

**Report of the
Quality Assurance Review Team
for
Angola Middle School**

1350 East Maumee
Angola, Indiana, United States 46703

**Mrs. Ann M. Rice, Principal
Ms. Kim Puckett, Chairperson - NCA-CASI-IN Team**

Review Dates: 11/02/2010 - 11/03/2010



North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

Quality Assurance Review Report

Contents

About AdvancED and NCA CASI/SACS CASI	3
Introduction to the Quality Assurance Review	4
Summary of Findings	5
Commendations	5
Required Actions	6
Next Steps	7
Review of AdvancED Standards for Quality Schools	9
Standard 1. Vision and Purpose	9
Standard 2. Governance and Leadership	10
Standard 3. Teaching and Learning	11
Standard 4. Documenting and Using Results	12
Standard 5. Resource and Support Systems	13
Standard 6. Stakeholder Communications and Relationships	14
Standard 7. Commitment to Continuous Improvement	15
Conclusion	17
Appendix	18
Quality Assurance Review Team Members	18
AdvancED Standards for Quality Schools	18

About AdvancED and NCA CASI/SACS CASI

Background. Founded in 1895, the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) accredit public and private schools and districts in 30 states, the Navajo Nation, Latin America, and the Department of Defense Schools worldwide.

In April 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), and National Study of School Evaluation (NSSE) came together to form one strong unified organization dedicated to education quality. That unified organization, known as AdvancED, creates the world's largest education community, representing 27,000 public and private schools and districts across the United States and in 65 countries worldwide and educating 15 million students.

NCA CASI and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI and SACS CASI have defined shared, research-based accreditation standards that cross state, regional, and national boundaries. Accompanying these standards is a unified accreditation process designed to help schools continuously improve.

The Accreditation Process. To earn and maintain accreditation from NCA CASI or SACS CASI, schools must:

- 1) Meet the AdvancED Standards and Policies for Quality Schools.** Schools demonstrate adherence to the AdvancED standards and policies which describe the quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance and organizational effectiveness.
- 2) Engage in continuous improvement.** Schools implement a continuous improvement process that articulates the vision and purpose the school is pursuing (vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (profile); employs goals and interventions to improve student performance (plan); and documents and uses the results to inform what happens next (results).
- 3) Demonstrate quality assurance through internal and external review.** Schools engage in a planned process of ongoing internal review and self-assessment. In addition, schools host an external Quality Assurance Review Team once every five years. The team evaluates the school's adherence to the AdvancED quality standards, assesses the efficacy of the school's improvement process and methods for quality assurance, and provides commendations and required actions to help the school improve. The team provides an oral exit report to the school and a written report detailing the team's required actions. The school acts on the team's required actions and submits a progress report following the review.

NCA CASI and SACS CASI accreditation engages the entire school community in a continuous process of self-evaluation and improvement. The overall aim is to help schools be the best they can be on behalf of the students they serve.

Introduction to the Quality Assurance Review

Purpose. The purpose of the Quality Assurance Review is to:

1. Evaluate the school's adherence to the AdvancED quality standards and policies.
2. Assess the efficacy of the school's improvement process and methods for quality assurance.
3. Identify commendations and required actions to improve the school.
4. Make an accreditation recommendation for review by the national AdvancED Accreditation Commission.

A key aim of the Quality Assurance Review is to verify that the school is operating with institutional integrity - that it is fulfilling its vision and mission for its students.

School Preparation. To prepare for the Quality Assurance Review, the school community engages in an in-depth self assessment of each of the seven AdvancED standards. The school identifies and describes the evidence that demonstrates that it is meeting each standard. Through this internal review, the school examines how its systems and processes contribute to student performance and school effectiveness.

Summary of Team Activities. The Quality Assurance Review Team is led by an AdvancED certified team chair and comprised of professionals from outside the school. The team reviews the findings of the school's internal self-assessment, conducts interviews with representative groups of stakeholders, reviews student performance data and other documentation provided by the school, and observes practices and daily operations. The team engages in professional deliberations to reach consensus on the school's adherence to the standards for accreditation. The team provides an oral exit report and prepares a written Quality Assurance Review Team Report designed to help the school improve.

