Report of the
External Review
for
Shaker Heights Middle School

20600 Shaker Boulevard
Shaker Heights, OH, 44122
US

Mr. David Glasner, Principal

Date: April 22, 2014 - April 23, 2014
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Introduction to the External Review

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 specified for their institution, demonstrate high levels of student performance or improvement of student performance if applicable, and provide evidence of stakeholder satisfaction with the operation of the institution. The accreditation standards focus on conditions and processes within a system that impact student performance and organizational effectiveness. The power of AdvancED Performance Accreditation lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

Institutions participate in an External Review by a team of highly qualified evaluators who examine the institution's adherence and commitment to the accreditation criteria. The External Review is the hallmark of AdvancED Performance Accreditation as it energizes and equips the leadership and stakeholders of an institution 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 examination of evidence and relevant data, interviews with stakeholders, and observations of instruction, learning, and operations.

The AdvancED External Review Team used the AdvancED Accreditation Standards and Indicators and related criteria to guide its evaluation, looking not only for adherence to standards but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the AdvancED External Review Team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.
Findings

The Findings section presents the External Review Team’s evaluation of the AdvancED Accreditation Standards and Indicators. It includes Powerful Practices and Opportunities for Improvement identified by the External Review Team, as well as evaluations of Student Performance, the Learning Environment, Stakeholder Feedback and Assurances.

Accreditation Standards and Indicators

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’s Standards for Quality were developed by a committee comprised of effective 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 ensure excellence and continuous improvement. Before implementation, the standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains a detailed evaluation of each of AdvancED’s Accreditation Standards and Indicators, identification of Powerful Practices and Opportunities for Improvement related to each of the standards (if appropriate), and a description of the evidence examined by the External Review team.

The AdvancED Standards and Indicators are the first of three primary areas of evaluation for AdvancED’s Performance Accreditation model. Using indicator-specific performance levels, the External Review Team evaluates the degree to which the institution meets each indicator on a scale of 1 to 4. The scores assigned to the indicators are averaged to arrive at a single score. This score, along with scores from evaluations of student performance and stakeholder feedback, will be used to determine the accreditation status of the institution.

| Average Indicator Score for this Institution | 2.91 |

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**Standard 1: 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.**

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 30,000 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.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Source of Evidence</th>
<th>Performance Level</th>
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</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Minutes from meetings related to development of the school's purpose</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>Survey results</td>
<td></td>
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<tr>
<td></td>
<td>Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</td>
<td></td>
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<td></td>
<td>Observations</td>
<td></td>
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<tr>
<td></td>
<td>Communication plan to stakeholders regarding the school's purpose</td>
<td></td>
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<tr>
<td></td>
<td>Interviews</td>
<td></td>
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<td></td>
<td>Purpose statements - past and present</td>
<td></td>
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<tr>
<td></td>
<td>School Board Minutes, Strategic Plan Focus Worksheet, Decision Framework, District Mission and School Vision Statement, E-Scoop Newsletter</td>
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The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.
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<tr>
<th>Indicator</th>
<th>Source of Evidence</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2</td>
<td>• Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose • Interviews • Observations • Survey results • The school's statement of purpose • Teacher Based Team 5-step process, Strategic Plan Focus Worksheet, Strategic Plan District Plan Meeting Agendas</td>
<td>3.0</td>
</tr>
<tr>
<td>1.3</td>
<td>• Observations • Survey results • Agenda, minutes from continuous improvement planning meetings • Communication plan and artifacts that show two-way communication to staff and stakeholders • Interviews • The school continuous improvement plan • Strategic Plan Focus Worksheet, Strategic Plan District Agendas, Decision Framework, Board meeting minutes, PTO Agendas</td>
<td>3.0</td>
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**Powerful Practices**

1. The school uses a comprehensive process to communicate the school purpose for student success.

The middle school is a candidate for the International Baccalaureate Program (IB). The IB standards feature a global focus and emphasize creative problem-solving, hands-on projects, inquiry-based learning and community services. Students continue to learn traditional subjects, at a higher level. International Baccalaureate learners are inquisitive, knowledgeable, thinkers, caring, risk-takers, balanced, and reflective. Staff, students and parents support the middle school’s move to the International Baccalaureate program and can explain many of the positive aspects of the program that are in place in the building.

When students, staff and parents endorse the purpose and direction of the school the more likely that these groups will assist in ensuring that it is incorporated in the building’s operation.
Standard 2: The school operates under governance and leadership that promote and support student performance and school 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.

