacher is challenging.”
6. 74 percent of students Agree/Strongly Agree with the statement, “In my school, a high quality education is offered.”
7. 72 percent of students indicated in surveys that they Agree/Strongly Agree with the statement, “My school provides me with challenging curriculum and learning experiences.”

Stakeholder Interviews

Stakeholders indicated not all current staff participated in the creation of shared values and beliefs about teaching and learning to support challenging, equitable teaching and learning experiences for students.

In interviews with stakeholders, it was shared that the purpose statement was read and recited by students without understanding its intention.

Documents and Artifacts

Review of the Principal’s Binder, the Self Assessment and other documents revealed that the current school staff did not participate in establishing a set of shared values and beliefs to develop rigorous and equitable learning experiences. Review of the Principal’s Binder, the Self Assessment and other artifacts did not reveal documentation of school leadership and staff holding one another accountable to high expectations for professional practice leading to challenging, but attainable learning experiences for students. In the Self Assessment document submitted by the school it is stated that “while shared values and beliefs are known to staff, challenging educational programs and equitable learning experiences are not implemented in a measurable way so that all students achieve learning, thinking and life skills necessary for success.”

IMPROVEMENT PRIORITY

Develop and implement a school improvement process which includes: 1) clear measurable goals, 2) aligned strategies and 3) a plan for monitoring progress and driving continuous improvement that supports student learning. (Indicator 1.3)

Indiana Turnaround Principle: 1.2

Student Performance Data

Student Performance Data, as detailed previously in this report, does not suggest that the school has been successful in developing continuous improvement processes focused on student achievement and school effectiveness.

Stakeholder Survey Data

While the stakeholder survey data seems to indicate that those responding have a positive perception about the implementation of the school's continuous improvement planning process, many of the stakeholders offered a somewhat different opinion.

1. 74 percent of parents indicate that they Agree/ Strongly Agree with the statement "Our school has established goals and a plan for improving student learning."
2. 77 percent of parents indicate that they Agree/ Strongly Agree with the statement, "Our school communicates effectively about the school's goals and activities"
3. 76 percent of parents indicate that they Agree/Strongly Agree with the statement, "Our school ensures that all staff members monitor and report the achievement of school goals."

Staff survey data, which is somewhat mixed, provides insights into possible improvement leverage points:

Ninety-two percent of the staff Agree/Strongly Agree with the statement, "Our school has a continuous improvement process based on data, goals, actions, and measures for growth," suggesting broad agreement that these processes exist. Sixty-nine percent of staff, however, Agree/ Strongly Agree with the statement, "Our school has a systematic process for collecting, analyzing, and using data," suggesting that the extent to which the improvement planning process is guided by data may be somewhat limited. There appears to be some agreement, among the staff, or 83 percent, who Agree/ Strongly Agree with the statement, "Our school leaders monitor data related to school continuous improvement goals."

Documents and Artifacts

The school's improvement plan, developed in December 2013, did not appear comprehensive in nature, lacked some of the key components necessary for effective strategic planning and action such as a revised and up-to-date vision, purpose, goals, beliefs and shared values, and there was limited evidence of the monitoring of the plan.

In the Self Assessment it was stated that "School leaders have implemented a continuous improvement process for improving student learning and the conditions that support learning; however, some stakeholders are not engaged in the process."

IMPROVEMENT PRIORITY

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

Student Performance Data

Student performance data does not suggest that the school system has developed policies or supports practices that help ensure effective administration of the school. Data indicates that school and school system performance averages that are significantly below that of the state. Examples include the following:

2013-2014	Indiana State Average	BES	GCSC
E/LA	80 %	48.7 %	61.4 %
Math	83.1 %	46.1 %	59 %
Science	71.2 %	14.0 %	38.1 %
Social Studies	71.3 %	16.0 %	34.3 %

Stakeholder Survey Data

Survey data suggests that staff does not believe the school’s governing body or school board provides the necessary support to ensure school success. Examples include the following:

1. While 65 percent of all staff Agree or Strongly Agree “the school’s governing body or school board comply with all policies, procedures, laws and regulations” only 55 percent of teachers Agree or Strongly Agree with this statement.
2. Similarly, only 55 percent of teachers Agree or Strongly Agree “the school’s governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.”
3. Only 65 percent of parents “believe the school’s governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.”

Documents and Artifacts

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. School system administrators including the Superintendent indicated that a comprehensive board policy review and revision process has begun.

The school system and board have created a student code of conduct in the last three years that is used by school leaders to implement student behavior management policies.

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.

IMPROVEMENT PRIORITY

Implement a process for the board to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, the adopted code of ethics, and free of conflict of interest. (Indicator 2.2)

Supporting Evidence

Seventy percent of staff indicated that they Agree/Strongly Agree with the statement, "Our school's governing body or school board complies with all policies, procedures, laws, and regulations." Similarly, 57% of parents indicated that they Agree/Strongly Agree with the statement, "Our school's governing body operates responsibly and functions effectively," suggesting that a significant portion of stakeholders do not hold favorable perceptions regarding the degree to which the board of education operates responsibly and functions effectively.

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.

IMPROVEMENT PRIORITY

Review, revise and communicate policies and procedures that will ensure the Board of Education consistently protects the autonomy of school and school system leadership to manage the day-to-day operations of the schools and school system without interference by board members. (Indicator 2.3)

Indiana Turnaround Principles: 1.9, 5.1, 5.4

Supporting Evidence

1. Sixty-five percent of parents indicated that they Agree/Strongly Agree with the statement, "Our school's governing body does not interfere with the operation of our school," suggesting that a significant portion of parents cannot confirm the existence of this condition in the school.

2. Similarly, 70 percent of staff indicated that they Agree/Strongly Agree with the statement, "Our school board maintains a distinction between its roles and responsibilities and those of school leadership."

Stakeholder Interviews

1. Stakeholder interviews indicate that building principals have little or no autonomy in hiring staff due in part to provisions in the collective bargaining agreement which provide greater protection for teachers with seniority.
2. School system level interviews indicate that some board members engage in some day-to-day management decision-making, i.e., hiring. In some instances, input from one or more board members is provided through the board committee structure. Board committees meet, in some instances, weekly to provide guidance and direction for administrative decisions and actions. The Superintendent has attempted to re-shape 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 school system administrators.

