

Report of the External Review Team for Angola Middle School

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Table of Contents

Introduction	4
Results	10
Teaching and Learning Impact	10
Standard 3 - Teaching and Assessing for Learning	11
Standard 5 - Using Results for Continuous Improvement	12
Student Performance Diagnostic	12
Effective Learning Environments Observation Tool (eleot™)	14
eleot™ Data Summary	16
Findings	19
Leadership Capacity	22
Standard 1 - Purpose and Direction	23
Standard 2 - Governance and Leadership	23
Stakeholder Feedback Diagnostic	23
Findings	24
Resource Utilization	26
Standard 4 - Resources and Support Systems	26
Findings	27
Conclusion	28
Accreditation Recommendation	30
Addenda	31
Team Roster	31
Next Steps	32
About AdvancED	33
References	34

Introduction

The External Review is an integral component of AdvancED Performance Accreditation and provides the institution with a comprehensive evaluation guided by the results of diagnostic instruments, in-depth review of data and documentation, and the professional judgment of a team of qualified and highly trained evaluators. A series of diagnostic instruments examines the impact of teaching and learning on student performance, the capacity of leadership to effect continuous improvement, and the degree to which the institution optimizes its use of available resources to facilitate and support student success. The results of this evaluation are represented in the Index of Education Quality (IEQ™) and through critical observations, namely, Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools and designed primarily to distinguish schools adhering to a set of educational standards. Today the accreditation process is used at all levels of education and is recognized for its ability to effectively drive student performance and continuous improvement in education.

Institutions seeking to gain or retain accreditation must meet AdvancED Standards specific to their institution type, demonstrate acceptable levels of student performance and the continuous improvement of student performance, and provide evidence of stakeholder engagement and satisfaction. The power of AdvancED Performance Accreditation lies in the connections and linkages between and among the conditions, processes, and practices within a system that impact student performance and organizational effectiveness.

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

The AdvancED External Review Team uses AdvancED Standards, associated indicators and criteria related to student performance and stakeholder engagement to guide its evaluation. The Team examines adherence to standards as well as how the institution functions as a whole and embodies the practices and characteristics expected of an accredited institution. 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 External Review Team members' individual ratings.

The External Review is the hallmark of AdvancED Performance Accreditation. It energizes and equips the institution's leadership and stakeholders to achieve higher levels of performance and address those areas that

may be hindering efforts to reach desired performance levels. External Review is a rigorous process that includes the in-depth examination of evidence and relevant data, interviews with all stakeholder groups, and extensive observations of learning, instruction, and operations.

Use of Diagnostic Tools

A key to examining the institution is the design and use of diagnostic tools that reveal the effectiveness with which an institution creates conditions and implements processes and practices that impact student performance and success. In preparation for the External Review the institution conducted a Self Assessment that applied the standards and criteria for accreditation. The institution provided evidence to support its conclusions vis a vis organizational effectiveness in ensuring acceptable and improving levels of student performance.

- an indicator-based tool that connects the specific elements of the criteria to evidence gathered by the team;
- a student performance analytic that examines the quality of assessment instruments used by the institution, the integrity of the administration of the assessment to students, the quality of the learning results including the impact of instruction on student learning at all levels of performance, and the equity of learning that examines the results of student learning across all demographics;
- a stakeholder engagement instrument that examines the fidelity of administration and results of perception surveys seeking the perspective of students, parents, and teachers;
- a state-of-the-art, learner-centric observation instrument, the Effective Learning Environments Observation Tool (eleot™) that quantifies students' engagement, attitudes and dispositions organized in 7 environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, reach acceptable levels of inter-rater reliability, and certified to use this research-based and validated instrument.

The External Review Team's findings and critical observations are shared in this report through the IEQ™ results as well as through the identification of Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Index of Education Quality

In the past, accreditation reviews resulted in an accreditation recommendation on status. Labels such as advised, warned, probation, or all clear were used to describe the status of a school relative to the AdvancED Standards and other evaluative criteria. Beginning in the 2013-14 school year, AdvancED introduced a new framework to describe the results of an accreditation review. Consistent with the modern focus of accreditation on continuous improvement with an emphasis on student success, AdvancED introduced an innovative and state-of-the-art framework for diagnosing and revealing institutional performance called the Index of Education Quality (IEQ™). The IEQ™ comprises three domains of performance: 1) the impact of teaching and learning on student performance; 2) the capacity of leadership to guide the institution toward the achievement of its

vision and strategic priorities; and 3) use of resources to support and optimize learning. Therefore, your institution will no longer receive an accreditation status. Instead, your institution will be accredited with an IEQ™ score. In the case where an institution is failing to meet established criteria, the accreditation will be under review thereby requiring frequent monitoring and demonstrated improvement.