<table>
<thead>
<tr>
<th>Standard 2</th>
<th>Source of Evidence</th>
<th>Performance Level</th>
</tr>
</thead>
</table>
| The governing body establishes policies and supports practices that ensure effective administration of the school. | • Observations  
• Student handbooks  
• Governing body policies, procedures, and practices  
• Staff handbooks  
• Interviews  
• Communications to stakeholder about policy revisions  
• School handbooks  
• Areas of Focus PowerPoint, Strategic plan Staff PowerPoint, Special Education Implementation, TBT 5 step Process | 4.0 |
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Source of Evidence</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2</td>
<td>The governing body operates responsibly and functions effectively.</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>• List of assigned staff for compliance</td>
<td></td>
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<td></td>
<td>• Proof of legal counsel</td>
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<tr>
<td></td>
<td>• Assurances, certifications</td>
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<tr>
<td></td>
<td>• Interviews</td>
<td></td>
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<tr>
<td></td>
<td>• Findings of internal and external reviews of compliance with laws, regulations, and policies</td>
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<td></td>
<td>• Communications about program regulations</td>
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<tr>
<td></td>
<td>• Observations</td>
<td></td>
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<tr>
<td></td>
<td>• Governing body policies on roles and responsibilities, conflict of interest</td>
<td></td>
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<tr>
<td></td>
<td>• Governing code of ethics</td>
<td></td>
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<td></td>
<td>• Course Catalog and Program planning Guide, Opening of School Staff Notes</td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>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.</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>• Roles and responsibilities of school leadership</td>
<td></td>
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<tr>
<td></td>
<td>• Stakeholder input and feedback</td>
<td></td>
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<td></td>
<td>• Maintenance of consistent academic oversight, planning, and resource allocation</td>
<td></td>
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<td></td>
<td>• Communications regarding board actions</td>
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<td></td>
<td>• Survey results regarding functions of the governing body</td>
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<tr>
<td></td>
<td>• Observations</td>
<td></td>
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<tr>
<td></td>
<td>• Agendas and minutes of meetings</td>
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<td></td>
<td>• Interviews</td>
<td></td>
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<tr>
<td></td>
<td>• IB Assessment Training based on staff request</td>
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<tr>
<td>Indicator</td>
<td>Source of Evidence</td>
<td>Performance Level</td>
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<tr>
<td>2.4</td>
<td>Leadership and staff foster a culture consistent with the school's purpose and direction.</td>
<td>3.0</td>
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</tbody>
</table>
|           | • Examples of collaboration and shared leadership  
|           | • Survey results  
|           | • Observations  
|           | • Interviews  
|           | • Examples of decisions aligned with the school's statement of purpose  
|           | • Examples of decisions in support of the school's continuous improvement plan  
|           | • Staff Meeting Event Calendar, Strategic Plan Focus Worksheet, Building Leadership Team Agendas and Meeting.                                                                                                                                                                               |                   |
| 2.5       | Leadership engages stakeholders effectively in support of the school's purpose and direction.                                                                                                                                                                                                                                                   | 3.0               |
|           | • Minutes from meetings with stakeholders  
|           | • Copies of surveys or screen shots from online surveys  
|           | • Survey responses  
|           | • Involvement of stakeholders in a school improvement plan  
|           | • Observations  
|           | • Interviews  
|           | • School Workshops, E Scoop Newsletter, Middle School Calendar.                                                                                                                                                                                                                     |                   |
| 2.6       | Leadership and staff supervision and evaluation processes result in improved professional practice and student success.                                                                                                                                                                                                                             | 4.0               |
|           | • Governing body policy on supervision and evaluation  
|           | • Supervision and evaluation documents with criteria for improving professional practice and student success noted  
|           | • Observations  
|           | • Interviews  
|           | • Faculty Meeting Agendas and PowerPoint, Calendar of Events, Ohio Teacher Coordinator, Guidance Counselor, Librarian Evaluation System and Process, Strategic Plan, Teacher Handbook.                                                                                                         |                   |
**Powerful Practices**

1. The school district is organized in such a manner that the building principal and the administrative team possess the authority to meet instructional goals and also assure the effective management functions of the building.

   The building administrative team leads the school in a collaborative manner with high expectations, consistent support, positive relationships, compassion for others, and a relentless passion of student learning. It is evident that the building administrative team possesses the skills and attributes to encourage teachers to take leadership roles to focus their efforts on student learning. The wide range of administrative and teacher leadership and management responsibilities are dealt with in an effective manner. The administrative team assures that things that make a difference receive proper focus and attention. Administrators and teachers who feel empowered to take on leadership roles to increase student achievement tend to be successful in enhancing school climate and improving school learning.