The Quality Assurance Review Team Report. Following the visit, the review team completes the Quality Assurance Review report. After review by a nationally-trained reader, the report is submitted to the school. The report contains commendations and required actions for improvement.

Using the Report - Responding to the Required Actions. The school uses the report to guide its improvement efforts. The school is held accountable for addressing the required actions identified in the report. The NCA CASI/SACS CASI State Office is available to assist schools in addressing the required actions. At prescribed intervals, the school must submit a progress report detailing the actions and progress the school has made on the team's required actions. The report is reviewed at the state and national level to ensure the school is addressing the required actions.

Accreditation Recommendation. The Quality Assurance Review Team uses the findings from the onsite visit to make an accreditation recommendation that is reviewed at the state level and by the national AdvancED Accreditation Commission. Accreditation is granted by the AdvancED Accreditation Commission and communicated to the school following action from the commission.

Summary of Findings

A Quality Assurance Review Team representing the NCA CASI Indiana State Office (NCA-CASI-IN), a division of AdvancED, visited the Angola Middle School in Angola, Indiana, United States on 11/02/2010 - 11/03/2010.

During the visit, members of the Quality Assurance Review Team interviewed 2 members of the administrative team, 27 students, 17 parents, and 38 teachers. In addition, Support Staff were interviewed. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

1. Vision and Purpose
2. Governance and Leadership
3. Teaching and Learning
4. Documenting and Using Results
5. Resource and Support Systems
6. Stakeholder Communications and Relationships
7. Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and required actions.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **A positive climate and collaborative culture among staff members which is supported by the administrative team.**

Teachers repeatedly stated that the administrative team created a “bottom-up” power structure, allowing staff to take on leadership roles. Teachers also found the time spent daily meeting with their grade-level team allowed for more collaboration in classroom instruction.

Creating a positive climate and collaborative culture in a school is not an easy feat for an administrative team that has recently been appointed. The atmosphere has led to a sincere trust from teachers for the administration. This culture will allow the administrative team to push their staff and students to a higher level of achievement that could not otherwise be attained.

- **Vision and mission statements, which were created collaboratively with stakeholders, are clearly**

articulated and understood by all stakeholders.

The vision and mission statements were posted in all classrooms, hallways, and offices. All stakeholders were familiar with the statements when asked in interviews. In addition, all stakeholders could explain what the vision statement meant to them. Teachers had also begun to use some classroom time to reflect with students on the meaning of the vision through journals, discussions, dramatic interpretation, and foreign language classes reciting the statement in their language of study.

Through complete understanding of the vision, stakeholders are forming a united team to inspire students to become lifelong learners. This unity in all stakeholders increases stakeholder support of the school. It also allows teachers and students to see the purpose and overarching importance in daily activities.

Required Actions

In addition to the commendations, the Quality Assurance Review Team identified the following required actions for improvement. The team focused its required actions on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for addressing each of the required actions noted in this section. Following this review, the school will be asked to submit a progress report on these required actions.

- **Develop and foster formal communication channels for all stakeholders.**

The school is diligent in communicating with parents through e-mails, an online grade book, and monthly newsletters. However, in parent and teacher interviews it was noted that there is not a formal parent organization at the school. Parents stated they would like more involvement in the school and would invite the opportunity to participate in a Parent/Teacher Organization. An organization of this nature would allow parents the opportunity to have conversations with the school rather than to just be made aware of school initiatives through newsletters.

Parental presence and support in the school through a formal channel will allow parents a more vital role in school improvement. Creating this channel will increase stakeholder awareness of school improvement and will serve as a resource in attaining school improvement goals.

- **Develop a systematic procedure for utilizing assessment data to inform instruction and interventions across curriculum.**

Data is gathered from multiple assessments many times throughout the year (ISTEP, Acuity, and STAR Reader); however, data is not currently being used to inform instruction and interventions throughout the school. Through teacher interviews it was noted that some teachers are adjusting curriculum based on the assessment data, however it was not system wide. Students also noted in interviews that testing was only occasionally used to drive classroom instruction. Teachers are currently utilizing Acuity's online system to help students remediate, but adjustments are not being made to classroom instruction.

