

Report of the External Review Team for Greater Jasper Consolidated Schools

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Date: April 3, 2016 - April 6, 2016



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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

The AdvancED® External Review Team (Team) began its off-site examination of and deliberation about reports and supporting artifacts provided by the Greater Jasper Consolidated Schools Corporation (GJCS), headquartered in Jasper, Indiana, with a Team and system joint telephone conference call held on Wednesday, March 17, 2016. Also at that time, GJCS central office staff addressed system operations and priorities with the five Team members assigned by AdvancED. In addition, during the above mentioned conference call, the Team Lead Evaluator announced AdvancED Standard and Domain chairpersons for the Team and addressed documents and files that were posted on the AdvancED Workspace.

The Team began the on-site GJCS review with an evening dinner held at the Holiday Inn Express and Suites located in Jasper on Sunday, April 3, 2016. This event was attended by the system Superintendent, system AdvancED contact persons and all AdvancED Team members.

An extensive examination of GJCS using the approved accreditation review process was conducted with an emphasis on the five AdvancED Standards and associated Indicators. In addition, the Team used the Effective Learning Environment Observation Tool (eleot™); interviews with GJCS central office staff as well as school leaders, teachers and other stakeholder groups; submitted system and school artifacts; and summary data

from both system and school surveys to rate the AdvancED Standard Indicators.

On Monday, April 4, the Team conducted various stakeholder interviews including meetings with parents and community members, the Superintendent, Standard chairpersons, other central office staff and Board of Education (BOE) members. All five GJCS schools were visited by Team members who used the elect instrument on Tuesday, April 5. The system exit report was presented to the Superintendent, BOE members and other guests at the GJCS central office on Wednesday, April 6. The Team departed GJCS that afternoon.

GJCS and all schools were well-prepared for the visit with all events appropriately planned and scheduled. System and school administrators, teachers, staff, students and other stakeholder groups understood the review process in which GJCS and its schools were involved and demonstrated flexibility during the visit. Further, stakeholders eagerly participated in the various accreditation activities. Open and honest discussions and interviews with administration and staff, as well as with parents, caregivers and community representatives, provided valuable information for the Team. This information, along with a review of appropriate supporting artifacts and visits to system classrooms, provided an overall view of the learning environment of GJCS and how thoroughly the AdvancED Standards for accreditation were addressed.

A wide variety of stakeholder groups was present during the visit and numerous interviews took place. The Team interviewed all five GJCS BOE members, the Superintendent, 12 central office and school administrators, 45 teachers, 22 support staff, 11 parents/caregivers and/or community stakeholders and 65 students for a total of 161 persons. Each group or individual interviewed was well-informed about the purpose and direction of GJCS and its schools, as well as, future GJCS and individual school short and long range goals and objectives. Stakeholders were open in their comments and readily discussed all questions asked by the Team. Several persons who were interviewed volunteered additional information about GJCS and its schools following the scheduled interview. In addition to the stakeholder groups mentioned above, the Team randomly observed 52 classrooms within five system schools using the elect protocol and examined numerous bulletins, policy manuals and other school documents supplied on-site.

The Team would like to thank the GJCS system and school administration, all faculty and staff, students, parents and community representatives for the warm, friendly welcome and for all comforts afforded during the accreditation process. The Team would also like to extend a special thank you to the various persons who provided meals, refreshments, technology assistance and transportation. Finally, the Team noted that system and school officials had thoroughly planned for the accreditation visit and arranged all meetings and events to follow the timeline required by the evaluation process.

Stakeholders were interviewed by members of the External Review Team to gain their perspectives on topics relevant to the institution's effectiveness and student performance. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the External Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Interviewed	Number
Superintendents	1
Board Members	5
Administrators	12
Instructional Staff	45
Support Staff	22
Students	65
Parents/Community/Business Leaders	11
Total	161

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 system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Indicator	Description	Review Team Score	AdvancED Network Average
3.1	The system'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.	3.00	2.68
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	3.00	2.50
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	3.00	2.55
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	3.00	2.73
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	2.00	2.57
3.6	Teachers implement the system's instructional process in support of student learning.	3.00	2.48
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	3.00	2.60

Indicator	Description	Review Team Score	AdvancED Network Average
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	3.00	2.92
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	3.00	2.40
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	3.00	2.53
3.11	All staff members participate in a continuous program of professional learning.	2.00	2.64
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	3.00	2.66