2. The operational policies and producers in effect in the school building encourage and support the school staff and students to function in an effective and efficient way.

   The day-to-day operations of the school run smoothly. Students, faculty and staff understand and fulfill expectations consistently. It is evident that the management functions of the school operate in the most competent manner. Faculty and student handbooks clearly define expectations. Routines and traditions are well established and help maintain order within the building. This order and competent management result in a most positive school climate.

   Effective management is not a one-person undertaking. The policies and procedures in effect at the building assure that all students, faculty, and staff understand and perform the expectations of the school.

3. The building administrative team utilizes successful strategies in conducting faculty supervision and evaluation processes with the result that teachers focus on personal improvement of their instructional skills.

   The school administrative team uses the Ohio Teacher Evaluation System (OTES) process to evaluate the teachers in the school. The three administrators share the responsibilities to evaluate all of the teachers. The administrative team utilizes the pre-conference classroom observations, walk-through observations, and follow-up conferences to gather appropriate information to conduct meaningful evaluations. The administrative team feels that honest, open communication is a key to effectively helping teachers improve.

   Helping current teachers in a school become better instructors is the real work of a successful administrative staff and will lead to increased student learning.
Standard 3: The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student 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 to 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.
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<tr>
<th>Indicator</th>
<th>Source of Evidence</th>
<th>Performance Level</th>
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<tbody>
<tr>
<td>3.1</td>
<td>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.</td>
<td>Survey results • Lesson plans • Interviews • Posted learning objectives • Representative samples of student work across courses • Course schedules • Course descriptions • Observations • Descriptions of instructional techniques • Common Assessments, Unit Planners, Exit Passage, RAFT, Placement Criteria/ Rubric.</td>
</tr>
<tr>
<td>3.2</td>
<td>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.</td>
<td>Observations • Common assessments • Surveys results • Interviews • Curriculum writing process • Products – scope and sequence, curriculum maps • Lesson plans aligned to the curriculum</td>
</tr>
<tr>
<td>3.3</td>
<td>Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.</td>
<td>Teacher evaluation criteria • Professional development focused on these strategies • Authentic assessments • Examples of teacher use of technology as an instructional resource • Interviews • Observations • Examples of student use of technology as a learning tool • Student work demonstrating the application of knowledge • Findings from supervisor walk-thrus and observations • Interdisciplinary projects</td>
</tr>
<tr>
<td>Indicator</td>
<td>Source of Evidence</td>
<td>Performance Level</td>
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</table>
| 3.4       | School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. | - Curriculum maps  
- Documentation of collection of lesson plans and grade books  
- Supervision and evaluation procedures  
- Peer or mentoring opportunities and interactions  
- Observations  
- Recognition of teachers with regard to these practices  
- Surveys results  
- Interviews  
- Administrative classroom observation protocols and logs | 3.0 |
| 3.5       | Teachers participate in collaborative learning communities to improve instruction and student learning. | - Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project  
- Agendas and minutes of collaborative learning committees  
- Calendar/schedule of learning community meetings  
- Survey results  
- Observations  
- Peer coaching guidelines and procedures  
- Interviews  
- Examples of improvements to content and instructional practice resulting from collaboration | 3.0 |
| 3.6       | Teachers implement the school's instructional process in support of student learning. | - Observations  
- Interviews  
- Examples of learning expectations and standards of performance  
- Survey results  
- Examples of assessments that prompted modification in instruction  
- Samples of exemplars used to guide and inform student learning | 2.0 |
<table>
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<tr>
<th>Indicator</th>
<th>Source of Evidence</th>
<th>Performance Level</th>
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</table>
| 3.7       | Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. | - Records of meetings and walk throughs/feedback sessions  
- Observations  
- Survey results  
- Professional learning calendar with activities for instructional support of new staff  
- Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning  
- Personnel manuals with information related to new hires including mentoring, coaching, and induction practices  
- Interviews | 3.0 |
| 3.8       | The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. | - Observations  
- Survey results  
- Interviews  
- Volunteer program with variety of options for participation  
- List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days  
- Calendar outlining when and how families are provided information on child's progress  
- Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process | 3.0 |
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<tr>
<th>Indicator</th>
<th>Source of Evidence</th>
<th>Performance Level</th>
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<tbody>
<tr>
<td>3.9</td>
<td>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.</td>
<td>List of students matched to adult advocate, Survey results, Interviews, Observations, Curriculum and activities of formal adult advocate structure, Master schedule with time for formal adult advocate structure, Description of formal adult advocate structures</td>
</tr>
<tr>
<td>3.10</td>
<td>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.</td>
<td>Observations, Evaluation process for grading and reporting practices, Survey results, Sample report cards for each grade level and for all courses, Interviews, Sample communications to stakeholders about grading and reporting, Policies, processes, and procedures on grading and reporting</td>
</tr>
<tr>
<td>3.11</td>
<td>All staff members participate in a continuous program of professional learning.</td>
<td>Evaluation tools for professional learning, Interviews, Survey results, Brief explanation of alignment between professional learning and identified needs, Observations</td>
</tr>
<tr>
<td>3.12</td>
<td>The school provides and coordinates learning support services to meet the unique learning needs of students.</td>
<td>Observations, Interviews, Survey results, List of learning support services and student population served by such services, Data used to identify unique learning needs of students</td>
</tr>
</tbody>
</table>
Opportunities for Improvement