It is pertinent that all assessment data that is being gathered is utilized. In addition, relying on a computer system to remediate students will not be as effective as teachers restructuring curriculum to reinforce remediation for students. It is essential that students are being supported from all angles. By unifying remediation efforts, student growth will become more significant.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the required actions made by the team. Include methods for monitoring progress toward the required actions.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the required actions. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the required actions. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA-CASI-IN accreditation seals are available at www.advanc-ed.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the required actions noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Review of AdvancED Standards for Quality Schools

The primary requirement for accreditation is that the Angola Middle School demonstrates that it meets the seven standards for accreditation. The findings of the Quality Assurance Review Team regarding the standards for accreditation are summarized on the following pages.

Standard 1. Vision and Purpose

Standard: The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

The school community has created an environment of caring and responsible educators who work collaboratively to support the school's vision. All stakeholders showed a high level of commitment to the school's vision. Through interviews with students, staff, and community stakeholders, the QAR team learned that the vision and purpose is communicated throughout the community. The vision is widely publicized through a broad base of electronic venues, publications, and posted notices. Teachers relate their purpose for teaching, using similar language and a shared purpose, focused on students becoming successful citizens, is clearly understood.

The QAR team found evidence that the vision statement has served the school for the past two years. Interviews with stakeholders revealed that the vision statement was created through a systematic process with students, staff, and some community stakeholders. School leadership and the School Improvement Team maintains a current profile of student populations and achievement. This profile is updated as new assessment data are made available and is used to monitor and revise improvement strategies.

Due to the general statements by staff members with regards to instruction associated with the vision statement, specific monitoring or evaluation processes to ensure alignment with the vision were unclear. While interviewing staff members they relayed the vision statement to the students, but did not consistently provide instructional strategies to support the vision statement.

Strengths - The team noted the following successful practices deserving of recognition:

- The stated vision of the school is visible in the classroom, through the school, and is publicized through a broad variety of media.
- All stakeholders showed a high level of awareness of the vision statement during the interviews.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Align instructional strategies to be consistently support the school's vision.
- Evaluate school data to identify goals to support the vision statement.

Finding: Angola Middle School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 2. Governance and Leadership

Standard: The school provides governance and leadership that promote student performance and school effectiveness.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Student and staff handbooks provide evidence that procedures and policies are established and shared with the school community. The handbooks and school board policy clearly articulate the school's plan for academic and behavioral expectations and ensure compliance with local, state, and federal regulations. Through interviews with school board members, responses indicated full support of the building leadership.

Students and support staff reported during interviews that they have a voice in school governance. Teachers, support staff, and students also reported through interviews that multiple opportunities exist for leadership roles within the school. The Master Schedule provides for daily collaboration time for grade level teachers to analyze assessment data. While this collaboration time is provided, it was evident through team meeting observations and teacher interviews that the data analysis did not result in intentional learning outcomes. Through interviews with all stakeholders, the team documented that teachers and students have several opportunities for leadership roles while parents and other community members did not have a role in the decision-making process.

Through a review of artifacts and instructional walks, the team documented the administration's empowerment of teachers to initiate extracurricular activities including athletics, academic bowls, mythology bee, and theatrical performances. The team reviewed survey results that solicited input from all stakeholders to gauge satisfaction with the school community.

Teachers and support staff shared the evaluation process with the team through interviews. All staff members are evaluated annually and participate in goal setting each year as well. The team also reviewed the evaluation document.

Strengths - The team noted the following successful practices deserving of recognition:

- Staff members collaborate frequently through formal and informal settings.
- Members of the administrative team are supportive and highly visible throughout the school.
- The administrative team ensures collaboration and shared responsibility for school improvement.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Develop guidelines for team meetings to incorporate the principles of professional learning communities.
- Monitor for effective instructional practices based on collaborative data analysis.
- Organize a parent advisory council in order to provide stakeholders with meaningful roles in the school's decision-making process.

