

# Report of the External Review Team for Angola High School

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# 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

Angola High School hosted an external school review on November 5-6, 2015. Five professional educators met for the first work session at Potawatomi Inn located in Pokagon State Park on Wednesday, November 4, 2015. MSD of Steuben County arranged lodging, evening meals and a team workroom. Initial planning began early in October when a conference call was held with the principal and his improvement team. Ongoing interactions resulted in sharing of the master schedule, school map and daily schedule used to plan classroom observations.

The lead evaluator communicated with the members of the External Review Team via email with the roster being finally completed the week before the scheduled visit. The expertise of the evaluators was in direct correlation with the secondary school being reviewed. The team of professionals included a retired and current administrator, guidance counselor and two secondary teachers. Following an agenda for the first work session, the team discussed their standard focus, provided initial ratings, created interview questions, and became familiar with the process of determining Powerful Practices, Opportunities for Improvement and Improvement Priorities ultimately planning for the first day of the AdvancED External Review.

Upon arrival at the high school, the principal, superintendent, a school board member and the improvement

team greeted the External Review Team. To begin the event, school personnel and the AdvancED Review Team met in the newly implemented Tech Nest where six team work stations provide access for students and teachers to collaborate on learning activities. Following the improvement team's overview given through shared dialogue, the review team embarked on classroom observations guided by a matrix that included times, classrooms and subjects. The school provided a conference workroom with additional artifacts provided via hard copy collated by indicator. Wi-Fi access allowed eleots to be completed electronically making work time more efficient. A full and comprehensive review schedule facilitated classroom observations, interview sessions and time for artifact study. School personnel assisted with additional requests and the Culinary Arts class served breakfast and lunches for the five reviewers each day.

Angola High School is commended for the honest and transparent self-assessment which allowed them to identify areas of strength and opportunity for improvement. The required accreditation report was submitted in a timely fashion and artifacts were provided initially via Google Docs. The principal was readily available to fulfill requests for further information and provide necessary information before and during the site-visit.

To support the preparation for the review, the school administered the AdvancED survey to parents, staff and students to generate feedback on perception and satisfaction. According to the diagnostic completed, Standard 4 results were reported as the highest. As a direct correlation, the final score ultimately generated for that domain was the highest of the three at 300.

Staff members were grouped to complete the self-assessment, resulting in full participation and ownership for the outcome. Areas identified as needing improvement were verified during review of artifacts, interviews and observations. Stakeholders including parents and community, teachers and support staff participated in sessions to give input as the review team questioned issues aligned to standard indicators. Additionally, students were queried during informal opportunities giving recognition to the importance of their voice.

The AdvancED team extends a special thank you to the school for their hospitality and willingness to share openly in order to facilitate a comprehensive and helpful review. Staff and students alike represented the true culture of caring, community and pride. Observations inside and outside of classrooms affirmed that student success is the mission of the teaching and learning environment.

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.

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Stakeholder Interviewed	Number
Superintendents	1
Board Members	1
Administrators	3
Instructional Staff	33
Support Staff	9
Students	48
Parents/Community/Business Leaders	12
<b>Total</b>	<b>107</b>

# 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.	2.40	2.49
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	3.00	2.60
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2.80	2.70
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	3.00	2.57
3.6	Teachers implement the school's instructional process in support of student learning.	3.00	2.57
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	3.20	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.	3.00	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.	3.40	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.	2.80	2.75
3.11	All staff members participate in a continuous program of professional learning.	2.00	2.53
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	2.80	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.	2.80	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.	2.40	2.37
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	2.40	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.	2.60	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