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 System

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

Indicator	Description	Review Team Score	School Self Assessment Score
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction and the educational program.	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	2
4.5	The technology infrastructure supports the school's teaching, learning and operational needs.	1	2
4.6	The school provides support services to meet the physical, social and emotional needs of the student population being served.	1	1
4.7	The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	1	1

FINDINGS OF THE DIAGNOSTIC REVIEW TEAM

OPPORTUNITY FOR IMPROVEMENT

Ensure that students and staff have access to a wide range of information including current textbooks, library books, technology, materials and other resources to support the school's purpose and direction and effectively meet the learning needs of all students. (Indicators 4.2 and 4.4)

Indiana Turnaround Principles: 1.8, 4.4, 7.1, 7.2 and 7.3

Supporting Evidence

School observations, surveys and interviews are somewhat mixed on the use and allocation of educational resources used to meet the educational needs of all students. Through interviews and a review of documents, it was learned that the building administrator and others work to secure material and fiscal resources to help improve instruction. This commitment is evidenced in the effort of the acquisition of the school's new computer lab, last year and the implementation of several computer based instructional literacy programs including: iRead (k-2 literacy based program that was provided by Indiana State University), Imagine Learning (for grades 3-8), and iReady which is used at all grade levels. The evidence of these programs having a positive impact on instruction is clear when considering the iRead passing rate in spring 2014 is 35 percent higher than the spring 2013 passing rate.

Survey results indicate that only 48 percent of teachers Agree/Strongly Agree that, “Our school provides sufficient materials and resources to meet student needs.” More Teachers Agreed/Strongly Agreed with the statement, “Our school provides a variety of information resources to support student learning” (69 percent). It also was reported that some supplies are in short availability, or are not available at all, including such basics as pencils, workbooks and paper. This shortage also was observed by the team during building walk-throughs and classroom observations.

A school schedule including the library, computer labs and accessibility to the Counselor and other support staff was not provided to the team.

The school’s Library has many of the books and other materials from the neighboring closed school and many of them were displayed on the shelves and available for students and staff.

Observation and through interviews it was noted that the Librarian, new to the school had not yet started formal class times.

It was observed that instructional time wasn’t always protected. Classes often started well after the classroom period began, transitions were not always smooth and seamless and seemed to take excessive amounts of time.

Computers and laptops are available in number for students to use; however, they are not used to their full capacity. Functional computers and laptops were observed in closets untouched and unused in classrooms.

IMPROVEMENT PRIORITY

Develop and implement a well-defined system of policies, processes and procedures to ensure that the school can hire, place and retain highly qualified teaching and support staff to ensure achievement of the school’s educational programs. (Indicator 4.1)

Indiana Turnaround Principles: 1.9, 5.1, 5.4

Stakeholder Survey Data

Survey data indicates mixed results regarding whether stakeholders perceive that the school has the autonomy regarding staffing and budget determinations needed to support their teaching and learning goals.

- 71 percent of parents Agree/Strongly Agree with the statement, “Our school provides qualified staff members to support student learning.”
- 70 percent of staff indicated that they Agree/Strongly Agree with the statement, “Our school’s governing body or school board maintains a distinction between its roles and

responsibilities those of the school leadership,” suggesting that nearly one-third of staff cannot confirm the existence of this effective practice in the school.

Stakeholder Interviews

Some interviewees indicated that the hiring and orientation process was centralized and often failed to align with the school’s goals and needs. Stakeholders also revealed that

- Hiring is done through the central office, in the Human Resources Department and most often with little or no input or concurrence for the affected school.
- Due to financial limitations this year, paraprofessionals are not available to assist in general education classroom with intervention support.
- It is harder to maintain regular and consistent communication with parents and families when student, teacher ratios increase and the number of paraprofessional support staff decrease.

Documents and Artifacts

- The school rated itself at level 1 for Indicator 4.1 in their Diagnostic Report.
- In their Diagnostic Report, under Areas of Improvement, the school states that they do not have operational flexibility. They desire to be able to communicate to central office their expectations for hiring needs, and for funding to provide robust professional development to staff.
- The Principal indicated in the overview presentation that two classes have substitute instructors, and, in one of the classes, the substitute is non-certified yet in her second year of service as the teacher of record at the same school.

IMPROVEMENT PRIORITY

Design and implement clear procedures and expectations for maintaining a safe, clean and healthy learning environment. Ensure an accountability commitment from all stakeholders to follow the procedures and maintain the expectations. (Indicator 4.3)

Indiana Turnaround Principles: 1.3 and 3.6

Supporting Evidence

Stakeholder Survey Data

Survey data indicates that there is a level of dissatisfaction in the safety, cleanliness and healthy environment for both students and staff. Much of this dissatisfaction appears to be reflected in the results from the teachers and the older students when reflecting on cleanliness, safety and healthy environment.

- 72 percent of parents Agree/Strongly Agree that “Our school ensures that the facilities support student learning.”
- 74 percent of the staff Agree/Strongly Agree with the statement “Our school maintains facilities that support student learning,” suggesting that over one fourth or a quarter of the staff cannot confirm these conditions exist in the school.
- 63 percent of staff Agree/Strongly Agree that “Our school maintains facilities that contribute to a safe environment.” This suggests that 37 percent of the staff may not agree that the facilities contribute to a safe environment.
- Overall, 39 percent of the third-fifth grade students Agree/Strongly Agree that “My school is safe and clean.” This suggests that perhaps a good percentage or 61percent of the third-fifth grade students do not feel that their school is safe and clean.
- Only 32 percent of sixth graders Agree/Strongly Agree with the statement, “In my school, the building and grounds are safe, clean and provide a healthy place for learning.”
- 29 percent of sixth graders Agree/Strongly Agree with the statement, “In my school, students respect the property of others.”
- 68 percent of fifth graders surveyed Agree/Strongly Agree with the statement, “In my school I am treated fairly.”
- Only 21 percent of the fifth graders Agree/Strongly Agree with the statement, “In my school students treat adults with respect.” This suggests that a vast majority of fifth graders, or 79 percent, do not perceive that students are treating adults with respect.
- 39 percent of sixth graders surveyed Agree/Strongly Agree with the statement, “In my school, all students are treated with respect. This suggests that 61 percent of the sixth grade students do not feel that all students are treated respectfully. The team repeatedly observed incidents of students being spoken to in loud, harsh tones in open areas in front of their peers and other adults.
- On open-ended survey items students frequently responded that they did not personally feel safe, citing as evidence frequent incidents and examples of: fights, unfair treatment by adults, bullying, being cursed at or hearing cursing and paddling.
- Also, in open-ended survey comments, when asked what they would change about their school, at least nine students responded that they needed better, new, improved, or different “lunch matrons.”
- In surveys, students also commented on often finding hair in their food, the absence of latches on bathroom stalls and the problems such disrepair caused, and the severe leaking throughout the building when it rains and how that made them feel unsafe.

Stakeholder Interviews

In interviews, it was revealed that there is a lot of uncertainty among students and adults that their school has a sense of safety, cleanliness and healthiness. It appears that clear definitions and expectations for safety, cleanliness, and a healthy environment have not been developed, nor committed to by all stakeholders.

