

**Report of the  
Quality Assurance Review Team  
for  
North Grove Elementary School**

3280 W Fairview Road  
Greenwood, Indiana, United States 46142

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

# Quality Assurance Review Report

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## About AdvancED and NCA CASI/SACS CASI

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

In April 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE) came together to form one strong unified organization dedicated to education quality. That unified organization, known as AdvancED, creates the world's largest education community, representing 27,000 public and private schools and districts across the United States and in 65 countries worldwide and educating 15 million students.

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

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

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

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

# Introduction to the Quality Assurance Review

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

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

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

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

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

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

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

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

## Summary of Findings

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

During the visit, members of the Quality Assurance Review Team interviewed 14 members of the administrative team, 48 students, 18 parents, and 31 teachers. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

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

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

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

### Commendations

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

- **The school as a whole has been provided a tremendous amount of technology and has embraced its use with enthusiasm.**

The students and their parents articulate their appreciation of this technology and the joy that it brings to their children and their learning experience. Parents are able to use this technology to feel connected to their children's school experience through online materials, teacher web-sites, school web-site, and Skyward. The students are obviously excited about utilizing the technology in their everyday learning.

Technology is an important component of the 21st century. Availability of technology is supporting student learning and teacher instruction.

- **The leadership and staff are working together effectively for the success of students.**

Interview sessions with all parties as well as observations during the classroom visits demonstrated the strong collaboration and camaraderie among all stakeholders. The school has demonstrated through other initiatives their ability to identify a need, set a goal, and achieve that goal. The school corporation provides ample time for teachers to collaborate and it is evident from the conversations and artifacts that the teachers use this time well. There is a unique relationship among the veteran teachers, new teachers, and those new to the building which promotes a culture of success.

In order for students to experience success, they need a positive school environment. It is the role of the leadership and all staff members to make this happen.

## Required Actions

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

- **Examine all data in order to determine the school goal and to effectively plan for professional development based on that goal.**

While much data are being gathered and time is scheduled for data meetings, the QAR team was unable to find evidence that data are carefully analyzed in order to drive instructional practices in reading comprehension. Through searching the artifacts and listening to all stakeholders, the team discovered that the district administration had set reading comprehension as the school goal based on a corporation literacy audit.

It is critical that the school improvement team drill down through multiple assessments to determine its own goal.

- **Develop a process to analyze individual student data as well as trend data to plan effective student instruction.**

The school improvement plan and artifacts lacked trend data among the multiple assessments to track student progress. There was no evidence of data driving the choice of reading comprehension as the goal being gathered by the school improvement team.

The school improvement team must determine the greatest academic needs by collecting data over a period of time observing systemic trends so strategies can be developed effectively.

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

## Next Steps

The school should:

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

## Resources

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

## Celebrating Accreditation

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

## Summary

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

# Review of AdvancED Standards for Quality Schools

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

## Standard 1. Vision and Purpose

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

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

North Grove Elementary School collaborates with stakeholders to establish a vision as evidenced through professional development provided by the early release days and discussions in small groups led by the School Improvement Team. The vision is definitely felt by the support staff even though they did not have a voice in its development. The QAR team understands that many support staff members are new to the school this year. Parents were afforded the opportunity to participate via online surveys. During the interviews, it was evident that the majority of the stakeholders demonstrated understanding and support of the vision.

The school profile has been updated and the school improvement plan has been revised. The vision statement was not prominent in the documentation that the team was given to review prior to the visit. Posters, signage, and other visual reminders throughout the building communicated the focus on the vision. The motto and the Viking Creed were recited by the students along with the Pledge of Allegiance at the beginning of the school day. Much of the vision is understood intuitively, however it does not yet fully guide the teaching and learning process. With the large staff turnover, it will take time for the vision to fully guide the teaching and learning process.

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

- In the short time that they have had the vision statement, the staff has begun to internalize its meaning.
- The vision was prominently displayed throughout the building.
- A majority of the stakeholders have an understanding of the vision statement.

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

- Insert an additional page focusing on the vision, mission, and belief statements in the front of the school improvement plan similar to the school-wide posters.
- Integrate the vision statement into the teaching and learning process.

**Finding:** North Grove Elementary School has earned the overall assessment level of "Operational" and has met this standard for accreditation.



## Standard 2. Governance and Leadership

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

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

There is a well-written policy manual that guides the daily operation of the school. The administrator provides strong, hands-on, positive support to the school community. It was evident among all stakeholder groups that the principal is well-respected for his caring and knowledgeable leadership. The policies and leadership together assure that the school is in compliance with all local, state, and federal laws.

While much data were being gathered and time is scheduled for data meetings, the QAR team was unable to find evidence that data were used to drive instructional practices in reading comprehension.

The corporation, school administration, and school improvement team encourage a strong learning community through their professional development time, technology integration, data collection, and caring environment. Students find learning exciting through their use of technology, projects and the instructional approach to math.