The three domains of performance are derived from the AdvancED Standards and associated indicators, the analysis of student performance, and the engagement and feedback of stakeholders. Within each domain institutions can connect to the individual performance levels that are applied in support of the AdvancED Standards and evaluative criteria. Within the performance levels are detailed descriptors that serve as a valuable source of guidance for continuous improvement. Upon review of the findings in this report and building on their Powerful Practices, institutional leaders should work with their staff to review and understand the evidence and rationale for each Opportunity for Improvement and Improvement Priority as well as the corresponding pathway to improvement described in the performance levels of the selected indicator(s).

The IEQ™ provides a new framework that recognizes and supports the journey of continuous improvement. An institution's IEQ™ is the starting point for continuous improvement. Subsequent actions for improvement and evidence that these have had a positive impact will raise the institution's IEQ™ score.

Benchmark Data

Throughout this report, AdvancED provides benchmark data for each indicator and for each component of the evaluative criteria. These benchmark data represent the overall averages across the entire AdvancED Network for your institution type. Thus, the AdvancED Network average provides an extraordinary opportunity for institutions to understand their context on a global scale rather than simply compared to a state, region, or country.

It is important to understand that the AdvancED Network averages are provided primarily to serve as a tool for continuous improvement and not as a measure of quality in and of itself. Benchmark data, when wisely employed, have a unique capacity to help institutions identify and leverage their strengths and areas of improvement to significantly impact student learning.

Powerful Practices

A key to continuous improvement is the institution's ability to learn from and build upon its most effective and impactful practices. Such practices serve as critical leverage points necessary to guide, support and ensure continuous improvement. A hallmark of the accreditation process is its commitment to identifying with evidence, the conditions, processes and practices that are having the most significant impact on student performance and institutional effectiveness. Throughout this report, the External Review Team has captured and defined Powerful Practices. These noteworthy practices are essential to the institution's effort to continue its journey of improvement.

Opportunities for Improvement

Every institution can and must improve no matter what levels of performance it has achieved in its past. During the process of the review, the External Review Team identified areas of improvement where the institution is meeting the expectations for accreditation but in the professional judgment of the Team these are Opportunities for Improvement that should be considered by the institution. Using the criteria described in the corresponding rubric(s) to the Opportunity for Improvement, the institution can identify what elements of practice must be addressed to guide the improvement.

Improvement Priorities

The expectations for accreditation are clearly defined in a series of the rubric-based AdvancED Standards, indicators and evaluative criteria focused on the impact of teaching and learning on student performance, the capacity of the institution to be guided by effective leadership, and the allocation and use of resources to support student learning. As such, the External Review Team reviewed, analyzed and deliberated over significant bodies of evidence provided by the institution and gathered by the Team during the process. In the professional judgment of the Team as well as the results of the diagnostic process, the Team defined, with rationale, Improvement Priorities. The priorities must be addressed in a timely manner by the institution to retain and improve their accreditation performance as represented by the IEQ™. Improvement Priorities serve as the basis for the follow-up and monitoring process that will begin upon conclusion of the External Review. The institution must complete and submit an Accreditation Progress Report within two years of the External Review. The report must include actions taken by the institution to address the Improvement Priorities along with the corresponding evidence and results. The IEQ™ will be recalculated by AdvancED upon review of the evidence and results associated with the Improvement Priorities.

The Review

The five-member review team spent time at Angola Middle School, which is part of the Metropolitan School District of Steuben County, Indiana over the course of three days, from November 18-20, 2015. Many weeks before the visit, the Lead Evaluator was in email contact with the school principal. Over the course of multiple emails, visit logistics and schedules were finalized and requested items of information and evidence were provided for the team. Prior to arriving at the school, the team was able to review a large amount of material, including the school's self-assessment, stakeholder feedback and student performance documents, survey results, responses, and analysis. The school also provided many valuable documents to the team, including teacher rosters and schedules, school handbooks, the most recent school improvement plan and goal, and school newsletters. Team members were able to access all of these documents through the Team Workspace. By way of email communications, each team member was assigned a specific standard to pay particular attention to before and during the visit. Prior to the first meeting, members reviewed provided documentation and used the Team Workbook to record annotations and generate questions for interviews and items of evidence to look for and review during the visit. On the evening before the official visit began, after an informal dinner with the school principal and teacher leaders, the team was given a tour and provided valuable background information about the school. The team was able to see certain aspects of the classrooms and a large amount of student work and evidence of student achievements displayed throughout the school. After the

tour, the team had an orientation and organization session to divide up tasks and assignments for the first full day at the school. All team members were assigned specific interview sessions or classrooms/teachers to observe the next day.

