

Report of the Ball State External Review Team for Options Charter School Noblesville

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Introduction

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.

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

Four professional educators conducted an Engagement Review of Options Charter School Noblesville on November 6-8, 2017. Two charter school principals, one education consultant, and one retired administrator met in Fishers, Indiana, to hold the first work session.

Preliminary planning began when the Lead Evaluator talked with the leadership team during the AdvancED Fall Conference. This was followed by a telephone conversation with the principal and later the contact person. Interaction with the team members began in mid-October with an introductory e-mail. A follow-up e-mail was sent later with instruction on what needed to be done during the pre-work. All team members were certified for eleot™ observations. The Lead Evaluator set expectations for information that needed to be provided before arrival on site. Each person was asked to submit an information form that addressed his or her preferred standard focus, an emergency contact, any dietary restrictions and availability of laptop. All were asked to download and study documents from the team workspace to determine initial perceptions of the school's strengths and areas of concern.

Activities during the Work Session #1 included a discussion of AdvancED Standards, the team workbook, instruction on eleot completion, review of classroom observation schedule and review of the schedule with

planning for the next day. The leadership team delivered the initial presentation. They worked together to provide an overview of the school's strengths, areas of continued improvement and overview of programs available for students. Through this dialogue it was clear that the school offers avenues of support to meet the needs of all students. It was noted that test scores were a concern.

The Engagement Review Team extends their appreciation to the staff and stakeholders of Options Charter School Noblesville for their hospitality and commitment to the review process. School staff provided all required documents as needed in a timely manner. The school shared information with stakeholders on the planned Engagement Review.

The school provided the team with a spacious workroom with requested technology access, as well as lunches each day with drinks and snacks readily available. The principals regularly checked to see if the team needed anything additional. Officer personnel were available as needed.

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
Board Members	5
Chief Executive Officer/President	1
Administrators	5
Instructional Staff	8
Support Staff	7
Students	11
Parents/Community/Business Leaders	6
Total	43

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.	2.00	2.83
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.	1.00	2.47
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.00	2.60
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	3.00	2.71
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	1.50	2.57
3.6	Teachers implement the school's instructional process in support of student learning.	2.00	2.56
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	2.00	2.59
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	3.07

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.	4.00	3.04
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.	2.00	2.74
3.11	All staff members participate in a continuous program of professional learning.	3.00	2.51
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	4.00	2.65

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.	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.	2.00	2.31
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	1.00	2.05
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.	2.00	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.	2.00	2.69