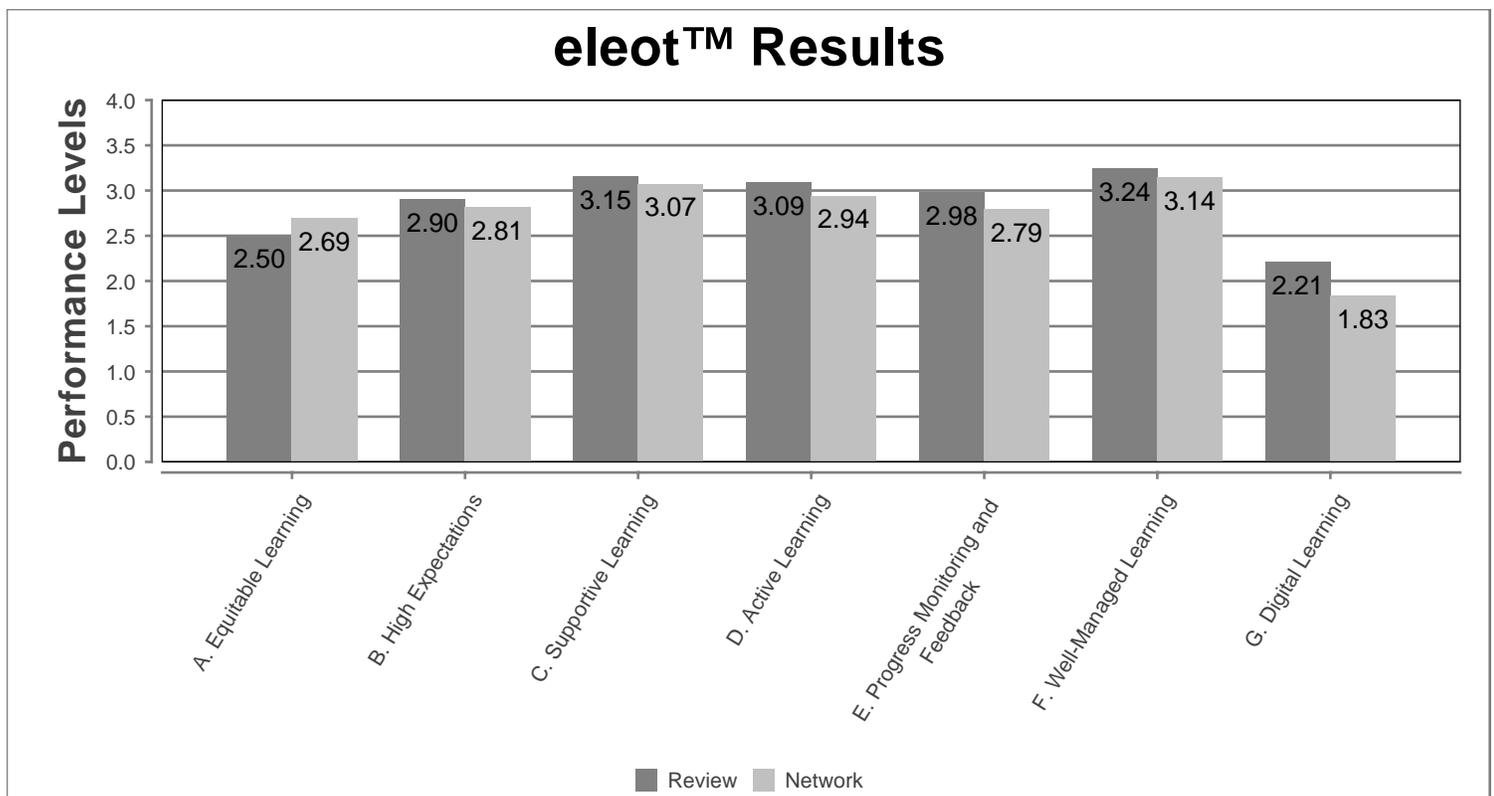
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	3.00	3.06
Test Administration	4.00	3.45
Equity of Learning	2.00	2.70
Quality of Learning	3.00	2.92

## 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 team observed 39 classrooms using the Effective Learning Environment Observation Tool (eleot™). Seven learning environments were rated over these 20-minute time observations. Strong Wi-Fi allowed the review team to conduct their observations using electronic devices.