Standard 5 - Using Results for Continuous Improvement

The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

Indicator	Description	Review Team Score	AdvancED Network Average
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	3.00	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 that support learning.	3.00	2.41
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	2.00	2.15
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	2.00	2.46
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	3.00	2.72

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

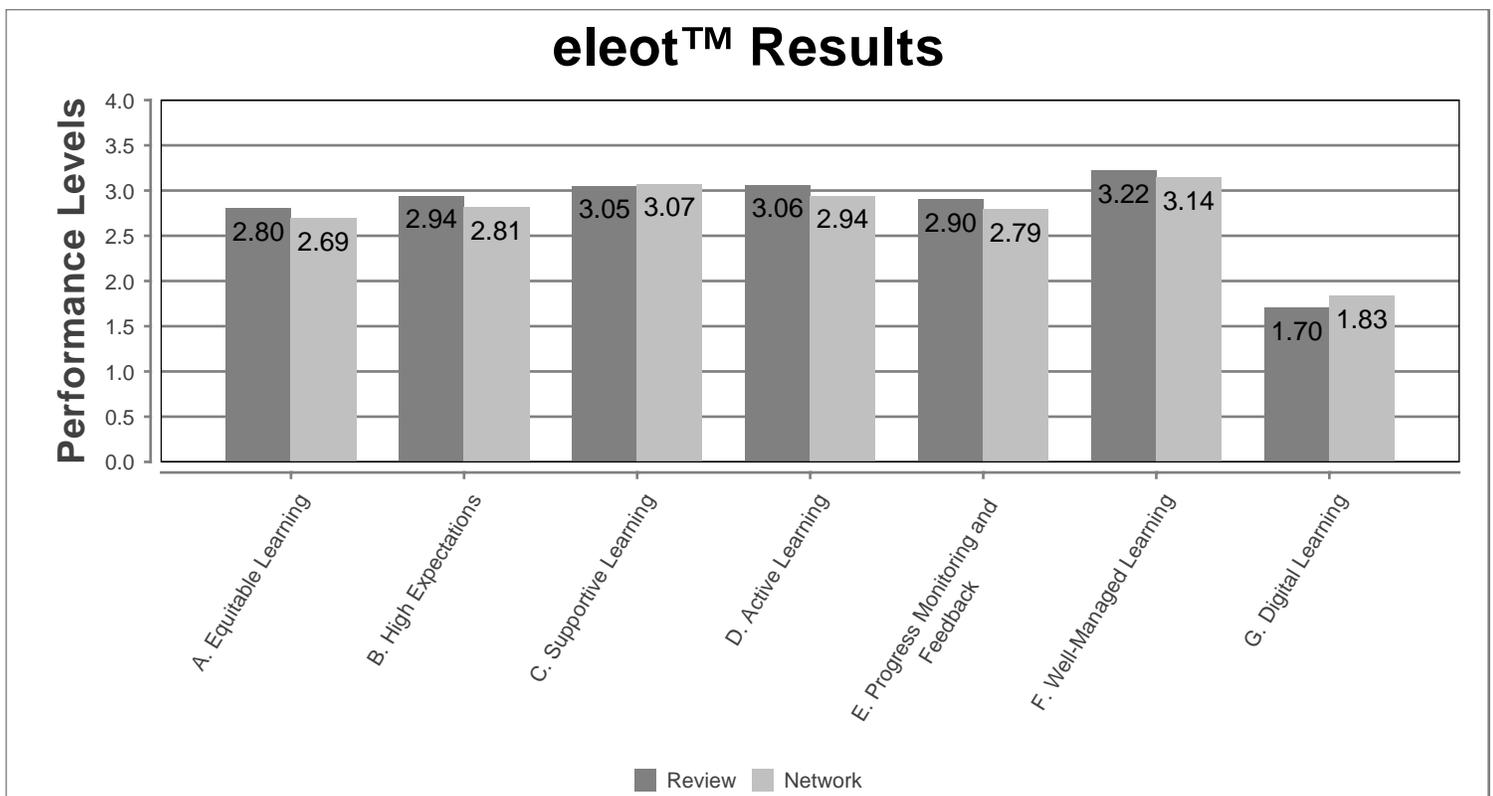
learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	4.00	3.28
Test Administration	4.00	3.50
Equity of Learning	4.00	2.44
Quality of Learning	4.00	2.97

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 used the eleot instrument while observing 52 system classrooms located within all five schools and determined ratings for each of the seven Learning Environments measured through the use of the instrument. Areas of highest rating on the eleot scale were the "Well Managed Learning Environment" and the "Active Learning Environment" categories with scale averages of 3.22 and 3.06. The third highest area was the "Supportive Learning Environment" category with a scale average of 3.05. AdvancED network averages for

these categories were 3.14, 2.94 and 3.07, respectively.