Finding: Angola Middle School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 3. Teaching and Learning

Standard: The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

The school promotes clear expectations for student learning based on curriculum guides tied to the Indiana State Standards. These expectations were found in a well-organized notebook, but there was no evidence that the curriculum is shared with the community in any other format. During interviews with staff and students, it was evident that instruction was not consistently driven by student data or best practices.

During the staff interviews, a few teachers shared isolated examples of data-driven instruction, but responses showed inconsistency overall. The use of Acuity seemed to be the overriding answer to data-driven instruction in the school. Through classroom observations, the QAR team noted that the majority of classroom instruction is teacher-centered and had little focus on the development of higher-order thinking skills and rigor.

The school-wide schedule provides a variety of options for students. The options address the needs of low performing students, as well as very high performing students, but the needs of students performing at grade level or slightly above grade level appears to be lacking. Other than the interventions associated with Acuity and the after school tutoring program, no other formal interventions appeared to be available for the rest of the student population.

Administrative interviews indicate that 100% of the instructional staff meets the federal definition of highly qualified. Through daily team meetings, all staff members are involved in an emerging PLC process where they share resources and effective learning strategies. Through the PLCs teachers are beginning to review data. From the comments made in the teacher interviews, data driven instructional decisions should be appearing in the future.

Comments from staff indicate that the staff is pleased with services associated with media services, but ready access to instructional technology is limited. Several staff members express concerns associated with the school website, as well as access to computer labs for student use. Technology in the building includes: three stationary computer labs; three mobile labs; and "Smart Boards" and overhead projectors in several classrooms. The QAR team found evidence of long-range planning to provide interactive instructional technology throughout the school to enable teachers to create instruction supplemented by technology.

Some evidence supports the use of formative assessment data and feedback to students to guide improvement or determine intervention needs. While school staff engages in data analysis to determine improvement goals, the school improvement strategies stated in the school improvement plan are not specific. Precise monitoring and evaluations of the strategies are unclear.

Strengths - The team noted the following successful practices deserving of recognition:

- The school has standards based curriculum guides.

- Acuity is used extensively as an instructional and remediation tool.
- Procedures and routines are in place for the purpose of collecting and analyzing a substantial amount of student data on an ongoing basis.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Establish prioritized best instructional practices that engage students in real world applications of learning and develop higher-order thinking skills.
- Monitor to ensure fidelity to established expectations for instructional practices.
- Gather, analyze, and use data and research when developing instructional practices throughout the curriculum.
- Create a differentiated curriculum that addresses the needs of all students.
- Establish research-based interventions to meet the needs of all students.
- Develop procedures and routines to increase access to instructional technology.

Finding: Angola Middle School has earned the overall assessment level of "Emerging" and has not met this standard for accreditation.

Standard 4. Documenting and Using Results

Standard: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

The school has a comprehensive assessment system based on the following assessments: Acuity, ISTEP, and STAR Reading. Assessment and information is communicated and discussed with faculty, staff, and students. It was observed that abundant test data are available for analysis during team time. Grade-level teams evaluate and assess student data during team time, but need to make decisions from the data that would foster continuous improvement and revision to the learning process more consistently. The staff also needs to create a systematic analysis of instruction, using data results, to help evaluate and revise instruction to improve student performance.

Demonstrations of verifiable growth in student performance were communicated to the QAR team through team presentations. Leadership is cognizant of trend data in comparison to other district schools and readily shares this information with the QAR team. After interviewing teachers, instructional effectiveness is gathered during administrative walk through; however, evidence did not reveal how those data are used to improve instructional practices or what high expectations for instructional effectiveness have been established.

Data Walls detailing student performance were located throughout the school in the hallway and in the classroom. This data was also communicated with students in class in which they recorded results in student data folders. The school maintains a secure, accurate, and complete student record system in accordance with state and federal regulations.

Strengths - The team noted the following successful practices deserving of recognition:

- Teachers are aware of performance on state-mandated and standardized assessments.
- The school communicates student performance and school effectiveness through Data Walls and student data folders.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Create a systematic analysis of data to improve student performance.
- Establish a strong correlation between data analysis and the development of clear, specific goals for school and student improvement.