1. Post and articulate the daily learning objective for students at the beginning of the lesson, during the lesson, and at the end of the lesson. Use a short-cycle formative assessment (such as an exit slip) to determine the student's learning and to revise, re-teach, and plan future instruction. (Review the Formative Instructional Practices (FIP) on the Ohio Department of Education website.)

   In most classrooms "I CAN" statements are posted. During the observation, it was apparent that some of the "I CAN" statements cannot be read because the print is too smack or because it is hard to find them on the wall of the classroom. Although basic instruction for assignments and various classroom procedures are reviewed consistently with students, discussion about learning targets and levels of performance are not observed. One of the students mentioned that she is unclear about what the "I CAN" statement means in many of her classes, and that the teachers never mention the meaning of the statement to the students.

   Research on formative instructional practices supports the importance of clear learning targets. Posting and discussion of learning targets prior to instruction ensures that all students understand what they are learning and why. Establish descriptions for various levels of success, including the use of exemplars to show students how they can monitor their own progress and what mastery (of success) looks like.

2. Develop and implement a school-wide policy for common grading practices.

   The principal states that the current grading and reporting is consistent within specific grade-level departments. Although current policy practices processes are being reviewed, few teachers are using common grading and reporting processes and procedures that are consistent throughout the school. A school-wide grading and reporting policy and practices needs to be developed with clearly defined criteria that represents each student's attainment of content knowledge and skills within the International Baccalaureate framework.

   Using a common grading and reporting system will allow all students and parents to be consistently informed of student performance and achievement.

3. Incorporate equitable learning experiences for all students to reduce the learning gaps for subgroups and student achievement in math and science at the eighth grade.

   Curriculum and Instruction in all classes are intended to provide students with equitable learning experiences. Although advanced classes and special education classes regularly support equitable learning conditions, a gap exists within the subgroups (African American, Economically Disadvantaged and Special Education students). The school acknowledges students who need support through RTI (based on TBT and BLT data and agendas), and are currently developing strong practices to support them; however, the students in the middle band would benefit from additional instructional support that could allow them advancement into higher level courses. In reviewing the School Building State Local Report Card, their needs to be a greater effort to improve the math and science scores at the eighth grade level.

   During classroom observations, it was evident that not a lot of the African American students are in advanced or honor courses. With over 50% of the school being African American, the school staff should increase their efforts to move these students to the advanced and honor classes.

   Having a more comprehensive intervention program to help close the learning gaps for subgroups will increase achievement for these groups and improve the math and science academic achievement scores for all students.
4. Identify and incorporate a variety of research-based instructional strategies to be routinely utilized in all classrooms to engage students in learning. Identify and implement effective strategies that provide differentiated instruction to meet the individual needs of all learners that promote higher-order thinking skills and increased student achievement. For example, strategies such as cooperative learning, tiered lessons, work stations, in-depth project-based learning, interdisciplinary lessons, and/or team teaching during the lesson activities could be included.

Student engagement is varied during the classroom activities. Some students are involved in the learning activities while other students are not involved, as indicated by them working on other classroom assignments, playing games on the computer, not working on the classroom assignment or talking with peers. In addition, it is evident that many teachers use whole group instruction strategies during the lesson which requires student to listen the whole period, but not be actively engaged. It is evident that teachers want to differentiate instruction, but they are not sure how to do it. Students mentioned that about half of their teachers use some form of engaging activities during their classes, while the remainder of the teachers use a lecture style when they teach.