The next morning all team members met with the principal for an overview of the school and were able to ask questions of the principal, assistant principal, school social worker/scheduler, and the teacher that leads the school improvement efforts. After this the team began gathering information through multiple interview sessions with various stakeholder groups, conducting eleot observations in classrooms, reviewing provided evidence and documentation, taking part in informal conversations with multiple stakeholders, and taking time in between to begin discussions among themselves about what each team member was seeing. Over the course of the time at the school, the team was able to interview 123 stakeholders, including administrators, teachers, school support staff, students, parents, and community members. The team was also able to conduct forty-two eleots, which allowed all but one teacher to be observed.

The team is very grateful for the exceptional level of preparation and openness shown by the school. All requested evidence was provided in a very organized and helpful way. The team was given well presented, relevant, and ample documentation of improvement efforts both prior to and during the visit in electronic and paper form. All of the materials were arranged by indicator so that any time a team member needed to see necessary documents, it was extremely easy to find. The school had administered and analyzed their results from the AdvancED school surveys. They provided a very efficient schedule with multiple and various stakeholder groups for interviews. The team saw evidence that professional development time had been spent to reflect on the school's purpose, mission, vision, and adherence to the standard indicators. There was clear evidence of staff discussion and response to all of these topics. The process for preparation was mostly teacher-driven with extensive support and leadership from the principal. Overall student assessment data and other helpful information was on display in the team workroom. The workroom and facilities the school provided for the team were excellent, both on and off site. The school gave the team unlimited access to all areas of the school and into all classrooms for the entire length of the visit. Two rooms were provided for interviews and all stakeholder groups were made available to the team, with enough participants that it was often possible to conduct two separate interview sessions simultaneously, allowing the team to gather even more feedback. Team members were free to move around the school for observations or conversations with teachers, students, and all staff members. Stakeholders were very candid during their interviews, all groups were willing to share what they saw as weak or challenging areas as well as the many strengths of the school. It was evident to the team that even though the school had prepared extensively for the visit, nothing was created just for the visit, and all stakeholders felt free to be completely open in their responses. All of this shows the school's interest in and commitment to continuous improvement, always with a focus on how to make things better for students. The team was impressed with the hospitality and help they were shown throughout the entire visit. The accommodations, meals, schedule, materials, and work areas were all conducive to productive work sessions. The team was given absolute privacy, yet when anything was needed, a staff member was always easily accessible and completely responsive to provide immediate help. The access, technology, tools, and assistance required of the team were all provided in ample quantities and quality.

Stakeholders were interviewed by members of the External Review Team to gain their perspectives on topics

relevant to the institution's effectiveness and student performance. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the External Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Interviewed	Number
Administrators	2
Instructional Staff	38
Support Staff	16
Students	42
Parents/Community/Business Leaders	25
Total	123

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Results

Teaching and Learning Impact

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

A high-quality and effective educational system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics that include strong communication skills, knowledge of content, and knowledge of how to teach the content. The institution's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis, and Printy (2002), staff members who engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective institutions "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

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

Institutions with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six

key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making, (2) establishing a culture of data use and continuous improvement, (3) investing in an information management system, (4) selecting the right data, (5) building institutional capacity for data-driven decision making, and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision-making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

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

Standard 3 - Teaching and Assessing for Learning

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

Indicator	Description	Review Team Score	AdvancED Network Average
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	2.60	2.81
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	2.00	2.49
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2.80	2.60
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	3.00	2.70
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	3.40	2.57
3.6	Teachers implement the school's instructional process in support of student learning.	2.40	2.57
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	3.60	2.54
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	3.20	3.06

Indicator	Description	Review Team Score	AdvancED Network Average
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.	3.80	2.98
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	3.00	2.75
3.11	All staff members participate in a continuous program of professional learning.	2.80	2.53
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	2.40	2.61

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	AdvancED Network Average
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	1.20	2.66
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	1.80	2.37
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	2.20	2.06
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	2.40	2.46
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	2.80	2.71

Student Performance Diagnostic

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.