Teachers have multiple opportunities to lead through the school improvement team, various committee assignments, and conducting professional development. Due to staff restructuring, teachers will begin to provide professional development to their colleagues.

Stakeholders have a positive perception of their school culture. Students were able to demonstrate their learning through a variety of projects of their choice. Expertise of instruction was shared between veteran staff members and newly hired teachers. Parents appreciate the open-door atmosphere allowing them to volunteer in the classrooms, visit students at lunch time, and share concerns with teachers.

Leadership is demonstrated in many curricular and extra-curricular activities such as Math Bowl, Spell Bowl, Math Pentathlon, Young Astronauts, Writers' Club, Environmental Club, Wellness Club, Art Club, Student Council, Viking Voices, intramurals, and technology.

All stakeholder groups noted their high satisfaction with the administrative team, especially the leadership dynamics between the building administrator and social worker. Each one brought strengths to the job that complemented the other.

The artifacts demonstrate an adequate evaluation system that allows for professional growth for all staff members.

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

- A Policies and procedures manual provides clear direction for daily operation.
- The administrative team provides clear, effective, and positive leadership.
- The school complies with all state, local and federal laws.
- A strong learning community was evident in student descriptions of their daily school work.
- Stakeholders are highly satisfied with the quick response of teachers and administration in all situations.

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

- Establish a systemic approach to data analysis.

**Finding:** North Grove Elementary School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

## Standard 3. Teaching and Learning

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

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

It was obvious to the QAR team that the staff is very passionate about teaching and learning as observed through the classroom walk-throughs and interview process. Student expectations for learning and behavior are clearly defined and put into practice. The staff ensures that the climate is conducive to student learning. The principal and teachers strive to protect instructional time by streamlining administrative tasks and communication.

A plethora of interventions are available to students. Supporting documents available online include an intervention chart with a list of “go to” people identified. Programs, such as RtI (Response to Intervention), ENL, EL, and Title 1 enable teachers to help students meet expectations while addressing the diversity in learning levels. Communication between program staff is evident.

Students were observed actively engaged in their learning. They were not passive learners. The classrooms were busy scenes with students and teachers interacting using a variety of teaching strategies. The reading workshop approach was mentioned by teachers as being utilized in the 90-minute literacy block .

Research-based “best practices” are synthesized into the daily learning routine. The curriculum challenges students to excel using Readers Workshop and encourages students to read “just right” books (at their appropriate Lexile level). Higher order vocabulary was observed being used in content areas as well as specials, such as music. Books from a leveled library were being used in several classrooms, which incorporate the same vocabulary and theme for students at different learning levels. Confirmation of curriculum mapping is evident at the school and corporation levels. While the reading comprehension goal was clearly supported in the music and physical education classes, the team noted that the media center lacked evidence of reading comprehension practices being actively pursued.

Technology is available through the multi-media classrooms and abundance of laptops and computer labs which promote active involvement in the learning process. Compass, Big Universe, Star Fall, and Waterford are among the widely used programs. Parents are impressed with the knowledge their children are gaining in the area of computer technology and their ability to utilize resources from home. Students and staff are comfortable using technology in all aspects of learning, including assessment. The collection of data is a relatively new process for the staff. While there are many forms of data collection employed, the analysis and use of trend data is emerging.

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

- The incorporation of technology into teaching and learning is impressive.
- The enthusiasm of the administrators, teachers, students, and support staff is evident in all areas.
- The positive climate can be recognized upon entry to the building.

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

- Utilize the media center and specialist to provide activities that address the school reading comprehension goal.
- Develop and implement a system to analyze and use data.

**Finding:** North Grove Elementary School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

## Standard 4. Documenting and Using Results

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

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

The school possesses the necessary tools to gather meaningful data about all students. Data are collected on a regular basis with efficiency, integrity, and fidelity. This is evidenced through DIBELS, ORF, MAZE, Aimsweb, Acuity, and standardized test implementation. Benchmarks are noted on data boards. In fact, the "in house" benchmarks are set a bit higher than standard benchmarks so as not to lose the borderline student. The challenge for this school from this point forward is sharing these meaningful data in a systematic way to support learning in all classrooms, and to achieve the reading comprehension goal as stated in the school improvement plan. Faculty and support staff shared ideas on how these data are beginning to be shared and how they might be shared in the future. Furthermore, once data are collected routinely, longitudinal trend lines and league comparisons can allow staff to achieve a deeper perspective on how the current instructional methods are helping students.

The QAR team believes that the school needs to look at all of their assessments in order to develop a comprehensive assessment system to accurately track student progress. While the staff had just developed a data wall based on the AIMS assessment, there was little evidence that triangularization of data had been implemented. The team did not witness evidence of student charts of any sort to demonstrate academic growth.