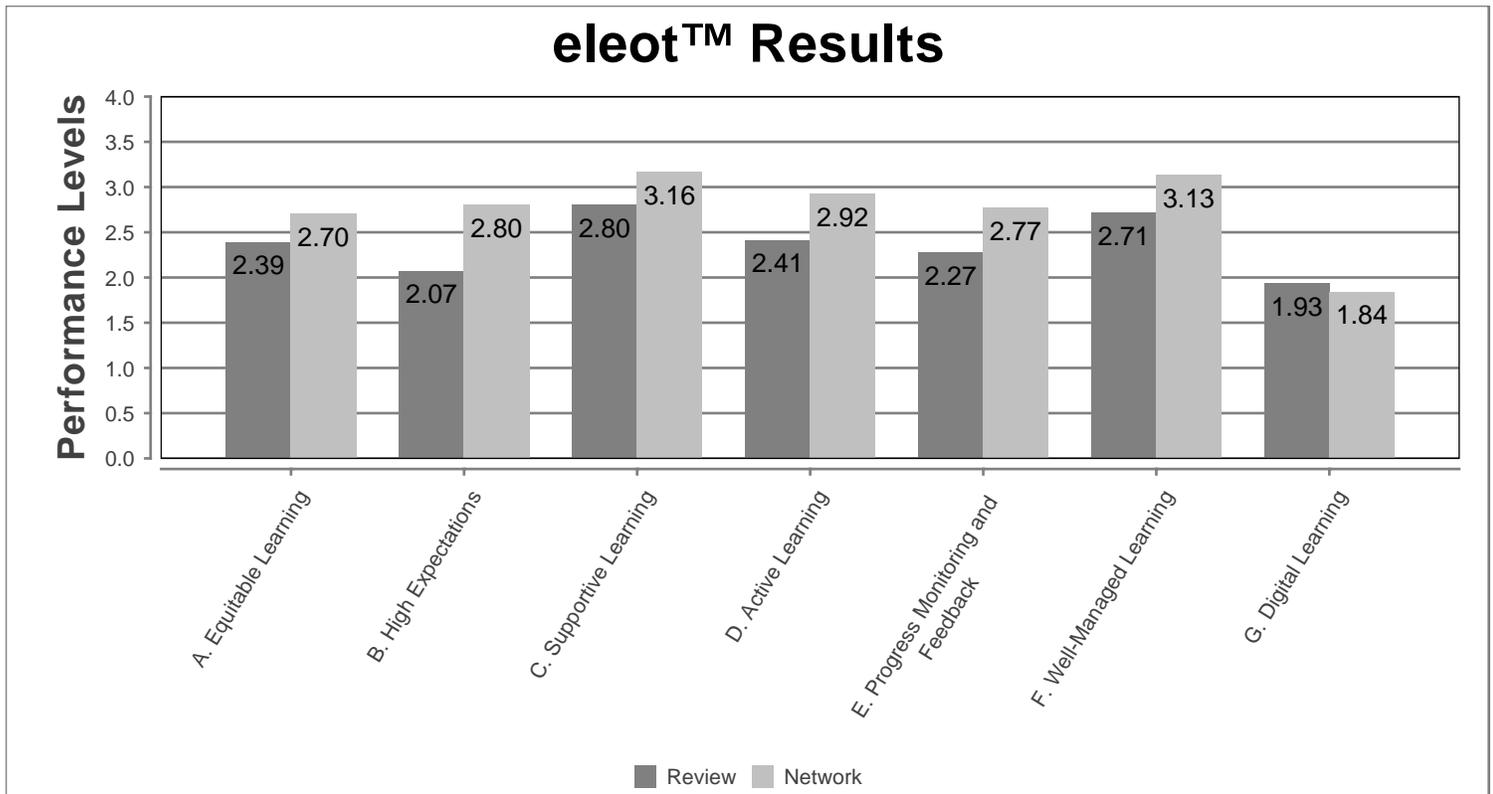
Student Performance Diagnostic

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	3.11
Test Administration	3.00	3.46
Equity of Learning	4.00	2.96
Quality of Learning	3.00	2.72

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Effective Learning Environments Observation Tool (eleot™)



The Engagement Review Team for Options Charter School Noblesville followed a schedule that resulted in 9 classroom observations using the Effective Learning Observation Tool™ (eleot). Using a 4-point scale that ranges from Very Evident to Not Observed provides the school with a 20-minute overview of how each classroom meets the seven Learning Environments.

The highest score generated was the Supportive Learning Environment at 2.80 as compared to the AdvancED Network (AEN) Average of 3.05. The Second highest score was Well-Managed Learning Environment at 2.71 as compared to the AEN of 3.11. The Learning Environment with the greatest discrepancy was High Expectations Environment at 2.07 as compared to the AEN of 2.81. The indicators lowering this score emphasize "is provided exemplars of high quality work"(1.78) and "is asked and responds to questions that require higher order thinking" (1.78).

The lowest score generated was Digital Learning Environment at 1.93 as compared to the AEN of 1.88. Other environments include Progress Monitoring and Feedback Environment at 2.27 as compared to the AEN of 2.76, Equitable Learning Environment at 2.39 as compared to the AEN of 2.66 and Active Learning Environment at 2.41 as compared to the AEN of 2.95.

A number of themes emerged as the team members conducted classroom observations. Students were well behaved and respectful of adults and fellow students. The Engagement Review Team observed little

differentiation of instruction and a lack of data-driven decision-making. The absence of differentiation contributed to the level of disengagement shown by many students. Collaboration was observed in some classes but was not observed as a practice in most classes. Students had access to computers, and some use of computers for student learning was observed in the classrooms.

During classroom observations it was apparent teachers had a high level of compassion for their students. Students and staff demonstrated a positive attitude about the classroom and learning. Students readily asked questions for clarification, and teachers readily answered the students' questions and assisted in their understanding of the material.

The Engagement Review Team observed teacher-centered instruction in most classrooms. Students generally worked as individuals and as whole group, but some small group work was observed in order to meet the class objectives.