Finding: Angola Middle School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 5. Resource and Support Systems

Standard: The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

The school recruits, employs and mentors qualified professional staff, and assign staff responsibilities based on qualifications, as evidenced through the standards presentations, interviews with staff, the employee handbook, and master schedule. The school utilizes stipends for the mentoring program and participates in the district's New Teacher Academy. Educational Service Center rubrics document mentor/mentee discussions and expectations.

All staff members participate in continuous professional development. Workshop agendas, the professional development plan, and emails detailing multiple opportunities, documents the development of staff. Through teacher interviews, the standards' presentation, and letters, the book studies were promoted for all staff and the leadership team. Staff has participated in Marzano and Gallagher book studies to facilitate their school goal of reading comprehension. Special Education support staff took asynchronous training in Autism Pro. Through the interview process, support staff shared that they are incorporating those learned strategies with their students.

Through the team's interviews of support staff and teachers, budgets include sufficient resources for the media center; however, technology resources are an area of need so that the school can fully implement plans for improvement. The school's financial officer monitors financial transactions through a recognized accounting system that is audited. Evidence of this includes a district expenditures sheet referencing general and transportation funding expenditures.

During observational walks and instructional tours, the QAR Team noted the safe, orderly, and well-maintained facilities. Students shared that they felt safe at school, even in light of the recent tornado as they went into safety positions. Artifacts establish the utilization of crisis management plans that include protocols for evacuations, lockdown, severe weather, environmental disasters, medical emergencies, Hazmat, and a school-wide crisis reaction plan.

A variety of student services are available to Angola Middle School students. Guidance counselors and a social worker are available to support students with academic concerns, mentoring, social concerns, and citizenship education. Seventh grade students participated in a drug and alcohol presentation, while 6th grade was oriented to life in a middle school. SLAM DUNK is an after school program manned by support staff to help academically at risk students succeed. It also has provided guidance regarding bullying, and staff informs us that there have been noticeable improvements in this area. Students also shared the tremendous impact that the presentation “Rachel’s Challenge” had on them. The Guidance Department also leads a back pack initiative where students in need receive a back pack at the beginning of the year filled with school supplies.

English Language Learners and Special Education students receive appropriate instruction including resource room time, instruction with a certificated teacher, and paraprofessionals. Artifacts show evidence of class rosters, ILP’s, IEP’s, and students who receive ISTEP+ accommodations.

Strengths - The team noted the following successful practices deserving of recognition:

- The staff is highly qualified, and collaborates to ensure student success.
- The school provides a safe and orderly environment for all.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Re-allocate, both human and financial resources, to increase technical support for the use of technology in the school.

Finding: Angola Middle School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 6. Stakeholder Communications and Relationships

Standard: The school fosters effective communications and relationships with and among its stakeholders.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Through a review of artifacts, efforts have been made to foster collaboration with parents, students, and community members in order to secure the many talents, knowledge, and skills of the community. Phone calls and emails, both school-wide and personal in nature, provide parents and community members with important information on school events and student progress. The school receives school improvement input and suggestions from students, teachers, parents, and community members through the use of periodic surveys. Student performance information is shared with parents through an online student information system. Many student achievement reports are also mailed home to parents. The school's web page is not current, and it is not accessible for teachers to update.

Through interviews, the team learned of the success of a 6th Grade Orientation program for both students and parents. At this program, students and parents learn about the school's curriculum and expectations, receive a tour of the building, and meet their teachers. Parents are also afforded the opportunity to ask questions. Through a review of artifacts and interviews the team learned that the school has started publishing a monthly newsletter that provides valuable, timely, and important information about the

school.

Through interviews with parents and community members, the QAR Team noted how comfortable they were in the school. Lines of communication are open and honest. The school has established partnerships with several community groups. These partnerships yield tutors, guest speakers, field trips, and an after school remediation program. A parent group has also been established to provide support to teachers and students.