The elect observation summaries for GJCS provided evidence of an equitable learning environment with many opportunities for student engagement. More opportunities for differentiated learning as well as additional chances for students to learn about their backgrounds and culture would have enhanced and enriched student learning experiences in this elect category. The lack of observed instances of these activities led to a lower GJCS rating of 2.80 in the "Equitable Learning Environment" category. The AdvancED network average for this category was 2.69.

A high expectation for learning was observed in most classroom situations, and exemplars for assessment were evident in many classes. However, the Team noted an absence in some classes of quality evidence supporting the elect categories of "Teacher High Expectations for Student Engagement" as well as "Progress Monitoring and Feedback" which led to a lower score in both these categories. For example, classroom observations revealed that in some situations exemplars were used effectively and in others no mention was made of them. Further, questioning involving higher order thinking skills was not observed in some classrooms. The respective elect values for the system in these respective categories were 2.94 and 2.90, as compared to AdvancED network averages of 2.81 and 2.79.

Although school staffs were prepared for the visit and all teachers that were observed provided instruction in a rich environment, an absence of student use of instructional technology to enhance teaching and learning was noted in some buildings. System planners are continuing efforts to monitor, and enhance as needed, infrastructure capability to support technology within all schools. However, Team observations supported the notion that more could be made of existing classroom technology for student use in some locations. The GJCS elect "Digital Learning Environment" category score was 1.70 as compared to the AdvancED Network average of 1.83.

GJCS students were outstanding in several ways. Not only were they polite and orderly as they moved about their respective campuses, but they were attentive and focused in classrooms, as well. Students, as a whole, demonstrated evidence of a well-organized group who respectfully followed school and classroom rules. During class activities, students interacted with each other and worked well both together and independently. It was obvious to the Team that good student behavior was an expectation and part of the routine for attendance at GJCS schools.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.77	Has differentiated learning opportunities and activities that meet her/his needs	25.00%	46.15%	9.62%	19.23%
2.	3.38	Has equal access to classroom discussions, activities, resources, technology, and support	42.31%	53.85%	3.85%	0.00%
3.	2.98	Knows that rules and consequences are fair, clear, and consistently applied	21.15%	65.38%	3.85%	9.62%
4.	2.08	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	9.62%	25.00%	28.85%	36.54%
Overall rating on a 4 point scale: 2.80						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.15	Knows and strives to meet the high expectations established by the teacher	25.00%	67.31%	5.77%	1.92%
2.	3.08	Is tasked with activities and learning that are challenging but attainable	23.08%	63.46%	11.54%	1.92%
3.	2.48	Is provided exemplars of high quality work	15.38%	46.15%	9.62%	28.85%
4.	2.96	Is engaged in rigorous coursework, discussions, and/or tasks	21.15%	55.77%	21.15%	1.92%
5.	3.04	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	23.08%	63.46%	7.69%	5.77%
Overall rating on a 4 point scale: 2.94						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.04	Demonstrates or expresses that learning experiences are positive	21.15%	69.23%	1.92%	7.69%
2.	3.06	Demonstrates positive attitude about the classroom and learning	26.92%	59.62%	5.77%	7.69%
3.	3.06	Takes risks in learning (without fear of negative feedback)	30.77%	48.08%	17.31%	3.85%
4.	3.17	Is provided support and assistance to understand content and accomplish tasks	23.08%	71.15%	5.77%	0.00%
5.	2.90	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	17.31%	63.46%	11.54%	7.69%
Overall rating on a 4 point scale: 3.05						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.21	Has several opportunities to engage in discussions with teacher and other students	30.77%	61.54%	5.77%	1.92%
2.	2.73	Makes connections from content to real-life experiences	30.77%	28.85%	23.08%	17.31%
3.	3.25	Is actively engaged in the learning activities	32.69%	61.54%	3.85%	1.92%
Overall rating on a 4 point scale: 3.06						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.04	Is asked and/or quizzed about individual progress/learning	23.08%	65.38%	3.85%	7.69%
2.	3.08	Responds to teacher feedback to improve understanding	28.85%	57.69%	5.77%	7.69%
3.	3.15	Demonstrates or verbalizes understanding of the lesson/content	25.00%	67.31%	5.77%	1.92%
4.	2.63	Understands how her/his work is assessed	15.38%	53.85%	9.62%	21.15%
5.	2.60	Has opportunities to revise/improve work based on feedback	15.38%	50.00%	13.46%	21.15%
Overall rating on a 4 point scale: 2.90						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.44	Speaks and interacts respectfully with teacher(s) and peers	44.23%	55.77%	0.00%	0.00%
2.	3.35	Follows classroom rules and works well with others	40.38%	53.85%	5.77%	0.00%
3.	3.13	Transitions smoothly and efficiently to activities	28.85%	59.62%	7.69%	3.85%
4.	2.98	Collaborates with other students during student-centered activities	34.62%	44.23%	5.77%	15.38%
5.	3.17	Knows classroom routines, behavioral expectations and consequences	30.77%	57.69%	9.62%	1.92%
Overall rating on a 4 point scale: 3.22						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.98	Uses digital tools/technology to gather, evaluate, and/or use information for learning	17.31%	15.38%	15.38%	51.92%
2.	1.54	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	9.62%	7.69%	9.62%	73.08%
3.	1.58	Uses digital tools/technology to communicate and work collaboratively for learning	11.54%	7.69%	7.69%	73.08%
Overall rating on a 4 point scale: 1.70						