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

- The data wall for the AIMS assessment is extremely helpful in tracking individual student growth.
- Multiple assessment devices are present and all stakeholders believe them to be reliable and meaningful.

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

- Disaggregate and analyze data to support and drive specific instructional practices that are in line with school goal.
- Construct growth charts or trend data graphs to observe systemic progress on the goal.

**Finding:** North Grove Elementary School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

## Standard 5. Resource and Support Systems

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

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

The school should be very proud of its strong resource and support system presence. In every interview session a common theme could be heard: the faculty and staff are helpful and approachable. In fact, all parties connected to the school felt very confident that if they needed help, they could find it. The recent changes in the staff have created new support opportunities as resources have been reallocated in the wake of a school closing. Nonetheless, the staff is highly qualified, placed meaningfully based upon skill sets and student needs, and have been provided individual and large group professional development opportunities. Early release days, common prep time, and vertical/horizontal articulation meetings are utilized for meaningful collaboration. Furthermore, the overall feeling of "safety" was also communicated by all groups interviewed. The new check-in technology in the front office, Viking Virtues, and emergency drills were all highlighted as contributors to a safe environment. Finally, the social worker received wonderful praise for her availability, willingness to help, and ability to serve as a role model and leader in the classroom and outside of the school for families in need.

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

- Professional development opportunities have been abundant for the faculty and staff.
- Early release days and common prep time have also served as a valuable resource to allow for professional growth and collaboration.
- The leadership has done a tremendous job of allocating new staff efficiently in the building.

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

- Establish professional development that is consistent with the school improvement goal of improving reading comprehension.

**Finding:** North Grove Elementary School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

## Standard 6. Stakeholder Communications and Relationships

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

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

There were many excellent vehicles of communication, such as the school newsletter, web-site, weekly teacher newsletters, quick teacher responses to concerns, and a school-wide open door policy. The parent/teacher relationships exhibit a climate of mutual respect. All stakeholders (students, parents, school board, and central office staff) are well-informed about student performance.

The collaboration between the seasoned and newly hired teachers was inspirational. The sharing of expertise was two-fold and unique to this school. The new teachers were learning from the experienced staff while the seasoned teachers were open to the ideas from their newer colleagues. Mutual respect was obvious through the interaction of the teachers during interviews.

Student ownership of their learning progress was evident as well. Student performance charts for math are observed throughout the building; however, these do not target the goal of reading comprehension.

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

- There are many excellent vehicles of communication.
- The warm collaboration between the seasoned and newly hired teachers is highly commendable.

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

- Display student performance charts focusing on reading comprehension similar to the charts for math progress.

**Finding:** North Grove Elementary School has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

## Standard 7. Commitment to Continuous Improvement

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

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

The school has recently adopted a vision that is beginning to inform their school improvement process. The student profile is complete and kept up-to-date. Data are consistently being gathered and teachers are beginning to look at the data and their implication for student learning. As the school improvement team begins to plan for next year, decisions for goals and interventions will be made based on the vision and the data they are gathering.

The corporation has supported a plan to allow professional development for all staff members through weekly early release days. This weekly professional development is carefully planned so that staff members are given support for corporation goals and new initiatives. Stakeholders are invited to comment on the improvement initiatives through web-sites.

ISTEP+ results are shared with stakeholders through their web-site. Parent-teacher conferences are also used to share individual student results. Parents noted the attendance and citizenship initiatives promoted by the administration.

Much of the school-level evaluation has come from central office. A system has been established for gathering data; however, there is no evidence to suggest that the data are systematically analyzed by staff and the school improvement team in order to evaluate student and over-all school effectiveness.

While data is being collected, the team did not find that professional development was directly focused on the reading goal. The school community felt there was adequate communication as evidenced through the interviews. There did not seem to be a focus on reading comprehension as the school goal.

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

- A comprehensive system for gathering data is in place.
- Creation of the data wall allows the entire staff to identify students in need of instructional support.

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

- Design a systematic and systemic plan for analyzing student data, especially data that support the school improvement goal.
- Develop goals based on the vision and analysis of data.
- Plan professional development based on goals.

**Finding:** North Grove Elementary School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

## Conclusion

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

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

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

# Appendix

## Quality Assurance Review Team Members

- Mrs. Kathy Deal, Chair (Riley Elementary School)
- Ms. Mindy Baas, Vice Chair (Franklin Community High School)
- Mr. Arthur Equihua, Team Member (Timothy Ball Elementary School)
- Ms. Susan Katt, Team Member (East Washington Elementary School)
- Ms. Brenda Whitaker, Team Member (Edgewood Primary School)

## AdvancED Standards for Quality Schools

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

### Vision and Purpose

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

### Governance and Leadership

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

### Teaching and Learning

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

### Documenting and Using Results

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

### Resource and Support Systems

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

### Stakeholder Communications and Relationships

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

### Commitment to Continuous Improvement

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