Of the environments rated, Well-Managed came in the highest at 3.24 ranking higher than AdvancED Network

average(3.13) out of a total of 4.0. Close behind was Supportive at 3.15 (AEN 3.09), confirming the findings that teachers will go beyond expectations to help students. The lowest score was in the Digital Learning Environment at 2.21 which betters the AEN average (1.82). While students were observed using their Chromebooks in many classes, minimal use was found where they were conducting research, communicating or working collaboratively. This finding correlates with the teachers' request to get additional training on strategies to integrate technology into student learning.

Additional environment scores include Progress Monitoring at 2.98 as compared to the AEN (3.07). High Expectations scored 2.90 which is higher than AEN (2.81). Equitable Learning Environment scored 2.50 to the AEN average(2.69). Within that indicator, fewer observations were made of differentiated instruction other than for special education students. Additionally, the indicator that addresses the "opportunities to learn more about your own or other's background" was minimally observed.

During the classroom observations a number of themes emerged giving a comprehensive overview of the teaching and learning environments. All classrooms displayed emergency exit information in an obvious location. Desks were arranged in a variety of configurations to best fit the lesson of the day. Appropriate information was posted for students such as the assignments categorized by specific classes and essential questions aligned to the lesson. Rooms were clean and eye appealing. Noise was held to a minimum in part because floors are carpeted.

The team observed students using their Chromebooks, which are available as a components of the school's 1:1 initiative. Most classrooms have Promethean Boards and/or projectors. However, the review team noted that teachers were often using this tool as an overhead with very few students interacting directly. Collaboration among students was strong as they discussed issues or worked on problems. Teachers often integrated the use of Google Classroom to support student work and provide additional information.

Core and foreign language classes are larger often with 25-30 students. Teachers often moved around the room to offer support or answer questions. At no time did the review team see instructional staff sitting at their desk. Time assigned to the classroom periods was used wisely and, for the most part, from bell-to-bell. Transition activities both within and outside of the classroom were efficient as students moved quickly and quietly. Noise is held to a minimum due in part to the carpeting. Teachers are present in the hallways during passing time to monitor the change as well foster relationships that permeate the environment.

The team often observed research-based teaching strategies, and teachers questioned students for understanding. Well-managed learning environments allowed for active participation, and the expectation that all students would contribute to the lesson appeared to be a regular and consistent practice. Several classes provide real-world activities in an effort to prepare students for their future. For example, the Culinary Arts class actually prepares food for groups. Studying recipes, preparing the food and performing a cost analysis facilitates the understanding of what is involved in a food service career. Other examples include the Hi-Tech Hornets who are immersed in technology service and support as well as the Health Occupations training for students who may have an interest in the medical field.

Special needs students are embraced by general education students in an effort to include them and help them understand that everyone is a Hornet. The review team was able to observe a good representation of classes followed by deliberations on findings. Often the same evaluative terms were shared confirming that Angola High School provides and expects a rigorous, healthy learning environment.

Angola High School is touted as a smaller community where everyone takes care of each other. Parents and students affirm that teachers are caring and will do anything to help students succeed. An effort is being made to offer higher level classes such as Advanced Placement and dual credit. Integration of technology is an instructional strategy supported by the 1:1 initiative. The use of Chromebooks is in the early stages. With professional learning on additional programs and activities, integration will move to a deeper level. Evaluation of effectiveness is an important step to ensure time and resources are being used wisely.

**eleot™ Data Summary**

<b>A. Equitable Learning</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
1.	1.95	Has differentiated learning opportunities and activities that meet her/his needs	5.13%	23.08%	33.33%	38.46%
2.	3.23	Has equal access to classroom discussions, activities, resources, technology, and support	38.46%	51.28%	5.13%	5.13%
3.	3.18	Knows that rules and consequences are fair, clear, and consistently applied	41.03%	38.46%	17.95%	2.56%
4.	1.64	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	7.69%	7.69%	25.64%	58.97%
<b>Overall rating on a 4 point scale: 2.50</b>						