Strengths - The team noted the following successful practices deserving of recognition:

- Efforts have been made to enlist the assistance of parents.
- The 6th Grade Orientation program eases the trepidation and uneasiness that many students and parents feel when transitioning to a new school.
- The newsletter is a positive step to improve communication with all parents.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Develop and foster formal communication channels for all stakeholders.
- Schedule regular and frequent updates to the web page to ensure availability of current information.
- Collaborate with the parent booster club to secure strategic longevity.

Finding: Angola Middle School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 7. Commitment to Continuous Improvement

Standard: The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Angola Middle School revised the vision and mission statement along with the school goals within the past two years with the support of stakeholders – including students, parents, staff, and community members. While many stakeholders were invited to join in the process of rewriting the vision and mission, few parents and community members were present for the process of writing the vision and mission statements. Parents noted in interviews that only two parents were actually present during the process of rewriting.

The school updates its profile annually, along with assessment data and school community information. Teachers, students, and support staff reported in interviews that they annually set individual goals and review the goals with their superiors (students review with teachers, teachers and support staff review with administration). Data is collected throughout the year to document progress towards goals. Acuity, ISTEP, STAR Reading tests, and student grades are utilized to show growth. Stakeholders reflect on the data collaboratively and create action plans for each goal multiple times a year.

The school goal is currently centered on reading comprehension. The vision and mission align with this goal, and continuous improvement plans support the vision, mission, and school improvement goal.

Stakeholders are informed of improvement efforts through monthly newsletters.

Staff members noted multiple professional development opportunities annually. Staff members meet weekly in teams for professional development. Teachers noted in interviews that last year this time was used to discuss Robert Marzano's book, "Classroom Instruction That Works," and differentiation strategies. District wide, schools release students early on Wednesday to allow time for professional development. This new initiative has been beneficial according to staff member interviews. While professional development is offered weekly, the professional development does not assist personnel implement improvement interventions. The professional development could be used to assist personnel implement improvement interventions; however, not all personnel are utilizing the professional development in their instructional and intervention strategies. This is evidenced by teacher, student, and parent interviews.

Strengths - The team noted the following successful practices deserving of recognition:

- The school provides weekly opportunities for professional development.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Develop opportunities for all stakeholders to engage in the process of continuous improvement.
- Formulate school improvement interventions using the professional development strategies discussed in weekly professional development meetings.

Finding: Angola Middle School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Conclusion

The commendations and required actions in this report are designed to focus the school on those areas that will have the greatest impact on student performance and school effectiveness. While powerful in potential, the commendations and required actions only have meaning when acted upon by the school. The strength of this report lies in the school's commitment to using the findings to continuously improve. The key is action. The school is encouraged to use the report as a call to action, a tool to sustain momentum in the ongoing process of continuous improvement.

The team identified required actions for improvement that the school will need to address. Following this review, the school will be required to submit a progress report summarizing its progress toward addressing the team's required actions.

The Quality Assurance Review Team expresses appreciation to the School Administration, members of the professional staff, students, parents and other community representatives for their hospitality throughout the visit. The team wishes the school and its students much success in the quest for excellence through NCA-CASI-IN accreditation with AdvancED.

Appendix

Quality Assurance Review Team Members

- Ms. Kim Puckett, Chair (Franklin Community High School)
- Mr. Kyle Barrentine, Vice Chair (Noblesville Middle School)
- Ms. Stephanie Hargens, Team Member (Michigan Virtual Charter Academy)
- Mr. Kenneth McLaughlin, Team Member (Frankfort Middle School)
- Mr. Travis Heavin, Team Member (East Noble Middle School)

AdvancED Standards for Quality Schools

The AdvancED Standards for Quality Schools are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance and organizational effectiveness. As schools reach higher levels of implementation of the standards, they will have a greater capacity to support ever-increasing student performance and organizational effectiveness. Each of the seven standards listed below has corresponding indicators and impact statements which can be accessed at www.advanc-ed.org.

Vision and Purpose

The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Governance and Leadership

The school provides governance and leadership that promote student performance and school effectiveness.

Teaching and Learning

The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Documenting and Using Results

The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Resource and Support Systems

The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Stakeholder Communications and Relationships

The school fosters effective communications and relationships with and among its stakeholders.

Commitment to Continuous Improvement

The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.