Learning Environments were safe, positive, and accepting. All classroom doors were locked at all times, and only those with key fobs could enter without assistance. Students and staff have developed a good, positive relationship that facilitated the learning process. Class sizes were manageable. Teachers provided some feedback, and students made corrections to their work based on this feedback. Instructional staff provided students with relevant lessons, but students were not tasked with higher level thinking skills or rigorous challenges.

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eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.78	Has differentiated learning opportunities and activities that meet her/his needs	11.11%	0.00%	44.44%	44.44%
2.	3.22	Has equal access to classroom discussions, activities, resources, technology, and support	44.44%	33.33%	22.22%	0.00%
3.	3.00	Knows that rules and consequences are fair, clear, and consistently applied	44.44%	22.22%	22.22%	11.11%
4.	1.56	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	0.00%	11.11%	33.33%	55.56%
Overall rating on a 4 point scale: 2.39						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.22	Knows and strives to meet the high expectations established by the teacher	0.00%	22.22%	77.78%	0.00%
2.	2.33	Is tasked with activities and learning that are challenging but attainable	0.00%	33.33%	66.67%	0.00%
3.	1.78	Is provided exemplars of high quality work	11.11%	11.11%	22.22%	55.56%
4.	2.22	Is engaged in rigorous coursework, discussions, and/or tasks	0.00%	33.33%	55.56%	11.11%
5.	1.78	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	11.11%	0.00%	44.44%	44.44%
Overall rating on a 4 point scale: 2.07						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.89	Demonstrates or expresses that learning experiences are positive	33.33%	22.22%	44.44%	0.00%
2.	3.00	Demonstrates positive attitude about the classroom and learning	33.33%	33.33%	33.33%	0.00%
3.	2.78	Takes risks in learning (without fear of negative feedback)	22.22%	33.33%	44.44%	0.00%
4.	3.11	Is provided support and assistance to understand content and accomplish tasks	33.33%	44.44%	22.22%	0.00%
5.	2.22	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	11.11%	33.33%	22.22%	33.33%
Overall rating on a 4 point scale: 2.80						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.44	Has several opportunities to engage in discussions with teacher and other students	22.22%	22.22%	33.33%	22.22%
2.	2.11	Makes connections from content to real-life experiences	11.11%	22.22%	33.33%	33.33%
3.	2.67	Is actively engaged in the learning activities	33.33%	0.00%	66.67%	0.00%
Overall rating on a 4 point scale: 2.41						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.33	Is asked and/or quizzed about individual progress/learning	0.00%	44.44%	44.44%	11.11%
2.	2.67	Responds to teacher feedback to improve understanding	22.22%	33.33%	33.33%	11.11%
3.	2.44	Demonstrates or verbalizes understanding of the lesson/content	0.00%	44.44%	55.56%	0.00%
4.	1.67	Understands how her/his work is assessed	0.00%	11.11%	44.44%	44.44%
5.	2.22	Has opportunities to revise/improve work based on feedback	11.11%	22.22%	44.44%	22.22%
Overall rating on a 4 point scale: 2.27						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.11	Speaks and interacts respectfully with teacher(s) and peers	44.44%	22.22%	33.33%	0.00%
2.	3.00	Follows classroom rules and works well with others	33.33%	33.33%	33.33%	0.00%
3.	3.00	Transitions smoothly and efficiently to activities	33.33%	33.33%	33.33%	0.00%
4.	1.56	Collaborates with other students during student-centered activities	11.11%	0.00%	22.22%	66.67%
5.	2.89	Knows classroom routines, behavioral expectations and consequences	22.22%	44.44%	33.33%	0.00%
Overall rating on a 4 point scale: 2.71						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.00	Uses digital tools/technology to gather, evaluate, and/or use information for learning	11.11%	22.22%	22.22%	44.44%
2.	2.00	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	22.22%	11.11%	11.11%	55.56%
3.	1.78	Uses digital tools/technology to communicate and work collaboratively for learning	11.11%	22.22%	0.00%	66.67%
Overall rating on a 4 point scale: 1.93						

Findings

Improvement Priority

Develop and implement curriculum guides to ensure vertical and horizontal alignment of instruction and assessment.
(Indicator 3.2)

Primary Indicator

Indicator 3.2

Evidence and Rationale

Teacher and administrator interviews indicated a need for curriculum guides and alignment. Review of artifacts found no existence of curriculum guides, pacing guides or indications of intentional vertical and horizontal alignment.