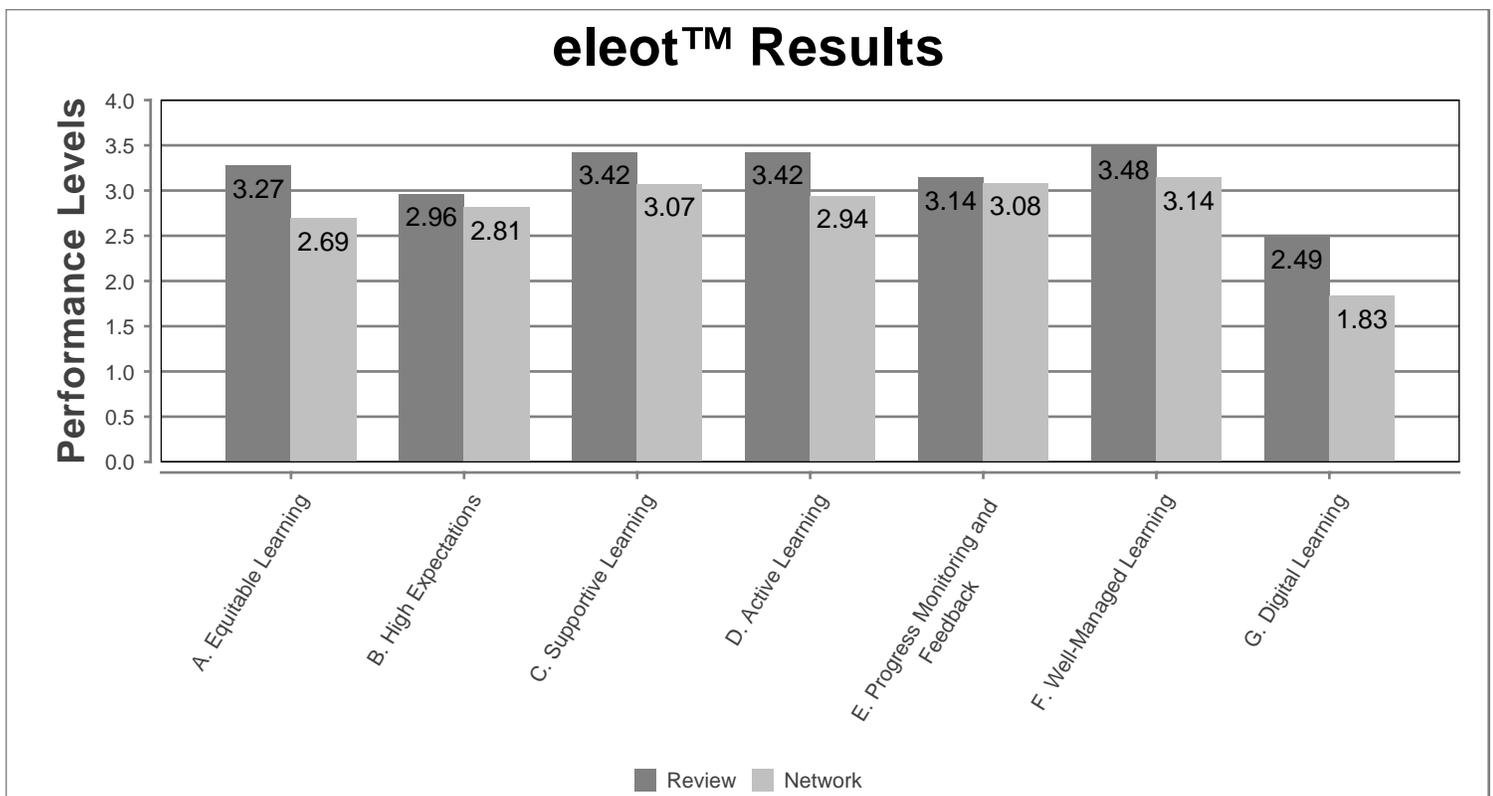
Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	2.00	3.06
Test Administration	3.80	3.45
Equity of Learning	3.20	2.70
Quality of Learning	3.00	2.92

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Effective Learning Environments Observation Tool (eleot™)

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

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam that establishes inter-rater reliability. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale (4=very evident; 3=evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot™ as well as benchmark results across the AdvancED Network.



The AdvancED Review Team conducted forty-two on-site classroom observations encompassing all curriculum areas. Well-Managed Learning Environment received the highest average with 3.48 on a 4.0 scale. In a tie for second, at 3.42 out of 4.0, was Supportive Learning Environment and Active Learning Environment. Digital Learning Environment scored the lowest of all domains at 2.49 on a 4.0 scale. While this was the lowest average for this school, it is still well above the AdvancED Network average of 1.83. In all seven of the

domains, Angola Middle School's elect averages were higher than the AEN averages.

The team observed numerous examples of well-managed learning environments. Observation was made of many efficient student-led transitions and several examples of students doing varied tasks at their own pace. Many observations evidenced effective uses of student collaboration (e.g. think/pair/share, turn and talk) and student-centered activities (mythology presentation planning). Students were also well-informed of both short and long term learning goals and outcomes through the display of weekly and daily postings on the board by teachers.

Under the Supportive Learning Environment domain, students and parents utilize Chromebooks, Google Classroom, and Harmony for support and assistance to be aware of subject matter content in addition to assigned and accomplished learning tasks. The team observed numerous examples of positive student/teacher and student/student interactions. The team witnessed through multiple actions and words the students exhibiting high levels of engagement, interest, motivation, and enjoyment of being at school. The school's team approach to larger groups of students has been an important factor in building and maintaining such a supportive learning environment.