- Students report frequent incidents of bullying. They report that some of this has to do with the blending of the three schools. There is a divisive feeling between groups of students, and some students originally from Beveridge, see the “new” students as “messaging-up”, or intruding onto their territory.
- In student interviews it was shared, “Our school was a lot better before this year.”
- Also in interviews, students report that some teachers have established and known behavior expectations and others do not. One student said that in her class if you have three strikes your parents are called, but this is not consistent in all classes. The behavior expectations seem to vary by teacher.
- A couple of students shared that if they were good in class their teacher might make a phone call to their parents about their good behavior. However, others report having had their parents called on speakerphone and in hearing range of the entire class, causing them embarrassment.
- Interviews across stakeholder groups indicated dismissal is chaotic. This also was observed served by the team.
- The Principal and others shared that already there have been almost as many behavior infractions as there were in total last year.

Documents and Artifacts

Throughout the team’s review, quiet, compliant behavior by students was observed in classrooms and in hallways. Not all safety plans and procedures were written and available for review or easy to discern.

- Records of fire drills were available; however, an overall building fire- escape plan was not available.
- Fire escape routes were clearly posted, and easy to understand. However when a fire alarm was set-off unexpectedly during the on-site review, the team observed confusion among adults in knowing what to do. In the Transformational Assessment Team of Beveridge Elementary School, a 2013 dated document it is recorded that teachers report that the school “is not safe” and that on occasion they have had to wait for extended periods of time when additional help was needed to resolve severe discipline issues.
- School-wide hallway and classroom rules exist, but seldom were they referenced in classrooms observed or were students reminded about behavior expectations and the consequences for misbehavior.

- When moving towards the gym for dismissal, a couple of older students were noted leaving unobserved or unsupervised out a side door.
- The gym ceiling leaks severely as does the hallway ceiling near the gym. Having students eat breakfast while sitting on the gym floor also has the potential to be a safety and health violation. Cereal and milk spillage as well as juice and other foods were often seen spread, overturned and leaked on the floor.
- Large numbers of parents are present in the office area at dismissal time, often arriving early to pick up their children. There was observed a constant interruption of instructional time, with teachers being called on the intercom and asked to send students to the office for early pick-up, or being instructed to give messages about changes in pick up plans.
- Visitor protocol seemed inconsistent and in some instances unknown. The sign-in and reporting to the office of all visitors and the wearing of a visitor badge is considered a major safety and security protocol.
- The cafeteria doors did not appear to be well monitored when the children entered for breakfast.
- A lunch matron was observed repeatedly hitting students with a lunch bag, and yelling, “put your heads down”.
- Yelling, loud and disruptive adult voices were frequently heard in the halls, outdoors and in classrooms.

IMPROVEMENT PRIORITY

Develop a technology plan based on the results of a stakeholder needs assessment. Ensure the plan details improvements to the current infrastructure and, once implemented, the degree to which it is effective in meeting the school’s teaching, learning, and operational needs. (Indicator 4.5)

Supporting Evidence

Stakeholders Survey Data

Stakeholder surveys reveal a mixed perception regarding the degree in which current technology meets teaching and learning needs.

- 73 percent of other staff indicates they Agree/Strongly Agree with the statement “Our school provides a plan for the acquisition and support of technology to support student learning.” 68 percent of the teachers Agree/Strongly Agree with this statement.

- Only 44 percent of sixth graders Agree/Strongly Agree with the statement, “In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center.)”
- 74 percent of the sixth graders say they Agree/Strongly Agree with the statement, “In my school, computers are up-to-date and used by teachers to help me learn.”
- In the open-ended survey items, teachers shared that computers and printers are not compatible making it difficult to print needed documents and teaching materials.
- Several teachers reported that technology is one of their most needed tools.

Classroom Observations

The overall findings from the Digital Learning Environment illustrates that the use of technology to support student learning in the classroom was minimal.

- Instances in which students use “digital tools/technology” to gather, evaluate, and/or use information for learning was Evident/Very Evident in only 4 percent of classrooms was observed.
- Instances in which students use “digital tools/technology to conduct research, solve problems and/or create original works for learning” was Evident/Very Evident in 0 percent of classrooms observed.
- Instances in which students use “digital tools/technology to communicate and work collaboratively for learning” was Evident/Very Evident in 0 percent of classrooms observed.

Stakeholder Interviews

- Interviews revealed that while there is some technology in the building, its availability is inconsistent from grade to grade and classroom to classroom.
- Some teachers were still waiting for classroom computers to be moved to their classrooms from other locations.
- Some Smart Boards were not yet operational.
- There is not a school based technology specialist or a person at the school system with a regular assigned time in the building. Help can be requested to the school system “as needed” but is not always timely.
- Some teachers are using classroom computers for assignments and to make behavior reports available from home however, this is not available for those classrooms without working computers.
- The addition of the primary computer lab last spring was reported as being of great benefit. There is concern however that with the school population doubling if the two labs will have the flexibility to accommodate everyone’s schedule and meet their needs.

Documents and Artifacts

Although there is very minimal school technology plan, it does not provide specifics for infrastructure, materials and other resources nor does it reflect the needs and input of those new to the school or address the “state of the art” component of the current school purpose.

IMPROVEMENT PRIORITY

Develop a clearly defined needs assessment process to ascertain the physical, social, emotional, as well as counseling, assessment, referral, and education needs of all students. Use the results of the evaluation to adjust ongoing programs and implement new services and programs to effectively meet the needs of all students. (Indicators 4.6 and 4.7)

Indiana Turnaround Principle: 8.2

Supporting Evidence

Stakeholder Survey Data

Stakeholder surveys reveal mixed perceptions regarding school support services and programs currently available suggesting this is an area for focus and action.

- 70 percent of the parents surveyed Agree/Strongly Agree with the statement, “Our school provides opportunities to participate in activities that interest them,” suggesting that as many as 30 percent of parents cannot confirm that their child has opportunities that are relevant to them or their needs.
- 68 percent of the parents Agree/Strongly Agree with the statement, “Our school provides excellent support services (e.g., counseling, and/or career planning.),” suggesting that a significant percentage of parents cannot confirm the existence of these important services in the school.
- 42 percent of the teachers Agree/Strongly Agree with the statement, “Our school provides opportunities to participate in activities that interest them.”
- Teachers are equally split on their support of the statement, “Our school provides high quality student support services,” with 37 percent who Agree/Strongly Agree and an equal percentage who do not.