Completing curriculum guides will provide guidance for all teachers in ensuring that standards are being met in every classroom. Horizontal and vertical alignment ensures that all students in the same classes are receiving standards-based instruction at the appropriate levels.

Improvement Priority

Identify and implement consistent instructional strategies across content areas that reflect rigorous expectations for learning, student engagement and personalized academic interventions.
(Indicator 3.3)

Primary Indicator

Indicator 3.3

Evidence and Rationale

Classroom observations illustrate the need for more uniform expectations regarding student engagement in classroom activities. Interviews with teachers and students reveal inconsistency in the levels of student involvement in classroom activities as well as in their rigor. Lesson plans do not reflect consistency in instructional planning across subjects or grade level.

Establishment of instructional plans that are better focused on student academic need and higher order thinking will result in improved student engagement and improved academic achievement.

Improvement Priority

Train all professional and support staff in the evaluation, interpretation and use of data.
(Indicator 5.3, SP4. Equity of Learning)

Primary Indicator

Indicator 5.3

Evidence and Rationale

Review of artifacts did not reveal any documentation of attendance and training related to data analysis and use. Teacher interviews indicated that most teachers and staff had not been trained in the evaluation, interpretation and use of data. Classroom observations reveal little to no differentiated instruction suggesting little to no use of data to drive instruction.

In order to determine verifiable improvement in student learning and readiness for success at the next level, professional and support staff need to understand the evaluation, interpretation and use of data. The use of data will assist professional and support staff in diagnosing students' areas of need and in targeting additional instruction in those areas.

Leadership Capacity

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

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

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

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

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

Standard 1 - Purpose and Direction

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

Indicator	Description	Review Team Score	AdvancED Network Average
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	3.00	2.78
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	2.77
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.00	2.96

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.	4.00	3.02
2.2	The governing body operates responsibly and functions effectively.	4.00	3.05
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.	4.00	3.23
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	3.00	3.04
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	4.00	2.80
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	2.00	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	3.00	3.42
Stakeholder Feedback Results and Analysis	3.00	3.08

Findings

Powerful Practice

School governance promotes and supports the administration of the school, functions effectively and ensures that school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

(Indicator 2.1, Indicator 2.2, Indicator 2.3)

Primary Indicator

Indicator 2.3

Evidence and Rationale

Board member interviews indicated the adoption of a governance model stating that board members would help to establish goals for the school and then provide that the leadership of the school had the freedom to accomplish those goals as appropriate. Leadership team members indicated that they do have the autonomy to manage the day-to-day operations of the school without undue interference from board members. Board member interviews indicated that board members do not always agree, but they all work together effectively to develop policy and provide financial security for the continued operation of the school.

The role of the board is not to manage the school, but to evaluate the school leadership in its management of the school based on the adopted policies. Individual board members who interfere with the management of the school disrupt the continuity for not only the leadership and staff, but also for the students and their learning.

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.	4.00	2.95
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	4.00	2.96
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	4.00	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	2.83
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	3.00	2.61

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	2.84
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	2.00	2.78

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Conclusion

Options Charter School Noblesville's purpose and direction statements have been developed and communicated to all stakeholder groups. The school's mission of Belong, Believe and Achieve is shared and communicated by all stakeholders. Instructional and support staff are sufficient in number to meet the needs of each student. Technology is available to all students. Teachers and staff continue to learn how to better use technology in the classroom as an interactive tool for student learning.

The staff members engage in limited collaboration about student learning. In the absence of a curriculum framework aligned to the Indiana Academic Standards, instruction and learning are often limited in their scope and rigor. Lack of data disaggregation, analysis and application to student needs has led to little differentiation of instruction and subsequent low student performance on state and local assessments.

The school's governing board works effectively with the school's leadership. Board members provide oversight without undue intrusion into the day-to-day management of the school. Options Charter School Noblesville is financially solvent as a result of careful budgeting and consistent oversight.

Three Improvement Priorities are identified for the school based on the in-depth study of standard indicators, observations and evidence provided. These actions will help the school move forward with improvement initiatives.

The first Improvement Priority addresses the need to develop and implement curriculum guides to ensure vertical and horizontal alignment of instruction and assessment. Completing these guides will provide guidance for all teachers in ensuring that standards are being met in every classroom.