<b>B. High Expectations</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
1.	3.13	Knows and strives to meet the high expectations established by the teacher	33.33%	46.15%	20.51%	0.00%
2.	3.15	Is tasked with activities and learning that are challenging but attainable	35.90%	46.15%	15.38%	2.56%
3.	2.49	Is provided exemplars of high quality work	23.08%	28.21%	23.08%	25.64%
4.	3.00	Is engaged in rigorous coursework, discussions, and/or tasks	33.33%	35.90%	28.21%	2.56%
5.	2.74	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	30.77%	35.90%	10.26%	23.08%
<b>Overall rating on a 4 point scale: 2.90</b>						

<b>C. Supportive Learning</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
1.	3.33	Demonstrates or expresses that learning experiences are positive	38.46%	56.41%	5.13%	0.00%
2.	3.41	Demonstrates positive attitude about the classroom and learning	46.15%	48.72%	5.13%	0.00%
3.	3.18	Takes risks in learning (without fear of negative feedback)	43.59%	38.46%	10.26%	7.69%
4.	3.36	Is provided support and assistance to understand content and accomplish tasks	48.72%	43.59%	2.56%	5.13%
5.	2.49	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	28.21%	28.21%	7.69%	35.90%
<b>Overall rating on a 4 point scale: 3.15</b>						

<b>D. Active Learning</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
1.	3.23	Has several opportunities to engage in discussions with teacher and other students	48.72%	30.77%	15.38%	5.13%
2.	2.69	Makes connections from content to real-life experiences	35.90%	20.51%	20.51%	23.08%
3.	3.36	Is actively engaged in the learning activities	48.72%	38.46%	12.82%	0.00%
<b>Overall rating on a 4 point scale: 3.09</b>						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.74	Is asked and/or quizzed about individual progress/learning	20.51%	46.15%	20.51%	12.82%
2.	3.28	Responds to teacher feedback to improve understanding	48.72%	35.90%	10.26%	5.13%
3.	3.44	Demonstrates or verbalizes understanding of the lesson/content	51.28%	41.03%	7.69%	0.00%
4.	2.62	Understands how her/his work is assessed	25.64%	33.33%	17.95%	23.08%
5.	2.85	Has opportunities to revise/improve work based on feedback	46.15%	17.95%	10.26%	25.64%
<b>Overall rating on a 4 point scale: 2.98</b>						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.59	Speaks and interacts respectfully with teacher(s) and peers	61.54%	35.90%	2.56%	0.00%
2.	3.59	Follows classroom rules and works well with others	61.54%	35.90%	2.56%	0.00%
3.	2.90	Transitions smoothly and efficiently to activities	33.33%	35.90%	17.95%	12.82%
4.	2.67	Collaborates with other students during student-centered activities	46.15%	12.82%	2.56%	38.46%
5.	3.46	Knows classroom routines, behavioral expectations and consequences	53.85%	41.03%	2.56%	2.56%
<b>Overall rating on a 4 point scale: 3.24</b>						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.28	Uses digital tools/technology to gather, evaluate, and/or use information for learning	20.51%	28.21%	10.26%	41.03%
2.	2.15	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	20.51%	23.08%	7.69%	48.72%
3.	2.21	Uses digital tools/technology to communicate and work collaboratively for learning	23.08%	20.51%	10.26%	46.15%
<b>Overall rating on a 4 point scale: 2.21</b>						

## Findings

### Improvement Priority

Collect, analyze and apply learning from a range of data sources to drive curriculum, instruction and assessment, evaluate programs and confirm organizational conditions.