Stakeholder Interviews

- Interviews with stakeholders revealed that there is some effort to improve services provided for students, but as the school is only in the third week of the school year at the time of the Diagnostic Review, these have not yet begun.
- The guidance counselor is planning some programs and activities (i.e. bullying program, conflict-resolution, dental hygiene, mother-daughter night, etc. However, specific dates and time frames for these activities and events were not provided.

- The guidance counselor is new and is assigned to the school only half time.
- The students are eager to repeat some of their activities from previous years that no longer exist. (i.e. drill team, cheerleading, etc.)
- In interviews, some students report being bullied at school.

Documents and Artifacts

- The school rated themselves as a Level 1 in Indicator 4.6
- The school rated themselves as a Level 1 in Indicator 4.7.
- A Peer Mediation Program: Resolving Conflict with a peer program was documented in the School Improvement Plan, 2013. Students were trained to be a neutral third party.
- In the School Improvement Plan notes, the Intervention Plan lists the steps for the RTI Process, step-by-step.
- Study Group Meeting Record dated 11-14 has record of the meeting being a discussion about RTI planning, and weekly meeting for this. Detailed records of the RTI process are not evident.
- A half time counseling position was added in August 2014.

Conclusion

The Diagnostic Review Team met virtually on August 19, 2014 to begin a preliminary examination of the Beveridge Elementary School internal review report, confirm team assignments, discuss on-site logistics and points of inquiry including the need for additional documents, artifacts and information and finalize the orientation day schedule.

Team members arrived at the Indiana work site in Merrillville on Sunday, September 7, 2014 for the second team meeting to review the proposed agenda, review the on-site team member individual schedules and assignments, determine interview questions, provide initial Standard ratings and highlights and discuss the data, artifacts, information and other essential documents available and that which was still needed. The team met for two hours with the Beveridge Elementary School Principal, Ms. Cheryl Ramsey and Dr. Albert Holmes of the Gary Community School Corporation to receive an overview of and orientation to the school.

The team was on-site at Beveridge on Monday, September 8, 2014 and Tuesday, September 9, from 7:30 a.m. until the end of the school day for the purpose of conducting interviews, observing classrooms, reviewing documents and other artifacts, and visiting the school.

On Wednesday, September 10, 2014, the team spent its last day at Beveridge confirming and clarifying information and finalizing its report. In the afternoon, the team provided Ms. Ramsey, the Principal, with a PowerPoint overview of the report including a sampling of the strengths,

Opportunities for Improvement and the Improvement Priorities. This was followed with an Exit Report to the Beveridge School Community at the conclusion of the school day.

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

Strengths

The visibility of the Principal was noted by the Diagnostic Review Team and stakeholders in both interviews and survey responses as a strength. The beginning of the year challenges with the increase in enrollment and staff restricting has challenged her ability to be as visible in classrooms as she would like. She expressed her disappointment in having to serve in the role of "manager" during these first weeks rather than as the "instructional leader" which she is aware that the school needs. The team observed her fast pace movement throughout the building seemingly everywhere at once resolving issues, clarifying information, refocusing work and efforts and directing activities and people. If the Principal is to serve effectively as the "instructional leader" she would benefit from having the office and administrative support staff understand the need for her to have quality and quantity time in classrooms to observe and monitor formally and informally to ensure teaching and learning are positively affected. This would suggest that administrative office staff must be vigilant in protecting her schedule and in maintaining an efficient and professional front office atmosphere and those other members of the administrative team i.e. Assistant Principal must assume some of the "management" responsibilities if the school's overall improvement goals are to be maximized. Adult issues cannot be allowed to interfere and distract from the overall focus and goal of continuous school improvement.

Commended is the school system's recognition of the need for additional staffing to support having merged two low performing schools and creating a school almost double in size. A half time Counselor and an Assistant Principal are new staff additions for 2014-15. The addition of the half-time Counselor has been positively received by the school. However, half-time may not be sufficient to handle the growing needs of students at Beveridge. Providing an Assistant Principal who is familiar with the student population from the "merged" school is also a positive step. The school has a large population of boys and positive male role models are always needed. The team did not observe the Administrative Team working in close collaboration to plan and carry out leadership functions designed to bring about needed changes.

Beveridge completed the internal review with a determined team of staff members who committed time outside of the regular school day to carefully reflect, plan and write the report. The School Leadership Team met eight or nine times to complete its work. Going forward, the school may want to repeat the process in the spring with the totality of the current staff, many of whom are new. This activity might prove energizing and uniting to a staff so recently blended and could have a profound impact on both the organization's effectiveness and their ability and willingness to confirm and recommit to the school's revised purpose and shared values and beliefs.

Beveridge's intentionality to ensure achievement of the required stakeholder participation rates also is commendable. The parent participation rate was especially impressive in both the number participating and the well-crafted plan. The Parent Coordinator was determined to see Beveridge reach its goal and had great follow-up and follow-through. Her ability to enthusiastically and genuinely interact with and connect to parents and other family members is a great asset for a school looking to increase its rate of parent and family engagement. The team saw many parents and family members in and at the school.

Beveridge saw increases from 2013 to 2014, in the percentage of students passing the ISTEP+ English/Language Arts and Math state assessments at all grade levels tested (3-6). Of particular note is the English/Language Arts increase of 15 percent at grade 5, from 25 percent in 2013 to 40 percent in 2014 and the 13 percent increase at grade 6 in the same assessment from 22.5 percent in 2013 to 35.7 percent passing in 2014. Math increases were noted at grade 3 with 48.6 percent of students passing in 2014 up from 39.6 percent in 2013 and an almost 20 percent increase in students passing at grade 6, 42.9 percent in 2014 up from 23.1 percent in 2013. These 2014 outcomes provide a hint of the Beveridge teaching and learning potential and can be used as proof of future possibilities and to gain stalwart commitment from all stakeholders toward improved student performance and enhanced organizational effectiveness.

The Beveridge staff is experienced and mostly "highly qualified." The Principal reported that the staff is excellent and experienced a powerful combination to make major gains. There is a blending of staff at almost every grade level and content area consisting of those new to the school and those with tenure at Beveridge. The staff's strong attendance at the exit conference, which lasted past the official end of the teaching day, gives indication of a willingness to come together around a shared purpose, values and beliefs to ensure a teaching learning culture that produces exceptional outcomes.

As has been noted in observation data/evidence, students for the most part were orderly, respectful and compliant in class, during transitions and in open areas. This behavior often signals a readiness and willingness to learn and achieve at high levels when provided with challenging and stimulating lessons framed by high expectations and provided with appropriate and timely tools and support needed to succeed. In interviews students were thoughtful in their observations, opinions and reflections and seemed genuinely interested in learning and achieving.