AdvancED Standards 4.4 and 4.5, which both relate to the use of technology, are supported by an active learning environment in which students often collaborate to make connections between class content and real life experiences, or to create presentations to be shared with other students at the school. The team saw multiple and various apps and programs being used on the Chromebooks by many of the teachers and students. Google Classroom was well-used as a way for teachers to communicate with students and for students to interact with and receive feedback from their teachers.

Through its policies and practices, Angola Middle School authentically demonstrates a focus on the whole child. The passion, dedication, and time devoted to building relationships and rapport between students and staff have resulted in well-managed learning environments that are enhanced by technology support. This combination has created a positive and supportive learning environment where all students have the opportunity to succeed.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.17	Has differentiated learning opportunities and activities that meet her/his needs	50.00%	23.81%	19.05%	7.14%
2.	3.93	Has equal access to classroom discussions, activities, resources, technology, and support	95.24%	2.38%	2.38%	0.00%
3.	3.67	Knows that rules and consequences are fair, clear, and consistently applied	78.57%	11.90%	7.14%	2.38%
4.	2.33	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	33.33%	9.52%	14.29%	42.86%
Overall rating on a 4 point scale: 3.27						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.26	Knows and strives to meet the high expectations established by the teacher	47.62%	33.33%	16.67%	2.38%
2.	3.40	Is tasked with activities and learning that are challenging but attainable	59.52%	26.19%	9.52%	4.76%
3.	2.07	Is provided exemplars of high quality work	21.43%	16.67%	9.52%	52.38%
4.	3.21	Is engaged in rigorous coursework, discussions, and/or tasks	50.00%	23.81%	23.81%	2.38%
5.	2.86	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	40.48%	26.19%	11.90%	21.43%
Overall rating on a 4 point scale: 2.96						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.43	Demonstrates or expresses that learning experiences are positive	50.00%	42.86%	7.14%	0.00%
2.	3.48	Demonstrates positive attitude about the classroom and learning	57.14%	35.71%	4.76%	2.38%
3.	3.29	Takes risks in learning (without fear of negative feedback)	57.14%	23.81%	9.52%	9.52%
4.	3.69	Is provided support and assistance to understand content and accomplish tasks	71.43%	26.19%	2.38%	0.00%
5.	3.24	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	52.38%	23.81%	19.05%	4.76%
Overall rating on a 4 point scale: 3.42						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.55	Has several opportunities to engage in discussions with teacher and other students	73.81%	16.67%	0.00%	9.52%
2.	2.90	Makes connections from content to real-life experiences	50.00%	9.52%	21.43%	19.05%
3.	3.81	Is actively engaged in the learning activities	85.71%	9.52%	4.76%	0.00%
Overall rating on a 4 point scale: 3.42						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.83	Is asked and/or quizzed about individual progress/learning	47.62%	11.90%	16.67%	23.81%
2.	3.14	Responds to teacher feedback to improve understanding	47.62%	30.95%	9.52%	11.90%
3.	3.79	Demonstrates or verbalizes understanding of the lesson/content	83.33%	11.90%	4.76%	0.00%
4.	2.98	Understands how her/his work is assessed	40.48%	33.33%	9.52%	16.67%
5.	2.95	Has opportunities to revise/improve work based on feedback	50.00%	9.52%	26.19%	14.29%
Overall rating on a 4 point scale: 3.14						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.67	Speaks and interacts respectfully with teacher(s) and peers	78.57%	11.90%	7.14%	2.38%
2.	3.60	Follows classroom rules and works well with others	78.57%	9.52%	4.76%	7.14%
3.	3.36	Transitions smoothly and efficiently to activities	64.29%	19.05%	4.76%	11.90%
4.	3.17	Collaborates with other students during student-centered activities	52.38%	28.57%	2.38%	16.67%
5.	3.60	Knows classroom routines, behavioral expectations and consequences	76.19%	14.29%	2.38%	7.14%
Overall rating on a 4 point scale: 3.48						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.64	Uses digital tools/technology to gather, evaluate, and/or use information for learning	45.24%	11.90%	4.76%	38.10%
2.	2.62	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	47.62%	7.14%	4.76%	40.48%
3.	2.21	Uses digital tools/technology to communicate and work collaboratively for learning	26.19%	19.05%	4.76%	50.00%
Overall rating on a 4 point scale: 2.49						

Findings

Improvement Priority

Establish and employ a timeline for the completion of professional development for teachers and support staff on the Pivot assessment program with a focus on the consistent review, analysis, and use of data with staff and students.

(Indicator 3.2, Indicator 5.1, Indicator 5.2, SF2. Stakeholder Feedback Results and Analysis , SP1. Assessment Quality , SP2. Test Administration)

Primary Indicator

Indicator 5.1

Evidence and Rationale

In interviews with administration and teachers, the team noted an absence of data that provides immediate feedback that could be used to identify strengths and areas of weakness in general education classrooms and RTI/Lab settings to drive instruction and increase the level of instructional differentiation.