Providing professional development and support for teachers on how to develop differentiated instruction strategies will assist teachers in developing lessons that meet the individual learning needs of the students, so each student can master the content material. As students state when the classes are fun and engaging, they learn more.
Standard 4: The school has resources and provides services that support its purpose and direction to ensure success for all students.

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 30,000 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. The institution ensures compliance with applicable governmental regulations.

<table>
<thead>
<tr>
<th>Standard 4</th>
<th>The school has resources and provides services that support its purpose and direction to ensure success for all students.</th>
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<tbody>
<tr>
<td>Indicator</td>
<td>Source of Evidence</td>
</tr>
</tbody>
</table>
| 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. | • Observations  
• School budgets for the last three years  
• Survey results  
• Interviews  
• Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff  
• Assessments of staffing needs  
• Documentation of highly qualified staff  
• Administrative Guidelines | 4.0 |
| 4.2        | Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. | • Survey results  
• School schedule  
• Interviews  
• Alignment of budget with school purpose and direction  
• Observations  
• School calendar | 4.0 |
<table>
<thead>
<tr>
<th>Indicator</th>
<th>The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.</th>
<th>Source of Evidence</th>
<th>Performance Level</th>
</tr>
</thead>
</table>
| 4.3       | • Records of depreciation of equipment  
• Observations  
• Survey results  
• Documentation of compliance with local and state inspections requirements  
• Interviews  
• Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.  
• Maintenance schedules  
• Rules and Behavior Expectations, Documentation of Emergency Procedures. | 3.0 |
| 4.4       | Students and school personnel use a range of media and information resources to support the school’s educational programs. | • Interviews  
• Survey results  
• Observations  
• Schedule of staff availability to assist students and school personnel related to finding and retrieving information | 3.0 |
| 4.5       | The technology infrastructure supports the school’s teaching, learning, and operational needs. | • Technology plan and budget to improve technology services and infrastructure  
• Observations  
• Assessments to inform development of technology plan  
• Survey results  
• Policies relative to technology use  
• Interviews | 3.0 |
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Source of Evidence</th>
<th>Performance Level</th>
</tr>
</thead>
</table>
| 4.6       | The school provides support services to meet the physical, social, and emotional needs of the student population being served. | - Student assessment system for identifying student needs  
- Agreements with school community agencies for student-family support  
- Survey results  
- Schedule of family services, e.g., parent classes, survival skills  
- Interviews  
- Social classes and services, e.g., bullying, character education  
- List of support services available to students  
- Observations  
- Behavioral Referral Process, Parent University-Teacher Leader Group | 3.0 |
| 4.7       | The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. | - List of services available related to counseling, assessment, referral, educational, and career planning  
- Observations  
- Survey results  
- Description of IEP process  
- Interviews  
- Description of referral process | 2.0 |
Powerful Practices

1. The school has resources to support its purpose and direction.

Every year several hundred parents, faculty, graduates and community members gather together at a Night for the Red and White, a fundraiser that benefits the educational enrichment for all students. Now in the 22nd year this event raised more than $2 million to enhance enrollment educational opportunities focusing on the arts, technology, health, and fitness. In addition, there is a very active Parent Teacher Organization that works diligently to assist the middle school with their efforts to teach all students.

As a result of responsible budgeting and fundraising, the school has the resources available to provide for many extracurricular experiences for students. The school's resources provide 60 Middle School activities and athletics for students. The principal mentioned that each student in the middle school is encouraged to participate in at least one activity offered by the school. The documentation demonstrated that 80% of the middle school students are involved in arts, music, string, drama and band. Additionally, these resources provide opportunities for significant professional development for the teachers, as well as technology to assist with instruction.

The availability of resources from outside groups provide a wide range of experiences for students, both inside and outside of the classroom, which can lead to increased student engagement as well as enhance the quality of the educational experience.

2. The school has highly qualified professional and support staff who are of sufficient numbers to support the school’s purpose, direction, and educational progress.

Clearly defined processes are in place for hiring and placing qualified staff in all categories. A review of the highly qualified personnel (HQP) validates the qualifications of teachers. Interviews with support staff indicate that adequate numbers of personnel are available and qualified to fulfill their departments’ roles. Teamwork effectively capitalizes on the expertise of professional and support staff to meet the school’s needs. The principal mentioned that if he has good rationale, he can get more qualified personnel to assist the school with their efforts to effectively provide services to help students to learn. Having such qualified staff who work together will provide the school with the capacity required to move forward with the ambitious initiatives they have set in place.