(Indicator 1.3, Indicator 3.2, Indicator 5.2, SF2. Stakeholder Feedback Results and Analysis , SP2. Test Administration)

#### Primary Indicator

Indicator 5.2

#### Evidence and Rationale

The school has a variety of data sources such as results from standardized tests including the Scholastic Aptitude Test (SAT), American College Test (ACT) and the End of Course Assessment (ECA). However, there was minimal evidence that data aligned to formative assessments are available or used to drive curriculum and instruction. Scores from state tests are made available disaggregated with comparative results that are shared with teachers. The data is stored but no agendas of meetings or records of decisions made were found related to changes being made using the results. Information shared during interviews revealed that evaluation of programs occurs in informal settings and often by word of mouth. For example, the freshman mentor program Students With a Real Mission (SWARM) seems to be a popular connection but no official evaluation has been held to determine effectiveness or need for change. A variety of programs and processes exists within the learning environment. No documentation was found, however, to verify that measures are in place or that evaluations are systematically implemented to determine effectiveness. The principal and his leadership team affirmed that data is available but historically they haven't done a good job of using it. Some departments find ways to communicate using data such as the "Go Green" posters created by the guidance personnel that appear in the hallway showing which students are at- risk of not graduating because they haven't passed the

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End of Course Assessment in either English, Math or both.

If appropriate measures to indicate progress are identified and there is systematic implementation of evaluation tools for programs, services and processes the school will learn utilization levels, degree of satisfaction and recognition of areas that need to be modified or discontinued. The evaluation process will ensure the resources such as time, money and personnel are used wisely.

### **Opportunity For Improvement**

Develop, implement and evaluate a rigorous professional learning program based on assessment of school and staff needs.

(Indicator 3.11, Indicator 5.3, SP4. Equity of Learning)

#### Primary Indicator

Indicator 5.3

#### Evidence and Rationale

Technology has become a strong focus at Angola High School (AHS). Integrating the use of this tool for student learning is an instructional strategy that has become an expectation. Use of devices and programs such as Google Classroom provides teachers with a variety of ways to help students learn, check progress and complete assignments. Some professional development opportunities exist, however teachers mentioned during interviews there are more areas in which they would like to experience training. For example, there are a plethora of strategies and programs for Promethean Boards but because staff has not received comprehensive training on possible tools, they often use the boards as a blackboard or overhead. Additionally, most instructional staff could not speak to changes that have been made based on a new found skill or strategy learned through training provided by the school. A professional development plan is being constructed but is not completed for the remainder of the school year. Some training is planned to address the new goal of improving reading comprehension through refresher activities in Marzano strategies. No plan to hold training for technology understanding was found on the calendar. When questioned about how they analyze, evaluate and use data to make changes in curriculum and instruction or operational effectiveness, most agreed they need more training. No record was found that training for this skill has been held.

During a discussion with the principal, he suggested they encourage staff to request training when they submit their "wants and needs" at the end of the school year. At the encouragement of the assistant principal, the decision was made to hold a timely assessment to provide in-process data that can be addressed now.

Using data to drive future professional development programming and practices will make a positive difference in developing action plans that can move AHS forward. Providing staff with a tool to express their needs followed by an analysis, prioritization and selection of training activities the school will have a good chance of meeting it's vision of providing students with skills they need for success. Additionally, it will enable the school to use its resources in most effective ways to increase student learning and the development of skills.

## **Powerful Practice**

Technology infrastructure and integration is systematically and effectively used to enhance student learning and prepare students for success beyond high school.

(Indicator 3.3, Indicator 4.4, Indicator 4.5)

### Primary Indicator

Indicator 3.3

### Evidence and Rationale

The three-year technology plan provides guidance on how Angola High School will phase in one-to-one device usage, implement digital learning in the classrooms, and collaborate among stakeholders. Substantial fiscal resources have provided the network essential to utilize current technology equipment including, but not limited to, devices for all students, Promethean Boards, projectors, interactive televisions, Google Classroom, and Google Apps. In order to assess students' digital capabilities, a technology survey was given to identify strengths and weaknesses in various technology skills. Significant evidence of the strength of students' skills was obtained primarily through observations and interviews. Classroom observations indicated widespread commitment as teachers engaged all students in learning using multiple modes of technology. Plus, dialogue shared during all stakeholder interviews identified technology usage as a primary strength of Angola High School. Parent interviews revealed students' success at the collegiate level as a result of their experience with technology through Angola High School.