Classroom and individual student charting of learning progress was not observed. In interviews, students were not able to articulate a systematic process for their participation in goal setting, collecting of, or reflecting on data.

Documentation of professional development demonstrates the need for training in the new Pivot assessment which will provide data to drive interventions and differentiation.

The utilization of data and analysis provided by the Pivot assessment program will enhance the ability of the instructional staff to target key educational gaps of individual students and subgroups to more effectively differentiate classroom instruction to best facilitate the growth of all learners and for overall organizational effectiveness. The school’s commitment to lifelong learning needs to be supported by student ownership and understanding of their performance data.

Powerful Practice

Angola Middle School creates and fosters a school environment that recognizes and provides policies and programs for the needs of the whole child.

(Indicator 3.9)

Primary Indicator

Indicator 3.9

Evidence and Rationale

During observations and throughout interviews with all stakeholder groups, the team found that teachers have established positive relationships and built strong rapport with students. Teachers show genuine interest in the development of the social and emotional well-being of all students. It was apparent through the awards and other forms of recognition displayed in hallways and classrooms that the faculty and staff is living out its mission of encouraging each student to “become a positive contributor in a diverse society.”

The school schedule includes many opportunities for diverse student interests with the Unified Arts and other exploratory classes. Students indicated during interviews that there are ample various extracurricular opportunities for them to choose from. Students and parents indicated during interviews that the teachers “go above and beyond” to provide additional help that students may need, making themselves available before or after school, during lunch, or during the homeroom time at the end of the day.

During interviews, all students articulated that there was at least one adult in the building that they would feel comfortable going to if they had any sort of problem or concern. Teacher interviews indicated that taking part in team meetings helped them identify and prioritize students with social, emotional, and academic needs. A safe and caring environment is vital to the healthy development of middle school students. Without such emotional development, academic development is limited.

Powerful Practice

Angola Middle School has developed effective learning communities that provide a supportive and effective structure for all students.

(Indicator 3.5, Indicator 3.7)

Primary Indicator

Indicator 3.5

Evidence and Rationale

The dividing of grade level students into teams provides smaller groups of students that are taught by common teachers. This contributes to a family atmosphere and has helped maintain a positive sense of community among staff and students. Teachers often meet outside of the regular school day to participate in activities that are dedicated to increasing student success.

During interviews all stakeholder groups spoke highly of this teaming practice and its very positive results. Student work, student achievements and recognition are displayed throughout the school. Award ceremonies are implemented through team collaborations and enhance the overall holistic approach as addressed by the

mission of the school.

The adoption of Chromebooks as a school-wide educational tool has provided better opportunities for student engagement and accountability. The involvement of all stakeholders in this adoption has had a positive impact upon the quality of education. Parents, students, and teachers identified a variety of activities which enhance the transition from elementary to middle school.

The organizational structure of the different grade levels enhances both academic and social/emotional development of all students. The collaboration of teachers has pushed students and staff members to higher levels of achievement and success.

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Leadership Capacity

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

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

AdvancED has found through its evaluation of best practices in more than 32,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the institutions' vision and supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of educational institution leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and their practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

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

Standard 1 - Purpose and Direction

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

Indicator	Description	Review Team Score	AdvancED Network Average
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	3.00	2.73
1.2	The school's 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.	3.00	2.96
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.20	2.56

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	AdvancED Network Average
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	3.00	2.96
2.2	The governing body operates responsibly and functions effectively.	3.00	2.91
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.	3.60	3.15
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	3.20	3.09
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2.40	2.79
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	3.00	2.74

Stakeholder Feedback Diagnostic

Stakeholder Feedback is the third of three primary areas of evaluation in AdvancED's Performance Accreditation model. The AdvancED surveys (student, parent, and teacher) are directly correlated to the AdvancED Standards and indicators. They provide not only direct information about stakeholder satisfaction but also become a source of data for triangulation by the External 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 External Review Team for review. The External Review Team evaluates the quality of the administration of the surveys by institution, survey results, and the degree to which the institution analyzed and acted on the results.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Questionnaire Administration	3.60	3.35
Stakeholder Feedback Results and Analysis	3.00	3.04

Findings

Powerful Practice

The administration of Angola Middle School sustains a supportive and positive learning environment for both teachers and students.

(Indicator 2.4)

Primary Indicator

Indicator 2.4

Evidence and Rationale

In interviews with all stakeholder groups, the team was told without exception that the principal was an effective leader who listens to and responds to input, communicates well with all groups, and is in tune with the needs of students, parents, and teachers. Teachers stated that they are trusted, their creativity is supported and encouraged, and that the principal is an effective instructional leader. The team saw and heard several examples of effective communication between the principal and parents as well as between the principal and the staff. Teachers stated that they received beneficial feedback after observations and teachers are often recognized by the principal for using Best Practices. The principal's leadership was very evident to the team through teacher interviews and the description of how a recent major change in schedule and teaching assignments was handled. Even after tough decisions were made and changes were implemented, teacher morale is still very high as shown by interviews and staff surveys.