Use of the Indiana Turnaround Principles to Guide Improvement

The Diagnostic Review Team believes that with strong and intentional school system and state support, focused and clearly planned professional development, the opportunity to be mentored and to observe successful colleagues in similar schools outside the school system, the Principal has the ability to successfully lead the turnaround effort (1). The Principal noted her intent to use the Indiana Turnaround Principles to help guide improvements in teaching and learning. The Principal also noted in her Overview Presentation that "assessment data was not

being used to inform instruction” in a way that was satisfactory to her and that was poised to achieve the student performance outcomes she envisions. She shared her commitment to and belief in the use of data to monitor student achievement and inform instruction (1.7). Robust professional development was provided last year and she intends to provide similar offerings in the current school year (5.3, 5.5). She previously communicated to staff her vision of high expectations both in teaching and learning (2.3, 1.4) and her insistence that instruction must be tied to assessment data and adjusted as needed (1.6). The Principal was disappointed that as of week three she had not yet been able to formally observe and monitor in class instructional practice and provide timely and meaningful feedback as she knows needs to be done and which is one of her goals and aligns with the Indiana Turnaround Principles (1.7). She expressed sharp disappointment in having to serve in the role of “manager” instead of instructional leader, especially in light of the new staff and the need to improve student academic performance (1.2). She recognizes, as one of the Indiana Turnaround Principles alludes, that classroom observation and feedback is critical to ensure that instruction is adjusted based on results from aligned assessments (1.6). The Principal also noted that in having two schools merge it was incumbent upon her to help lead the staff in determining a unified vision (1.2) inclusive of shared beliefs and values and clear goals so that efforts are collaborative and focused on achieving the outcomes needed to improve student academic performance. She believes Beveridge students can achieve at high levels and has communicated that with conviction to all staff (1.4). The school schedule, while still being revised as enrollment dictates reflects some elements of careful thought and planning (90 minute block for reading, Project Success set to operate despite the loss of school system funding/support) to best meet the needs of students (1.8, 7.1). The school appears eager for increased stakeholder involvement and meaningful parent engagement beyond the typical open house and report card conferences. Home visits and a “back to school” event were held over the summer with more events planned throughout the year (8.1, 8.2).

School’s Use of Results-Driven Continuous Improvement Planning

Beveridge has recently experienced a significant change in demographics at both the student and staff levels. The school has almost doubled its enrollment from approximately 320 students in 2012-13 to 600+, K-6. Last year the school had two classes each at the primary level, one each at the intermediate level, and seven special education classes. There are now three classes each at the primary level and staff has increased from 19 to 30 plus an Assistant Principal. The demographic change is a result of the merging of students and staff from another low performing elementary school closed by action of the school corporation in late June. The result of this action as shared by many stakeholders who were either formally interviewed; informally interacted with and/or completed a survey, “done without much careful thought”. The decision to merge the two schools occurring in late June after the 2013-14 school year had ended and many staff having dispersed for the summer did not provide much opportunity for the merged school to meet, plan and work on a new statement of purpose, vision and shared beliefs and values or to solidly bond before the new school year began. The current Principal has been its leader for only one year and so Beveridge is marked by much change over a small span of time. The Diagnostic Review Team encourages Beveridge to revisit their purpose, vision

and shared beliefs and values with some immediacy as these elements form the fulcrum upon which all that they do depend. They must identify, formalize and internalize what their school purpose for student success is and commit to its ongoing review and revision. The identification of and commitment to shared values, beliefs and purpose will help cement a culture among all stakeholders that is replete with possibilities for teaching and learning excellence, enhanced stakeholder engagement and continuous improvement.

Once the school has solidified its purpose and direction it then needs the autonomy supported by well-developed school system level policies and procedures to determine its staffing needs and make hiring decisions based on need and compatibility rather than who is next in line. To accomplish this, the school very much needs the support of and advocacy by the school system. In this regard a low performing school needs a great deal of intentional and direct support and understanding from its school system if it is to accomplish its goals which will ultimately have an impact not only on the school but the school system as well.

The school reports having developed instructional calendars over the summer to provide teachers with a framework for instruction. The team saw a very limited outline and so cannot verify that the instructional calendars are complete and comprehensive and being used school-wide. The calendars were reported as having bell ringer activities to help ensure teaching and learning from bell to bell and the team's observations did not note this. In fact the Diagnostic Review Team observed students being prepared for dismissal up to 25 and 30 minutes prior to the official end of the day. Little evidence of classroom data walls were observed however it was reported they were widely used in 2013-14; the school-wide data room did not appear to have experienced much use and the data posted was sporadic and inconsistent from grade to grade with no data posted at all for primary grades. In the Overview presentation by the Principal it was stated "our goal remains the same-to achieve academic excellence...to take students from where they are and teach them the way they learn best" and she also noted that differentiation "may be evident in some classrooms." She also reported that administrative walk-throughs in 2013-14 revealed that whole group instruction was being widely used with little evidence of differentiation and the Diagnostic Review Team found in the vast majority of classroom observations that whole group, teacher directed teaching was the prevalent teaching modality. Teachers must use data to inform every aspect of their teaching and become more prescriptive in their planning and determination of activities and learning assignments and reject a one size fits all teaching modality as it will not achieve the desired student performance outcomes.

The school does not have a curriculum framework but rather they follow state standards; upon inquiry it was reported that the school system does not have a curriculum coordinator/specialist and so the degree to which the school has a rigorous and coherent standards based curriculum in place to drive instruction and monitor effectiveness appears limited. A school system coordinator would help ensure the existence of a strong curriculum with corresponding goals, instructional calendar and intended outcomes framed by careful and continuous analysis of student performance data. The curriculum being developed and monitored at the school system level would also help ensure consistency throughout the school

system especially in light of the reported high rate of student mobility among Beveridge and other schools. Quality and timely professional development could also be designed and offered correspondingly from the school system level connected directly to school system and school data and help to alleviate some of the frustration reported as experienced by the school in trying unsuccessfully to register for various state sponsored trainings involving curriculum, teaching strategies and data utilization.

Teaching staff need to receive timely and frequent formal and informal observations with meaningful feedback on teaching and learning. Teachers were unsure as to the intent and meaningfulness of the Assistant Principal's self-reported "pop-ins" six times a day in every classroom. The "pop-ins" appear sporadic, unstructured and inconsistent from day to day and did not seem to connect with student performance data or result in any meaningful feedback which might help staff align, redirect or improve their teaching and positively impact learning.

Based on the classroom observation results authentic engagement of students in active learning and the use of data to drive teaching and learning were minimal. In the majority of classrooms students were expected to be passive learners and were provided little differentiated instruction based on their individual needs. Robust professional development focused on best practice teaching strategies, differentiation and the use of data to inform teaching for all staff would greatly impact achievement by establishing high expectations for all students and provide them with a challenging and rigorous curriculum where they are actively and meaningfully engaged in their learning. A review of past assessment data does not indicate that the current use of passive, teacher centered, whole group instruction is achieving optimal results.