Student involvement and ownership is key to the overall success of the technology plan. Most notable is the Hi-Tech Hornets student group. This extracurricular club involves students at every grade level in technology education and application. These students develop and present a Digital Citizenship lesson to stakeholders, write blogs, attend technology forums, and serve as IT support to their peers and teachers. The IT support provided by the High Tech Hornets is crucial because Angola High School does not employ a single full-time IT professional. These students are receiving real-world working experience and developing applicable lifelong skills while they are having fun.

# 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.	2.80	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.	2.40	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.	3.00	3.15
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	3.00	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	4.00	3.35
Stakeholder Feedback Results and Analysis	3.00	3.04

## Findings

### Opportunity For Improvement

Explore opportunities to engage representatives of stakeholder groups to work toward continuous improvement and overall achievement of the school's mission, vision, purpose and direction.

(Indicator 2.5, SF1. Questionnaire Administration )

#### Primary Indicator

Indicator 2.5

#### Evidence and Rationale

The principal notes in the self-assessment that an emerging area is the struggle to engage stakeholders effectively in support of the school's purposes. Although the school leadership attempts to effectively communicate with parents and the community via efforts such as Harmony, Twitter and apps such as Remind, participation in school decision-making is minimal for anyone other than the school personnel. Parents did mention they feel that the recent consistent use of electronic media efforts (School website, staff websites, e-mail, Twitter, etc.) to reach the stakeholders is improving. Conversely, parents noted that the website sometimes has updated information for parents to access but it was somewhat cumbersome and hard to navigate. Parents also mentioned that the use of social media to communicate academic information would be welcomed and well received.

A well designed and efficient system for communicating and engaging all stakeholders provides the opportunity to gather a wealth of knowledge and input from an already close knit community that prides itself as the centerpiece of the community, Angola High School. Identification of stakeholder groups and what positive effect could a partnership have broadens the framework of who can support student learning. For example,

bringing local businesses and operations into the school as a part of a Career Day allows the sharing of expertise and information while assisting students with options for career exploration. Sharing ownership and responsibility in forming policies and making decisions will only bring the community closer and result in increased academic performance as a result of increased parental support and involvement as well as useful input and knowledge through shared leadership roles.

### **Powerful Practice**

An experienced professional staff and newer leadership team create, support and maintain an overwhelming sense of pride in the culture and community that ensures Angola High School prepares students with the skills they need to succeed in life.

(Indicator 2.4, Indicator 4.3)

#### Primary Indicator

Indicator 2.4

#### Evidence and Rationale

Walking through the halls at Angola High School it is obvious that the school provides an excellent, clean and well maintained environment for their community to enjoy. Examples would include the cleanliness of the rooms and hallways, the new weight room and general appearance of the building and grounds. Additionally, there is more than enough space for all extracurricular activities, the facilities are centrally located and easily accessible and open to the community.

Class observations held during the site visit immediately revealed the extremely high quality of educators throughout the building. The quality of instruction combined with the enthusiasm of both the teachers and the leadership team instills a culture of pride and high expectations among the community of Angola. When stakeholders were prompted to describe what it means to be an Angola Hornet in one word, the most common response was "Pride". This response is a direct result of the culture found in a tight knit community that supports and values the education of their children and in which the students value their educational domain.

Mutual respect abounds among students and teachers with obvious offers to be of assistance both inside and outside of the classroom. Teachers are touted by parents and students for going the extra mile to help students outside of the school day. School spirit is displayed as all staff members wear shirts with the school logo and the mission statement is recited every morning during announcements. During interviews with parents and community members the accreditation review team heard the repetitive claim that the principal is a visionary leader who is dedicated to every student in the building. A newer assistant is energetic with strong ideas and a penchant to make good things happen for the school community. Building relationships, according to the leaders, is the first step in creating a caring community. Allowing adults and students who have an interest in an extra-curricular activity that does not currently exist create a proposed plan on how the activity could be implemented only broadens the opportunities students have for socialization and personal worth.