Strong and effective leadership is necessary for teachers and students to reach their full potential. It is important that all stakeholders feel that they are an important part of the whole before adequate commitment is achieved. The leadership style of the school principal adds to an already positive environment that encourages active participation from students and teachers. The principal inspires a willingness on the part of the staff to try new or different things because they feel confident that their input and opinions will be listened to

and considered when making final decisions. School leadership demonstrates exemplary practices that enhance the overall academic, social, and emotional well-being of all students.

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Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students served. Institutions must ensure that resources are aligned with the stated mission and are distributed equitably so that the needs of students are adequately and effectively addressed. The utilization of resources includes an examination of the allocation and use of resources, the equity of resource distribution to need, the ability of the institution to ensure appropriate levels of funding and sustainability of resources, as well as evidence of long-range capital and resource planning effectiveness.

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

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

Standard 4 - Resources and Support Systems

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

Indicator	Description	Review Team Score	AdvancED Network Average
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	2.60	2.95
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	3.20	2.96
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	2.80	3.11
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	3.60	2.78
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	3.40	2.52

Indicator	Description	Review Team Score	AdvancED Network Average
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	3.00	2.81
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	3.20	2.75

Findings

Powerful Practice

Angola Middle School has developed a school environment that is enhanced by a powerful digital component. (Indicator 4.4, Indicator 4.5)

Primary Indicator

Indicator 4.4

Evidence and Rationale

Administrators, teachers, and students all utilize Chromebooks, Google Classroom, and a wide variety of applications and programs that raise the level of student engagement and ownership of learning to a very high level. The recent move to 1:1 was very well planned and administered. In interviews, all stakeholder groups stated that they were well informed of the plans and policies for implementation. The school administration planned the roll-out for a year, formed a technology team that met once a week, asked many questions, visited schools that had instituted similar plans, and provided extensive professional development for the faculty. During interviews and classroom observations, the team noted frequent and varied uses of media. The team witnessed many examples of student-created projects being made and shared. The team learned during interviews that recent problems with the school Wi-Fi were identified and corrected. In the course of doing forty-two eleot observations, the team’s average for Digital Learning Environment was 2.49 out of 4.0, well above the AEN average of 1.83 for that domain. In reviewing documentation and from interviews, the team found that the school has made student acquisition of digital citizenship and safety a priority through class instruction, parent meetings, and professional development.

The school is using technology as a tool to help meet their vision to create students that are lifelong learners.

Conclusion

The review team identified multiple overriding themes through examples of evidence and from all stakeholder groups. The school has created a strong feeling of community, in which appropriate positive relationships are modeled among the staff. These relationships are also strong between the staff and students and enhance the atmosphere for positive learning. The team observed the presence of supportive learning environments and varied and frequent uses of Best Practices throughout the school.

The leadership at the school is a model of fostering a culture consistent with the school's purpose and direction. The building leadership engages stakeholders effectively in support of the school's purpose and direction. Evidence of this was provided through observation and interviews of staff, stakeholders, and students. The team noted a flexible yet authoritative style of leadership that held teachers accountable but at the same time gave them the freedom to voice opinions, offer suggestions for improvement, take on leadership roles, and to be creative in their approach to instruction.

Technology is enhanced by a powerful 1:1 digital component. The research and implementation of Chromebook adoption was planned and systematically incorporated throughout the school. The program supports the school's teaching, learning, and operational needs. It enhances student and staff access to a wide-range of media and informational resources, which support the school's educational programs and student learning. Through observations and interviews the team saw that the implementation of new technology didn't detract from but enhanced the sound educational practices already present in the school. Teachers were willing to try new methods of teaching if they believed it positively impacted the students.

A major challenge for this institution is the absence of a school-wide common assessment tool. The team did not observe the use of uniform quantifiable data to identify gaps in student development. The Pivot program has already been purchased and two benchmark assessments have been planned for the current year. In addition, professional development has been planned for. In order to achieve success using Pivot, teachers will need to be well-versed in how to effectively analyze the resulting data. Gaps in student development can then be identified, leading to the development of student and teacher created goals driving differentiated instruction.

The Improvement Priority will ensure that the staff is aware of the importance of collecting and analyzing data to create goals that drive differentiated instruction. Best practices, rigor, and relevance have resulted in a school environment where students are engaged in a culture that lives out the vision of creating "lifelong learners." This environment is enhanced to a great extent by the school administration and staff modeling this attitude and displaying through their actions a true commitment to the importance of this outcome.