Findings

Improvement Priority

Design and implement a collaborative learning process across grade levels, content areas and other system divisions that focuses on a continuous effort for improving student learning, readiness and success at the next level.

(Indicator 3.5, Indicator 5.4, SP3. Quality of Learning)

Primary Indicator

Indicator 3.5

Evidence and Rationale

The Team found evidence that supported horizontal alignment at the elementary school level but limited or no evidence was found at the high school or middle school addressing curriculum or instructional alignment. The Team viewed the lack of sustained instructional collaboration that allowed teachers to enter into focused examination of instructional development across grade levels and content areas as problematic. Structures for a system-wide, continuous collaborative learning process for staff were not clearly defined or evidenced. Further, interviews with lead teachers and school administrators confirmed the lack of a well-formulated structure addressing collaboration. Meeting agendas, summaries and minutes were provided as evidence of the collaborative structure, but a system-wide collaborative process was not imposed with fidelity. The Team noted that efforts to improve student learning were inconsistent, sporadic and unverifiable across the system.

At a time when state and federal legislation has mandated proficiency levels for student achievement, schools and systems that train teachers in strategies that will support them in their instructional endeavors have a better opportunity to enhance student success. A sustained, system-wide structure of instructional development will further enhance student opportunities for continuous success at the next level.

Improvement Priority

Develop and implement a system-wide process that ensures all professional and instructional support staff are trained in the evaluation, interpretation and use of data.

(Indicator 5.3, SP4. Equity of Learning)

Primary Indicator

Indicator 5.3

Evidence and Rationale

The Team found little evidence to show that professional development in the area of data analysis had taken place within the system. The Self Assessment Report (SAR) and survey data indicated that professional and instructional support staff had received limited or no training in data analysis and action plan development. Further, the superintendent's opening message and the Standard five chairperson's presentation to the Team confirmed this finding. Interviews with teachers and instructional support staff revealed unfamiliarity with present data sources and many were unsure how to utilize the data to enhance meaningful instruction to improve student success and better target instruction.

Systems setting priorities for instructional practices have the greatest impact on student learning in identified areas of need. Data-driven instruction has been referred to as the "gold standard" in education. Thus, system and school leadership ensuring that all staff receive the appropriate training in data analysis and implementation of design will better promote student mastery of skills and the achievement of highest levels of student success.

Improvement Priority

Devise, implement and evaluate a continuous, system-wide program of professional learning.