A culture that provides an aura of caring and community diminishes the fear student have to take risks for

learning. A sense of collegiality provides the newer and veteran staff opportunities to share and support. When staff and students can teach and learn in a safe and well-maintained environment where each person is valued there is no limit to the growth and change that can evolve.

# 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.	3.00	2.95
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	3.00	2.96
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.00	3.11
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	3.00	2.78
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	3.00	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.	3.00	2.75

# Conclusion

Angola High School has received a school grade of "B" with student scores at or near state averages. The culture is one that emphasizes the belief that all students can learn. The school purpose statement is embedded in the daily practices. The statement reads, "Angola High School Prepares Students with the Skills They Need to Succeed in Life."

An intentional effort is in place to provide options for college and career exploration. For example, students are able to attend the Impact Institute for vocational training. A local university partners with the high school to provide opportunities for students to enroll in dual credit classes. Dual credit is also offered through Ivy Tech at no cost to students. A major change occurred when the school schedule transformed from 4 x 4 block to a seven period day. To facilitate the aforementioned change, leadership spoke with individual staff members, parents and students to ensure understanding of why this should happen and the positive outcomes that are expected. Although it is clear that tradition is important, stakeholders embraced the need for change.

A challenge facing the school is to improve school attendance. A strict policy is now in place allowing students eight absences before they must make up time after school on Tuesdays and Thursdays. Teachers sign up to provide volunteer coverage on those days. Each department was given the assignment to create their own strategies to deal with attendance in their classes. These strategies were submitted to the principal, and students were surveyed to get their perceptions. The External Review Team learned there seems to be a lack of clear understanding of the policy and some disagreement about consequences. For example, parents shared during interviews that a student who undergoes surgery causing some absence during recuperation is treated the same as any other student who chooses not to attend school. As is true with any new policy, there is a period of acceptance as well as ongoing evaluation to determine effectiveness.

In the last couple of years, a number of retirements has resulted in new hires, fresh ideas and expertise in areas such as technology. A mentor program is managed through MSD Steuben to ensure training and transition is effective and efficient. Staff numbers are down one and a half teachers and several classrooms were observed to be over 25 students. Leadership roles are filled by newer personnel with the principal being in place for four years, and the assistant principal joining the staff seven months earlier. Forty-seven teachers are classified as "highly qualified." Fourteen teachers have three or fewer years of experience.

A school improvement plan is written to address a gap in reading comprehension and a lower attendance rate. Goal One: A 2% increase of Tenth grade students will demonstrate a proficiency reading comprehension passing in English Language Arts by 06/17/2016 as measured by end-of-course assessment results. Strategies to address this gap include an introduction/refresher course in Marzano's Six-Step Vocabulary Process. Additionally, teachers will learn about the Cornell note-taking system through a series of videos providing flipped instruction. Videos include an introduction/overview, as well as classroom footage of direct instruction to students to help guide them in learning and using the process.

Goal 2: All Angola High School students will recognize the importance of school attendance. No smart goal is written for this specific gap. Measures would be attendance rate, but it is not clear where they are (current

data) and where they want to be (goal). A strong focus is on attendance and the policy is very specific. Communication has been made to staff, parents and students. Defining a goal that is Specific, Measureable, Attainable, Realistic, and Time Bound provides a clear picture of the journey.

A newer program is being implemented to enhance the inclusive, caring environment. Champions Together is a collaborative partnership between the Indiana High School Athletic Association and Special Olympics Indiana that promotes servant leadership among student athletes while changing their lives as well as the lives of those with intellectual disabilities. Being able to plan activities for special needs students and build relationships as they participate supports the school belief that "Each individual has a value." A statement shared during an interview with support staff was "It proves we are all Hornets." The External Review Team heard that this program already has had a positive effect as students are becoming more supportive and accepting.

A variety of data is available based on testing, attendance, graduation rate and other measureable categories. Training staff on how to understand what the results mean, including drill-down analysis, grows a skill of actually being able to use results to adjust curriculum and/or teaching to inspire greater student success. Design and implementation of formative assessments provides in-process data to identify changes that can address the current reality.