The school has a dedicated, caring staff that wants to provide the best possible educational and developmental experience for their students. They are led by a principal who is supportive and forward-thinking. The school has an environment that is student-centered. With these factors in their favor, the school can continue to provide a place where all students can be successful.

Improvement Priorities

The institution should use the findings from this review to guide the continuous improvement process. The institution must address the Improvement Priorities listed below:

- Establish and employ a timeline for the completion of professional development for teachers and support staff on the Pivot assessment program with a focus on the consistent review, analysis, and use of data with staff and students.

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Accreditation Recommendation

Index of Education Quality

The Index of Education Quality (IEQ™) provides a holistic measure of overall performance based on a comprehensive set of indicators and evaluative criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus.

The IEQ™ comprises three domains: 1) the impact of teaching and learning on student performance; 2) the leadership capacity to govern; and 3) the use of resources and data to support and optimize learning.

The overall and domain scores can range from 100-400. The domain scores are derived from: the AdvancED Standards and indicators ratings; results of the Analysis of Student Performance; and data from Stakeholder Feedback Surveys (students, parents, and staff).

	External Review IEQ Score	AdvancED Network Average
Overall Score	287.69	278.34
Teaching and Learning Impact	273.33	268.94
Leadership Capacity	300.00	292.64
Resource Utilization	311.43	283.23

The IEQ™ results include information about how the institution is performing compared to expected criteria as well as to other institutions in the AdvancED Network. The institution should use the information in this report, including the corresponding performance rubrics, to identify specific areas of improvement.

Consequently, the External Review Team recommends to the AdvancED Accreditation Commission that the institution earn the distinction of accreditation for a five-year term. AdvancED will review the results of the External Review to make a final determination including the appropriate next steps for the institution in response to these findings.

Addenda

Team Roster

Member	Brief Biography
Mr. Alan T Hughes	Alan Hughes Currently teaches 7th & 8th grade Social Studies at Our Lady of Mount Carmel School, a K-8 Catholic School in Carmel, Indiana. He has been at OLMC for 24 years. His current role includes some administrative responsibilities within the Jr. High and he serves as the co-chair of the school improvement process. He holds a master's degree in curriculum and instruction. He has led several previous external review teams, and lives on the east side of Indianapolis.
Mr. John K Junco	John Junco earned his EDS from Purdue University in 2010. This is his fifth year as Assistant Superintendent at Tipton Community School Corporation. His responsibilities as assistant superintendent include transportation, special education, support staff, and building grounds and maintenance. John serves as the corporation school safety specialists and is A.L.I.C.E. certified trained.
Mrs. Vanessa Diler	I was a Kindergarten teacher for 7 years, through which time I completed the Notre Dame special education certificate program, followed by the Remick Leadership Program for Administration. During my master's education I completed tasks most often designated to Vice Principals. I graduated in the summer of 2015 and this is my first year as Principal.
Mrs. Kimberly Reina Fifer	Kimberly Fifer earned her Bachelor degree from Eastern Illinois University and her Master degree from Indiana University. Kimberly was a middle school teacher for seven years prior to entering administration. She has now served as a principal for the last twelve years.
Colonel Alan Merrill Miller	Alan M Miller graduate of Ball State University with BS in ED, Master of Arts in Education, EDS in School Administration. Taught 8th grade Science for 5 years, two years as athletic director/assistant principal, associate superintendent and superintendent for 20 years in education. Twenty eight years as instructor/fighter pilot retiring as Lt. Colonel in USAF. Accomplishments in education are: served on four North Central accreditation teams including one as chair; co-chair of Wabash Valley Partnership and Parke/Vermillion Community Work Place/Education Initiative; college credit for certain high school courses; Board member and chairman on three special ed and vocational education co-ops; redesigned 8th grade science curriculum.

Next Steps

1. Review and discuss the findings from this report with stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the Powerful Practices section to maximize their impact on the institution.
3. Consider the Opportunities for Improvement identified throughout the report that are provided by the team in the spirit of continuous improvement and the institution's commitment to improving its capacity to improve student learning.
4. Develop action plans to address the Improvement Priorities identified by the team. Include methods for monitoring progress toward addressing the Improvement Priorities.
5. Use the report to guide and strengthen the institution's efforts to improve student performance and system effectiveness.
6. Following the External Review, submit the Accreditation Progress Report detailing progress made toward addressing the Improvement Priorities. Institutions are required to respond to all Improvement Priorities. The report will be reviewed at the appropriate state, national, and/or international levels to monitor and ensure that the system has implemented the necessary actions to address the Improvement Priorities. The accreditation status will be reviewed and acted upon based on the responses to the Improvement Priorities and the resulting improvement.
7. Continue to meet the AdvancED Standards, submit required reports, engage in continuous improvement, and document results.

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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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