For Beveridge Elementary School to experience the academic turnaround its destined to, there must be an unequivocal understanding of and commitment to "results" driven continuous improvement framed by processes and systems which include guiding documents focused on mission, vision, shared values and beliefs; use of formal and informal assessment data to drive teaching and learning; the systematic and timely monitoring and feedback of teaching for instructional effectiveness; strong job embedded, focused professional development; active and meaningful engagement of parents and families; and a commitment to differentiated and best practice instruction including the use of technology. All stakeholders must commit. Excuses, apathy, pity, well-meaning intentions, blaming and half-hearted efforts cannot be afforded. The school has pockets of excellence and potential that if nurtured can lead to great improvements in both teaching and learning. Students must be challenged, supported, encouraged and provided with a vision of excellence. They must aspire to achieve at high levels and be taught and supported by a cadre of professionals who will push themselves to greatness and settle for nothing less than high academic achievement for each and every child entrusted to them.

Improvement Priorities Ranking

In summation, Beveridge Elementary School must address the following critical findings of this review:

NOTE: Three of the most critical Improvement Priorities (2.1, 2.3, and 4.1) do not fall within the scope of the school but rather exist in the Board of Education's purview. It is the Diagnostic Review Team's belief that the following three Improvement Priorities are critical to the overall success of both the school system and the school. The remaining Improvement Priorities over which the school has control are provided in rank order.

1. Review and update Board policies and support practices on a regular basis to ensure the maximal effectiveness of the school's administration. These policies should provide fiscal oversight and address staff professional growth, instruction and assessment that will lead to equitable and challenging experiences for all students **(Indicator 2.1)**.
2. Review, revise and communicate policies and procedures that will ensure the Board of Education consistently protects the autonomy of school and school system leadership to manage the day-to-day operations of the school and school system without interference by board members **(Indicator 2.3)**.
3. Develop and implement a well-defined system of policies, processes and procedures to ensure that schools can hire, place and retain highly qualified teaching and other staff to support the school's purpose and programs. Ensure sufficient fiscal resources are available to fund the positions determined by the school to achieve their stated vision and goals **(Indicator 4.1)**.

School Improvement Priorities

1. Create, implement and document a process which creates a system of shared values and beliefs about teaching and learning that directly supports the school's vision and effective operation and helps foster a culture consistent with the school's purpose and direction **(Indicators 1.2 and 2.4)**.
2. Develop and implement a school improvement process which includes 1) clear measurable goals, 2) aligned strategies and 3) a plan for monitoring progress and driving continuous improvement that supports student learning **(Indicator 1.3)**.
3. Ensure that all school staff are engaged in rigorous professional development which includes mentoring, coaching and induction programs that are aligned with the school's purpose and direction and in support of its values and beliefs about teaching and learning **(Indicator 3.7 and 3.11)**.
4. Identify research-based instructional practices that will help teachers to address students' individual learning needs and more effectively engage students in their learning through the use of collaboration, critical thinking skills, and the application of knowledge and utilization of technology. Provide job-embedded professional development to help staff learn and implement these practices with fidelity **(Indicator 3.3)**.
5. Establish and implement a process for leadership to consistently supervise, monitor and evaluate the implementation of a rigorous and coherent curriculum where teachers are directly engaged with students as active learners and which reflects the use of data from multiple assessments to drive instruction **(Indicators 3.2, 3.4 and 2.6)**.

6. Create policies and procedures that clearly define a process for analyzing data to determine needed improvements in student learning, including readiness for success at the next level **(Indicator 5.4)**.
7. Develop and implement a consistent plan to provide and coordinate learning services and interventions to meet the unique learning needs of students who are two or more years behind in E/LA and Mathematics, to be monitored and evaluated based on defined student learning goals **(Indicator 5.1)**.
8. Develop and implement an equitable and challenging curriculum aligned with College and Career Ready State Standards that provide for individualized instruction and ensures students are held to high expectations and which lead to success at the next level **(Indicator 3.1)**.
9. Identify research-based instructional practices will help teachers to address students' individual learning needs and more effectively engage students in their learning through the use of collaboration, critical thinking skills, and the application of knowledge and utilization of technology. Provide job-embedded professional development to help staff learn and implement these practices with fidelity **(Indicator 3.3)**.
10. Develop and implement a consistent plan to provide and coordinate learning services and interventions to meet the unique needs of students who are two or more years behind in E/LA and mathematics **(Indicator 3.12)**.
11. Design and implement clear procedures and expectations for maintaining safe, clean and healthy (orderly) learning environment. Ensure accountability commitment from all stakeholders to follow the procedures and maintain the expectations **(Indicator 4.3)**.
12. Evaluate the degree to which the school has a clearly defined needs assessment process to ascertain the physical, social, emotional, counseling, assessment, referral and education needs of all students **(Indicators 4.6 and 4.7)**.
13. Create and implement a formal structure whereby each student is well known by at least one adult advocate in the school whose long-term interaction and relationship supports that student's educational experience and provides the employee with significant insight to serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills **(Indicator 3.9)**.
14. Create and implement a system in which leadership monitors comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Communicate the information to all stakeholders in a user friendly format and timely manner **(Indicator 5.5)**.
15. Develop a technology plan based on the results of a stakeholder needs assessment. Ensure the plan details improvements to the current infrastructure and once implemented the degree to which it is effective in meeting the school's teaching, learning and operational needs **(Indicator 4.5)**.

Addenda

eleot™ Data Summary

A. Equitable Learning Environment						
Indicators	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
A.1	1.5	Has differentiated learning opportunities and activities that meet her/his needs	7%	4%	25%	64%
A.2	1.8	Has equal access to classroom discussions, activities, resources, technology, and support	4%	7%	50%	39%
A.3	2.3	Knows that rules and consequences are fair, clear, and consistently applied	7%	29%	46%	18%
A.4	1.3	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	4%	4%	7%	86%
Overall rating on a 4 point scale:		1.7				

B. High Expectations						
Indicators	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
B.1	1.9	Knows and strives to meet the high expectations established by the teacher	7%	18%	36%	39%
B.2	1.9	Is tasked with activities and learning that are challenging but attainable	7%	14%	36%	43%
B.3	1.3	Is provided exemplars of high quality work	4%	4%	7%	86%
B.4	1.8	Is engaged in rigorous coursework, discussions, and/or tasks	7%	7%	39%	46%
B.5	1.4	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	4%	4%	21%	71%
Overall rating on a 4 point scale:		1.6				