(Indicator 3.11)

Primary Indicator

Indicator 3.11

Evidence and Rationale

The Team noted through examination of the SAR as well as the GJCS System Action Plan (SAP) that there were no system-wide strategic plans for professional learning that aligned with system initiatives. Further, this lack of documentation was verified through interviews with principals, central office personnel and support staff. System leaders could not explain the selection of professional development topics and the correlation or relevance to student achievement or professional growth. Although professional development opportunities were noted, structures that defined long range, continuous plans of professional learning based on system needs, supported by data were not present. The Team found no approval protocol, discussion minutes, or system processes for implementing professional development opportunities system-wide.

As researchers and practitioners examine system improvement efforts, it has become apparent that a

fundamental and organizational structure for instruction is necessary for achieving significant gains in teaching and learning. Demonstration of continuous, system-wide programs of professional learning allows a system to examine core values and establish a vision that reverberates among staff. A shared vision acts as a lens for most improvement initiatives. This vision provides a foundation for collaboration and engagement among all stakeholders, thus enhancing student academic gain opportunities.

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 system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement 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 system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	3.00	2.62
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	3.00	2.63
1.3	The school leadership and staff at all levels of the system 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	2.89
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	3.00	2.61

Standard 2 - Governance and Leadership

The system operates under governance and leadership that promote and support student performance and system 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 system and its schools.	3.00	2.95
2.2	The governing body operates responsibly and functions effectively.	4.00	2.92
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	4.00	3.12
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	3.00	2.97
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	3.00	2.67

Indicator	Description	Review Team Score	AdvancED Network Average
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	3.00	2.76

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	3.36
Stakeholder Feedback Results and Analysis	4.00	3.04

Findings

Powerful Practice

The BOE consistently protects, clearly supports and professionally respects the autonomy of system and school leadership.

(Indicator 2.3)

Primary Indicator

Indicator 2.3

Evidence and Rationale

Through interviews with parents, administrators, the community representatives and BOE, the Team noted that a high level of trust existed between the BOE and the superintendent. The BOE indicated that if the superintendent identified a system need, it would support her, within fiscal parameters. BOE members reported that the superintendent had a positive relationship with administrators. They further acknowledged and were appreciative of the fact that the superintendent and central office administrators worked diligently to empower school leaders and staff to self-govern, and create opportunities for enhanced student success. The BOE credited the superintendent for the positive and respectful culture among all administrators and staff. Parent

and staff interviews echoed the same belief that the superintendent's leadership was responsible for the positive culture.

As the Chief Executive Officer of a system, the superintendent provides the administrative leadership to all school personnel in carrying out the goals and objectives of the BOE. Further, BOE members of successful systems provide autonomy for administration and schools to operate professionally to achieve student success.

Powerful Practice

The GJCS BOE clearly operates responsibly and effectively to ensure efficient system operation through extraordinary support and community engagement.

(Indicator 2.2)

Primary Indicator

Indicator 2.2

Evidence and Rationale

Through interviews with system and school administrators and the BOE, the Team noted that GJCS BOE members were proud of their community and the school system, in particular. Further, through review of BOE minutes and budget documents, the Team found that the BOE was committed to providing whatever support was needed to ensure student success while achieving and maintaining fiscal solvency. In addition, the BOE participated in a formal, rigorous professional development process regarding its roles and responsibilities. The BOE represented a diverse cross-section of the community and were unanimous in their praise and support of the entire system and community. They agreed that their biggest success as members was the system's high graduation rate and college attendance. They further stated that this achievement was attributed to the fact that system administrators understood the community and set high expectations and standards for all students. The BOE credited the superintendent's strong leadership and background in all aspects of the system as being an additional key to the success of GJCS.

A BOE supports system expectations about teaching and learning by ensuring that appropriate policies are in place, being good communicators with administration and by supporting the administrative staff. An effective BOE provides invaluable experience and perspective in assisting with efficient, effective system and school operation.

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 system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

Indicator	Description	Review Team Score	AdvancED Network Average
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	3.00	2.92
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	3.00	2.93
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.00	3.05
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	2.00	2.63

Indicator	Description	Review Team Score	AdvancED Network Average
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	3.00	2.74
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	3.00	2.54
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	3.00	2.66
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	3.00	2.60

Findings

Improvement Priority

Develop and implement a long range resource management plan which identifies the acquisition and utilization of resources to support the purpose and direction of the system.