With the increase in technology integration and devices, the school may want to provide professional development to not only instill confidence but help teachers learn skills they can share with students to enhance their learning. The teachers have identified additional training on how to analyze and use data to help make changes. Assessment of professional learning needs may help to design an instructional program that will strengthen strategies and understanding. Evaluation of processes and programs does not occur in a regular, systematic structure. Gaining feedback on the success of these opportunities may ensure the school is able to adjust areas needing change or discontinue any that are not effective.

## 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:

- Collect, analyze and apply learning from a range of data sources to drive curriculum, instruction and assessment, evaluate programs and confirm organizational conditions.

# 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	288.72	278.34
Teaching and Learning Impact	280.95	268.94
Leadership Capacity	296.36	292.64
Resource Utilization	300.00	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
Mrs. Karen S Flora	<p>Ms. Flora is a retired Indiana educator with a 39 year tenure at the middle and high school level. Her experience includes serving as her district coordinator for school improvement where she assisted seven schools in the corporation. She served on the Sterling Quality Council in Florida for three years (2000-2003) and was named senior examiner for the National Malcolm Baldrige Award of Excellence for six years (2002-2008). Undergraduate work was completed at Huntington University, she earned her masters degree from St. Francis University and completed requirements for her administrative license at Indiana-Purdue Fort Wayne. Upon retirement in 2008, Ms. Flora became fully involved with AdvancED accreditation reviews. She is a lead evaluator for systems, Indiana schools and digital learning environments throughout the United States. She also has serves as Field Consultant for AdvancED Indiana.</p>
Mrs. Louise Tallent	<p>Mrs. Tallent's educational background education in the areas of Family and Consumer Sciences with a Bachelors in Science, a Masters in Education and Administrative licensure K-12. Mrs. Tallent's teaching background includes 16 years in the classroom and three years as a Dean working at two elementary schools and one middle school. District Committees that Mrs. Tallent has served on include Strategic Planning, Safety, Wellness, Benefits, and Response to Intervention. At the Building Level, Mrs. Tallent has served on Project CRISS, Inc, (District Trainer), Principal Advisory, College and Career Readiness, and School Improvement (Elementary, Middle and High School.)</p>
Mr. Chad Cripe	<p>High school social studies teacher with fifteen years experience in education; bachelors degree in Secondary Education from Indiana University and a Masters degree in Educational Administration from Ball State University.</p>
Mrs. Yolanda Moilanen	<p>Yolanda is a guidance counselor for Bishop Dwenger High School. She earned her BA in Telecommunications from Ball State University, Muncie, IN in 2002. With this degree, Yolanda worked as a multimedia designer for two different engineering companies, PHD, Inc. and WaterFurnace International. Yolanda then transitioned into education and earned her MS Ed. in School Counseling from Indiana University, Fort Wayne, IN and became an Indiana licensed school counselor in 2010. In addition to her duties as a guidance counselor at Bishop Dwenger High School, Yolanda participates on their school improvement plan committee, is the school's testing coordinator, maintains data on the guidance department's website, and develops most printed communications for the guidance department including the Curriculum Guide, four year plans, and training materials. She has in-depth knowledge of the school's student management system, PowerSchool, and the program Naviance which is used primarily for college and career planning. Finally, this is her fourth year serving as an AdvancEd external review team member.</p>
Mr. Justin L Oliver	<p>Before working in education, Mr. Oliver spent 8 years in the United States Marine Corps as a field wireman. He completed a tour as a Sergeant where he served in Iraq on the front lines in 2003. Mr. Oliver's first year teaching was in Winchester as a middle school technology education teacher. He spent the next 5 years teaching Engineering and Architecture at Muncie Central. Mr. Oliver is now in his 5th year as the Assistant Principal at Muncie Central High School in Muncie, IN. Muncie Central was fully accredited by Advanc-ed two years ago. Mr. Oliver was also on an Advanc-ed team at Penn High School in Mishawaka, IN in 2012.</p>

## 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.

## 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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