The second Improvement Priority addresses identifying and implementing instructional strategies that reflect rigorous expectations for learning, student engagement and personalized academic interventions. Additional instructional strategies added to each teacher's repertoire of strategies will help teachers to better focus on individual student's academic needs and foster higher order thinking skills to improve student engagement and to improve academic achievement.

The third improvement priority addresses the need to train all professional and support staff in the evaluation, interpretation and use of data. The improved use of data will assist professional and support staff in identifying students' areas of need and in targeting additional instruction in those areas. Data analysis and application can provide the basis for differentiated instruction.

Development and implementation of systematic processes and programs school wide supports sustainability and increased student learning. Using curriculum guides aligned to the Indiana Academic Standards to direct instruction, implementing instructional strategies that reflect rigorous expectations for learning and student engagement and using data to drive instruction will assist in developing clear expectations for leaders, staff and students. Everyone working together will serve the best interests of the students.

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:

- Develop and implement curriculum guides to ensure vertical and horizontal alignment of instruction and assessment.
- Identify and implement consistent instructional strategies across content areas that reflect rigorous expectations for learning, student engagement and personalized academic interventions.
- Train all professional and support staff in the evaluation, interpretation and use of data.

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Accreditation Recommendation

Index of Education Quality

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

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

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

	External Review IEQ Score	AdvancED Network Average
Overall Score	280.77	280.21
Teaching and Learning Impact	245.24	269.97
Leadership Capacity	318.18	295.45
Resource Utilization	328.57	286.36

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.

Addenda

Team Roster

Member	Brief Biography
Dr. Joan Keller	<p>Dr. Keller is recently retired. She has served the students in Indiana as a Jr./Sr. high school teacher in language arts and physical education (23 years), high school principal (5 years), elementary principal (3 years), superintendent (11 years) and university lecturer (2 years). Dr. Keller received her B.A. from Evansville University, and she received her M.S., Ed.S. and Ed. D. from Indiana University. Dr. Keller has served on Diagnostic Review Teams representing both Advanc-ED and the Indiana Department of Education. Since retiring, she has helped school corporations in budgeting and contract compliance.</p>
Ms. Stephanie Bost-Chi	<p>Stephanie Chi is the principal of Indiana Connections Career Academy (INCC). She shares her leadership approach and goals below:</p> <p>“As a leader, it is my imperative to challenge those around me to imagine even greater realities. There is a spark in me that drives me to make my organization better—to lead my colleagues toward a better version of our school, and of themselves as educators. Power is an elusive concept; leadership is a pragmatic one.</p> <p>My pedagogy is based on facilitating meaningful experiences and deep learning. My leadership practices rely on the same approach. I seek always to share those things I already know and understand, and to continually grow my knowledge and understanding with the help of others. In the classroom, I learn from my students, and in my organization, I learn from my colleagues.</p> <p>My responsibility is to provide the framework through which meaningful relationships can coalesce, and to guide the ideas generated through these relationships in a positive, constructive direction. Leadership is not an entity that resides in isolation; leadership must be distributed throughout an organization, and in order for such a practice to thrive, communication must be rich and ongoing.”</p> <p>Education:</p> <p>Master of arts, English education, Brooklyn College Bachelor of arts, English literature, Michigan State University</p>
Mrs. Brenda McVicker	<p>Brenda McVicker's journey in education started 15 years ago. She has served as a teacher, literacy coach, assistant principal, principal, and director of education. Mrs. McVicker is currently working as an adjunct professor for Indiana Wesleyan University and independent contractor.</p>
Mrs. Anna Maria Swope	<p>Anna is currently in her third year of school leadership at Neighbors' New Vistas High School where she serves as the instructional leader (principal). She received a Bachelor of Science in secondary education from Indiana University Northwest. She received her Masters of Education from Indiana Wesleyan University where she also obtained an administrative license. She has taught middle school science and high school biology for a total of 20 years.</p>

Next Steps

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About AdvancED

AdvancED is the world leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 public and private schools and school systems – enrolling more than 20 million students - across the United States and 70 countries.

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 became part of AdvancED.

Today, NCA CASI, NWAC and SACS CASI serve as accreditation divisions of AdvancED. The Accreditation Divisions of AdvancED share research-based quality standards that cross school system, state, regional, national, and international boundaries. Accompanying these standards is a unified and consistent process designed to engage educational institutions in continuous improvement.

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