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	7%	29%	39%	25%
C.2	2.1	Demonstrates positive attitude about the classroom and learning	7%	18%	54%	21%
C.3	2.2	Takes risks in learning (without fear of negative feedback)	7%	29%	39%	25%
C.4	1.8	Is provided support and assistance to understand content and accomplish tasks	7%	11%	39%	43%
C.5	1.7	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	11%	4%	29%	57%
Overall rating on a 4 point scale:		2.0				

D. Active Learning						
Indicators	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
D.1	1.8	Has several opportunities to engage in discussions with teacher and other students	7%	11%	39%	43%
D.2	1.6	Makes connections from content to real-life experiences	7%	7%	25%	61%
D.3	2.0	Is actively engaged in the learning activities	7%	14%	46%	32%
Overall rating on a 4 point scale:		1.8				

E. Progress Monitoring						
Indicators	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
E.1	1.5	Is asked and/or quizzed about individual progress/learning	7%	4%	21%	68%
E.2	1.8	Responds to teacher feedback to improve understanding	11%	4%	43%	43%
E.3	2.1	Demonstrates or verbalizes understanding of the lesson/content	7%	14%	64%	14%
E.4	1.3	Understands how her/his work is assessed	4%	4%	7%	86%
E.5	1.4	Has opportunities to revise/improve work based on feedback	0%	4%	29%	68%
Overall rating on a 4 point scale:		1.6				

F. Well-Managed Learning						
Indicators	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
F.1	2.6	Speaks and interacts respectfully with teacher(s) and peers	11%	46%	32%	11%
F.2	2.4	Follows classroom rules and works well with others	18%	29%	32%	21%
F.3	1.9	Transitions smoothly and efficiently to activities	11%	18%	25%	46%
F.4	1.2	Collaborates with other students during student-centered activities	4%	0%	11%	86%
F.5	2.6	Knows classroom routines, behavioral expectations and consequences	21%	36%	25%	18%
Overall rating on a 4 point scale:		2.2				

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	4%	0%	4%	93%
G.2	1.0	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	0%	0%	0%	100%
G.3	1.0	Uses digital tools/technology to communicate and work collaboratively for learning	0%	0%	0%	100%
Overall rating on a 4 point scale:		1.0				

Diagnostic Review Team Schedule

Beveridge Elementary Diagnostic Review Schedule
Gary, Indiana
September 7-10, 2014

Sunday, September 7, 2014

Time	Event	Where	Who
3:00 p.m.	Check-in	Radisson	Diagnostic Review Team
3:30 p.m.-5:25 p.m.	<p style="text-align: center;">Team Work Session #1 Orientation and Planning</p> <p>Introductions, housekeeping, agenda review.</p> <p>Team Members share initial Standards ratings and highlights.</p> <p>Review and discuss Day#1 on site assignments/schedules, determine interview questions and additional data/ information needed.</p> <p>Prepare for Overview Session with BES Principal, Cheryl Ramsey</p>	Hotel Work Room	Diagnostic Review Team
5:30 p.m.- 6:25 p.m.	Dinner		Diagnostic Review Team
6:30 p.m.- 8:30 p.m.	<p>Cheryl Ramsey, BES 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.)</p> <p>1. Purpose and Direction: a) Where has the school come from in the last 3-5 years? b) Where is the school now? What is the “current reality” of the school today? c) Where is the school trying to go from here? What changes and improvements is the school working towards that will improve performance and learning conditions?</p> <p>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</p>	Hotel Work Room	Diagnostic Review Team

	<p>the school’s ratings of the AdvancED Standards and Indicators.</p> <p>c) Discuss the strengths and leverage points for improvement that were revealed through the school’s analysis of the Standards, Indicators, and performance descriptors?</p> <p>3. Indiana Turnaround Principle Diagnostic questions.</p> <p>4. Describe the school’s improvement planning process.</p> <p>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?</p> <p>b) What has been the result of school/system improvement efforts during the last 2-3 years? What evidence can the school present to indicate that learning conditions and student achievement have improved?</p> <p>5. Describe what the team will observe in classrooms:</p> <p>a) What expectations have been established for teachers and students at this school that we should be looking for in classrooms?</p> <p>b) What has been the focus of professional learning that the team can expect to see in instruction, curriculum, or assessment practices?</p> <p>c) In what ways can the team expect to see the school’s formal statements of purpose, direction, vision/mission, or shared values and beliefs about teaching and learning apparent in classroom observations?</p> <p>Brief Team Summary /next steps</p>		
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Monday, September 8, 2014

Time	Event	Where	Who
	Breakfast	Radisson	Diagnostic Review Team (DRT)
7:30 a.m.	Team arrives at Beveridge Elementary School	BES office	Diagnostic Review Team
8:30 a.m.- 9:30 a.m.	Principal Interview	BES work room	Diagnostic Review Team

9:30 a.m.- 11:30 a.m.	Begin school and classroom observations and stakeholder interviews -see individual team member schedule for specifics.		Diagnostic Review Team
11:45 a.m.-12:30 p.m.	Lunch & Team Briefing		Diagnostic Review Team
noon -4:00 p.m.	Classroom Observations continued and Individual interviews continued as per the DRT schedules: 1. all administrators 2. 25% of professional staff (representing a cross-section of the faculty) 3. school leadership team		See DR Team Assignment Schedule
	Small groups (3-5 persons) interviews should be scheduled for 1. parent leaders 2. students 3. support staff		Diagnostic Review Team (working in pairs or as individuals)
4:00 p.m.	Team returns to hotel		Diagnostic Review Team
TBD	Dinner	TBD	Diagnostic Review Team
3 hours	Team Work Session #2 (Detailed Agenda provided) <ul style="list-style-type: none"> • Tabulate classroom observation data from Day #1 • Reach consensus on second ratings for all Indicators • Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities • Brief Writing Review Session • Each team member drafts an Improvement Priority, Opportunity for Improvement, or Powerful Practice that is then shared with the team. Team members and Lead Evaluator provide feedback. • Prepare for Day 2 	Hotel conference room	Diagnostic Review Team

Tuesday, September 9, 2014

Time	Event	Where	Who
	Breakfast	Radisson	Diagnostic Review Team
8:00 a.m.	Team arrives at Beveridge Elementary		