(Indicator 4.4)

Primary Indicator

Indicator 4.4

Evidence and Rationale

Little evidence was presented to the Team to show that long range planning goals addressing resource management and building feasibility studies had been prepared and reviewed by the system. Further, the Team noted that GJCS provided only minimal evidence of long range or short range goals through its GJCS SAP. This Plan was developed in advance of the accreditation review, and a building feasibility study was created in the distant past. In addition, the Team found that there was little indication through stakeholder presentations, interviews with the BOE and discussions with the stakeholder team that the feasibility study had been reviewed, revised and prioritized for the system to focus its efforts upon. Interviews with school leaders revealed independent initiatives by administrators, teachers and other school personnel to improve facilities and resources that were not included in any long range plan in conjunction with the system purpose and direction.

Priorities for the use of resources to support the purpose and direction of any school system must be established and maintained by the system leadership. These priorities must be communicated, embraced and supported by the system and the community it serves. Successful systems seek out the optimal opportunities to create and provide built-in measures to monitor and implement their priorities and practices.

Conclusion

The Team found that the GJCS curriculum and learning experiences provided most students with challenging and equitable opportunities to develop learning, thinking and life skills. A specific curriculum existed for each grade level and included individual activities that offered support for achievement at many levels. Classroom observations revealed that most learning activities were individualized for students in a way that supported achievement of expectations. The Team also noted that many system and school personnel monitored and adjusted curriculum, instruction and assessment using data from multiple assessments. However, the Team found that vertical and horizontal alignment of curriculum and expectations across all grade levels and content areas were not clearly defined. The Team noted that some teachers were deliberate and consistent in planning instruction, using strategies that promoted student collaboration, fostering self-reflection and promoting critical thinking skills. Further, the Team's examination of lesson plans in the schools demonstrated a lack of consistency in addressing instructional focus in some cases.

The Team found that GJCS leaders formally and informally evaluated teachers to authenticate comprehensive instructional strategies designed to meet the purpose and direction of the system. During classroom observations, the Team also observed teachers using instructional practices that actively engaged students in the learning process. Further, it was noted that teachers provided opportunities for students to apply their knowledge and skills while delivering feedback to improve student performance. The Team found that the system shared data and student progress with parents and sought to engage families in meaningful ways in the educational process.

The Team noted that communication between GJCS and stakeholders was streamlined through a variety of automated message and media programs. The system also utilized Power School® as its student management system and Canvas®, its student learning platform, which allowed parents to check assignments and communicate with teachers. The Team found that parents were very complimentary of the methods of communication used by the system to correspond with them. The GJCS website also connected parents to a wide array of opportunities to involve both them and other caregivers in participation in school activities and events. Many additional opportunities for parent and community involvement were found to be available through conference nights, open houses and extracurricular activities.

The system was committed to aligning the new Indiana College and Career Standards and Literacy Standards with locally developed curriculum and common assessments as evidenced by the number of professional development days the system utilized toward this endeavor. The Team found evidence that GJCS had developed standards-based reporting in kindergarten and first grade and further evidence revealed that the system was presently moving this process into second through fifth grade. The Team noted that the system was committed to maintaining strong writing expectations for students as evidenced by its adoption of the Six Traits Writing strategies found in some professional development documentation within classrooms observed. GJCS curriculum planners had determined the need to address vocabulary across the system and the work had begun as evidenced by interviews with administrators and professional staff along with documentation from the GJCS Action Plan. However, the Team felt that this vocabulary initiative should be embedded in a strategic, comprehensive, system-wide professional development plan. The Team also noted that building staff

sometimes participated in self-selected professional development in isolation without a common system focus, resulting in many varied initiatives being developed and introduced across the system. Interviews and staff surveys indicated to the Team that support staff were often underrepresented when planning and providing professional development. Of special concern to the Team was the lack of professional development provided that addressed evaluation, interpretation and utilization of student data. The Team found that GJCS collected information from multiple data sources but found little evidence of a clear plan for the data to be used to drive instruction or its review.

The Team noted that the system had shown a commitment to providing learning support services by hiring English as a New Language (ENL) teachers at key buildings and by providing and World-class Instructional Design and Assessment (WIDA) training to teachers who served students identified as English Language Learners (ELL). In addition, social workers were provided by the system to deliver services for at-risk students. The Team found evidence from interviews with central office staff and school leaders, as well as through building visits that demonstrated GJCS partnered with the regional Exceptional Children's Co-op to provide a pre-school program to meet the need of exceptional students.