8:00 a.m.-11:45 a.m.	Continue interviews, artifact review and classroom observations as necessary (completed on day #1)		
11:45 a.m.-12:30 p.m.	Lunch & Team Meeting	BES Work Room	Diagnostic Review Team
12:30p.m.-4:00 p.m.	Continue interviews, artifact review and classroom observations as necessary (not completed on day #1)		
TBD	Dinner		
3 hours minimum	<p>Team Work Session #3 (Agenda provided by Lead Evaluator)</p> <ul style="list-style-type: none"> • Review findings from today • Discuss final eleot/classroom observation ratings <p>The team should examine and reach 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 • Consensus on strengths and areas of focus • Learning Environment narrative • (Optional) Identification of Promising Practices which can be linked to a specific Indicator. These can be emerging or newly initiated processes, approaches or practices that, when fully implemented, have the potential to significantly improve the Indicator rating improve performance or the effectiveness of the school/school system. • Review Day #3 on site schedule <p>Prepare Exit Conference/Meeting materials and PowerPoint presentation</p>	Hotel Work Room	Diagnostic Review Team

Wednesday, September 10, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team
8:00 a.m.	Check out of hotel and depart for BES	Hotel	Diagnostic Review Team

8:45-10:45 a.m.	Continue interviews, artifact review and classroom observations as necessary not completed on day #1 and #2. If this has been completed use the time to write, revise and enhance your work.		
11:00 a.m.-1:20 p.m.	<p>Final Team Work Session and Lunch</p> <p>Each team member shares their final product (writing/workbook) including:</p> <ul style="list-style-type: none"> • Final ratings for Standards and Indicators • A check for coherency and accuracy of the Opportunities for Improvement, Improvement Priorities and Powerful Practices • A summary overview for each Standard <p>The Team consensus on:</p> <ul style="list-style-type: none"> • Exit Conference/Meeting PowerPoint presentation. 		
PLEASE TURN IN	Workbook Section, “eleots”, notes, etc.		
1:30 p.m.-2:15 p.m.	<p>Exit Conference with Ms. Cheryl Ramsey, Principal Beveridge Elementary</p> <p>(The Exit Conference is intended to provide school leadership with preliminary results from the Diagnostic Review. The team’s written report will be provided to the school within 30 days following the on-site Diagnostic Review.)</p> <p>Exit Conference Agenda</p> <ul style="list-style-type: none"> • 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 		Diagnostic Review Team

	<p>interviews, eleot Excel worksheet</p> <ul style="list-style-type: none"> Team’s findings: <ol style="list-style-type: none"> Strengths identified by the team in the conclusion section of the report as well as any Powerful Practices (Level 4) Opportunities for Improvement (Level 2 Rating), Improvement Priority (Level 1 Rating or, at the teams discretion, Level 2) <p>Questions</p>		
3:00 p.m.-3:30 p.m.	<ul style="list-style-type: none"> Exit Report to faculty and public using PowerPoint template 		
<p>(Following delivery of the completed Diagnostic Review Report)</p> <p>Implementation Meeting</p>			

Team Roster

Lead Evaluator	Brief Biography
Dr. Marlene Helm	Dr. Marlene Helm is a Lead Evaluator for AdvancED. She holds a Doctorate in Leadership and Curriculum and a Master's in Education from the University of Kentucky. Dr. Helm has served in numerous positions including Interim Superintendent of the Fayette County Schools, Lexington, Kentucky, Secretary of the Kentucky Education, Arts and Humanities Cabinet, Commissioner of Social Services for the local government, a teacher, professor, and College of Education Dean.
Team Members	
Mrs. Trice Black	Trice Black currently serves as the Curriculum Coordinator in Metropolitan School District of Washington Township where she is responsible for the development, implementation, and evaluation of K-12 curriculum and the school system’s quality assurance process. Trice has served as an elementary teacher and as IDOE’s elementary math specialist. Trice is currently pursuing her master’s degree in Educational Administration and Supervision.
Ms. Vinice Davis	Vinice 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 nine 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 the Yale School of Management in New Haven, CT.
Ms. Cathy Bildhauser	Cathy earned her Bachelors of Science degree from Indiana University South Bend. She completed her Masters of Elementary Education from Indiana Wesleyan University. She was a teacher for 15 years before serving as a Literacy Coach for three years. She is currently beginning her fifth year as the Principal of Knapp Elementary School in Michigan City, Indiana.
Mrs. Jeanette Buchanan	Jeanette Buchanan received her Bachelor of Science degree from Anderson University. She received her Master's degree from Indiana University-Purdue University Fort Wayne and also received a concentration in common core elementary math from American College of Education, and a certification in high-ability education from Manchester College. Jeanette teaches for Prairie Heights Community Schools. She has taught first, second, and third grades. For the last two years, she has held the half-time position of elementary math coach. During the other half of the day, Jeanette teaches high-ability math classes to primary students, and she teaches intervention groups for kindergarten students. She also co-coordinates the corporation high-ability program.
Mrs. Rachel Davidson	Rachel Davidson works in the Office of English Learning and Migrant Education in the role of English Learning and Migrant Education Coordinator. Rachel earned her BA in Spanish from the University of Georgia and her Masters in English as a Second Language (ESL) Education from the University of North Carolina at Greensboro. Prior to coming to IDOE, Rachel was in Washington Township where she worked as one of two English as a New Language (ENL) teachers at Greenbriar Elementary School, serving over 250 students. She also serves as the President for Indiana Teachers of English to Speakers of Other Languages. Before moving to Indianapolis, Rachel worked as the sole English as a New Language teacher at an inner city elementary school in Knoxville, Tennessee where she piloted a co-teaching instructional model for language acquisition, eventually taking the model school system wide. Working with English learners is Rachel's passion, as she lived in Mexico during her high school years. Her experience in learning Spanish gives her the unique ability to understand the difficulties one faces in learning a new language.

Ms. Erica Grove	Erica Grove studied education at Ball State University, graduating with a Bachelor's Degree in elementary education with a technology focus. She works in the Fort Wayne Community Schools. She was a classroom teacher for 11 years (10 in Title 1) and has been an instructional coach for 6 years. She is currently working on National Board Certification.
Mrs. Lisa Stone	Lisa Stone is currently the Associate Director for the AdvancED Kentucky Managing Office. Lisa has served as an elementary and middle school teacher, elementary Principal, Director of Student Achievement for Fayette County, Elementary School Director for Fayette County, Education Leader for the Kentucky Association of School Councils, and Director of School Improvement for Montgomery County Schools. Lisa is currently pursuing her doctoral degree in Educational Leadership.
Mr. Doug Thieme	Doug Thieme is a member of the Indiana Department of Education Outreach Division as the Outreach Coordinator for Region 8 (Northeast Indiana). Doug earned his Bachelor of Science in elementary education from Huntington College and his Master's degree in school administration from Ball State University. Doug began his teaching career at Salamonie School in Huntington County Community Schools where he taught second grade for two years, third grade for five years, and sixth grade math for one year. While teaching at Salamonie, Mr. Thieme was active in coaching middle school football.

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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