Through a review of documents such as handbooks, websites and policy manuals as well as through stakeholder interviews, the Team found GJCS engaged in a systematic process to review, revise and communicate a system-wide mission and purpose. Further, it was evident to the Team from interviews with parents and examination of artifacts that every school was involved in articulating and implementing the system mission. System leadership at all levels was committed to a culture based on shared values and beliefs and supported high expectations for all students. The level of stakeholder engagement (students, staff, parents, community and BOE) was remarkable, and proved to be an incredible asset to the system.

It was evident to the Team that the BOE and superintendent worked together effectively to promote academic success for all GJCS students. Through interviews with the BOE, the Team noted that the BOE was positive and respectful about the superintendent, describing her as a, "strong leader with a strong background in all key components." The BOE valued the superintendent's lifelong connection to the community stating that both they and she had a great deal of pride in the community and schools. One BOE member remarked, "I have never heard anyone speak negatively of her. The Jasper community trusts and supports her."

The Superintendent extended the same trust and support to school administrators. Through interviews with administrators, many expressed gratitude for the autonomy they are afforded. However, while autonomy is a good and necessary quality for effective school administration, the Team noted that in some instances a common focus between the schools and the system was not clearly articulated. The Team further noted the absence of system-wide communication plans and professional development protocols that would help the system track data and assess system needs. The Team found the culture of GJCS to be caring, helpful, collaborative and supportive of high expectations for staff and students, so more intentional planning at the system level addressing a focus of purpose and direction would only improve this culture.

In order for schools to be places conducive to learning, sufficient resources must be in place to support the process of continuous improvement. The Team found evidence that GJCS had positioned itself so that the

current fiscal, safety and environmental needs of the system were met. Interviews with all stakeholder groups, observations throughout the various school buildings and a review of the documented system practices and procedures confirmed that sufficient support mechanisms were in place to ensure the health, safety and well-being of students on a daily basis.

Further, the Team noted that system recruitment, hiring and retention of personnel had created a professional staff that met the needs of GJCS students and the families they served. The dedication of the system to "growing their own" employees had established a high retention rate of professional staff who had committed themselves to meeting the goals and mission of the GJCS to ensure the academic success of students.

The Team agreed that strategic planning was also useful in developing systemic goals with supporting action plans and potential timelines. Further, the Team noted that action plans should be measurable to help the system implement, monitor and refine each goal. The Team noted that a strategic planning process helps guide long range spending as well as helping the short term spending to align with potential long term goals. Evidence gathered by the Team indicated that this planning process had not been fully initiated nor fostered on a consistent basis. The Team agreed that bolstering the strategic planning process to maximize the use of physical, financial and educational resources by all stakeholders will keep the system moving forward and help to further ensure the success of each child.

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:

- Design and implement a collaborative learning process across grade levels, content areas and other system divisions that focuses on a continuous effort for improving student learning, readiness and success at the next level.
- Develop and implement a long range resource management plan which identifies the acquisition and utilization of resources to support the purpose and direction of the system.
- Develop and implement a system-wide process that ensures all professional and instructional support staff are trained in the evaluation, interpretation and use of data.
- Devise, implement and evaluate a continuous, system-wide program of professional learning.

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	307.32	278.34
Teaching and Learning Impact	300.00	268.94
Leadership Capacity	333.33	292.64
Resource Utilization	287.50	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

Individual Institution Results (Self-reported)

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
Fifth Street Elementary School	223.81	290.91	214.29	241.03
Ireland Elementary School	276.19	309.09	285.71	287.18
Jasper High School	247.62	254.55	257.14	251.28
Jasper Middle School	242.86	272.73	228.57	248.72
Tenth Street Elementary School	228.57	272.73	185.71	233.33

Team Roster

Member	Brief Biography
Dr. David E Gullatt	<p>David E. Gullatt, Ph.D, is a graduate of Louisiana Tech University in Ruston, LA and the University of Kansas at Lawrence. He served 29 years as a supervisor of administration and curriculum, an elementary and secondary principal, and a mathematics teacher within the public schools of Louisiana. For 15 years following those assignments he held teaching, administrative, and supervisory positions in higher education at both Northwestern State University (LA) and Louisiana Tech University. Dr. Gullatt has served as Program Head, Department Head, and Dean of the College of Education at Louisiana Tech University in Ruston, LA, retiring in 2012. He has written 35 professional, juried publications in educational leadership and made 40 national and international presentations. For the past 11 years he has served on SACS, NCA, and NWAC AdvancED System Accreditation visits as Lead Evaluator for over 65 system, digital, corporate, and diagnostic accreditation visits. Presently Dr. Gullatt is Vice-Chair of the Louisiana SACS-CASI Council and is a field representative for AdvancED in Louisiana. He also provides professional development services to various states in the area of educational leadership. Dr. Gullatt is a certified AdvancED Professional Development Trainer and is also certified to lead Early Learning school visits. He presently serves as an adjunct professor of educational leadership and doctoral research at Louisiana Tech University and is a Turnaround School Specialist in Louisiana.</p>
Mrs. Tami Geltmaker	<p>Tami Geltmaker is the current Curriculum, Instruction and Assessment Director for South Harrison Community School Corporation located in Corydon, Indiana. She is a former junior high science, high school biology and high ability teacher in the Crawford County Community School Corporation. She later moved into an elementary administrative role for 13 years where her school won four Indiana 4 Star School Awards and one National Blue Ribbon School Award under her tenure. She wore many district hats for CCCSC including District Accreditation Chair, taking her district to the highest level of accreditation. Curriculum and Professional Development Coordinator, High Ability Coordinator, Expulsion Officer and 504 Officer were among her other district duties. Presently, Tami works out of central office where she works with teachers to develop curriculum, she assists with providing professional development in technology. She is also their Corporation Test Coordinator and High Ability Coordinator.</p>
John Sedey	<p>John Sedey has been a teacher, school and district administrator, and educational consultant. Since retiring from public school administration, he has been in private practice, primarily consulting to career and technical education, alternative schools, and charter schools. He has provided leadership in program planning and development, student systems, environmental education, assessment and testing, state and federal program administration, student support systems and education-business partnerships. John has been a senior developer for one of the eleven New American Schools Development grants. In his advocacy for college and career readiness, he has consulted to federal and state departments of education. John holds a bachelor's degree in history and business, a master's degree in education administration, and has done additional graduate work, including that as a Bush Public School Executive Fellow. He has led more than seventy-five AdvancED external reviews since 2008. A majority of those have been school system and digital learning accreditations.</p>

Member	Brief Biography
Mr. Andy Cline	<p>Mr. Andy Cline has been a professional educator over the past twenty-one years. During that time he has held the positions of middle school science teacher, middle school athletic director, high school assistant principal, high school principal, director of learning and instruction, and assistant superintendent for two school districts in the state of Indiana. Mr. Cline has earned his credentials from Indiana University and Indiana State University. Mr. Cline also led his staff at Indian Creek Senior High School to their first 4-Star School recognition during the 2011 - 2012 school year. He has also been recognized by his peers as the 2005 IASP Assistant Principal of the Year for District 9; and similarly, he was recognized as the 2012 IASP Principal of the Year for District 9.</p>
Mrs. Dee Jones	<p>For the past five years, Ms. Jones has served as the Director of District Support Services for the Central Kentucky Educational Cooperative. Prior to that, she worked for the Education Professional Standards Board for five years, coordinating the redesign of the Kentucky Teacher Internship Program (KTIP). She has worked on program development and has served as the lead trainer for KTIP in Central Kentucky since 1998, while employed by the University of Kentucky in the Office of Field Experiences. During that time, her main responsibilities included coordinating overseas student teaching placements and assisting in pre-service field placement. Ms. Jones' teaching background is High School English, and she continues to serve as the Teacher Educator on KTIP committees in Fayette County. She has completed doctoral coursework in Educational Policy.</p>
Mr. Eric Lows	<p>In the fall of 1999, Eric began teaching 5th grade at South Dearborn Middle School in Aurora, Indiana. Eric taught for five years and accepted the position of Assistant Principal at South Dearborn Middle School in 2004. Eric served nine years as an assistant principal and principal at South Dearborn schools prior to transitioning to the Central Office as the Assistant Superintendent. Eric has completed all coursework in the Indiana State doctoral program and is eagerly working on his dissertation.</p> <p>Eric is excited to serve South Dearborn Schools and has truly enjoyed the relationships that he has built growing up and working in the community.</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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