Opportunities for Improvement

1. Develop and implement a systematic and formal plan to evaluate the counseling, assessment, referral, educational and career planning needs of all students, including a plan for evaluation.

Currently, a constellation of services are in place that address the needs of students, and the staff in these departments work collaboratively to see that students are directed to these services. Effectiveness of these services is evaluated by surveys. A more formal evaluation plan focused on student impact, perhaps with a rotating schedule of which area is assessed during a particular year, could assist with department and school planning. The referral system could be enhanced to make better connections between all of the possible services students might need, to make sure students do not fall through the cracks.

Creating a more connected referral system with a formal plan for evaluation could serve a larger number of students effectively in a more proactive (and less reactive) way.
**Standard 5: 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.**

Systems 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 (Demosky, 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.

<table>
<thead>
<tr>
<th>Standard 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Source of Evidence</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td><strong>The school establishes and maintains a clearly defined and comprehensive student assessment system.</strong></td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>• Documentation or description of evaluation tools/protocols</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Observations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Survey results</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Interviews</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Evidence that assessments are reliable and bias free</td>
<td></td>
</tr>
<tr>
<td>Indicator</td>
<td>Source of Evidence</td>
<td>Performance Level</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------</td>
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</tr>
<tr>
<td>5.2</td>
<td>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.</td>
<td>Interviews, Written protocols and procedures for data collection and analysis, Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning, Observations, List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</td>
</tr>
<tr>
<td>5.3</td>
<td>Professional and support staff are trained in the evaluation, interpretation, and use of data.</td>
<td>Interviews, Professional learning schedule specific to the use of data, Documentation of attendance and training related to data use, Survey results, Observations, Training materials specific to the evaluation, interpretation, and use of data</td>
</tr>
<tr>
<td>5.4</td>
<td>The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.</td>
<td>Student surveys, Agendas, minutes of meetings related to analysis of data, Description of process for analyzing data to determine verifiable improvement in student learning, Examples of use of results to evaluate continuous improvement action plans, Evidence of student growth, Observations, Interviews</td>
</tr>
<tr>
<td>Indicator</td>
<td>Source of Evidence</td>
<td>Performance Level</td>
</tr>
<tr>
<td>-----------</td>
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<td>-------------------</td>
</tr>
<tr>
<td>5.5</td>
<td>Observations</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Minutes of board meetings regarding achievement of student learning goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Survey results</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interviews</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.</td>
<td></td>
</tr>
</tbody>
</table>

**Opportunities for Improvement**

1. Develop and provide professional development to all staff on program evaluation and analyzing and interpreting data.

   The teachers are provided a variety of data such as Ohio Achievement Assessments, Star Reading and Math, CAP test which is just stated only in Social Studies and Science, Value-Added Data, etc., but has not been provided a lot of training on how to evaluate, interpret, and use data to make instructional decisions. It is evident that these data sources are located in different files and in different formats. The school staff should discuss what data is needed by the Building Leadership Teams, Teacher-Based Team and Teacher Teams. Once the data sources are identified, the school staff should be provided training on how to analyze and use the data to improve the instruction/enrichment so that students can master the content material at their own academic needs. The principal and state support team coach mention that all staff need more intense training on data analysis.

   When teachers are trained to analyze data to develop instructional strategies (intervention and enrichment) that meet students’ individual academic needs, the more likely that students’ academic success will occur.

2. Develop a building-wide Continuous Improvement Plan outlining all goals and strategies centered on student learning outcomes.

   The school is using the Comprehensive Continuous Improvement Plan (CCIP) as the school improvement plan. The CCIP is limited to only those activities that are supported by federal and state funds. The principal outlined many of the programs and initiatives that the school is attempting to implement. The teachers state that the schools are attempting to implement many programs, but there is not a document to list these programs and there is not a systemic way to evaluate their effectiveness. The school is encouraged to develop a school building Continuous Improvement Plan listing the schools goal’s (Reading and Math Goals, Learning Environment International Baccalaureate Programs Goals); the strategies and task for each goal; and monitor of the results of the goals at least three times a year. As a suggestion, review the Ohio Leadership Advisory Council website to see how to develop the School Improvement Plan. This could be a responsibility of the Building Leadership Team.

   The Continuous Improvement Plan allows the school a way to communicate to all the staff and parents what programs and initiatives the school is attempting to develop and implement to support student achievement. It also would provide a method to analyze what is working and what is not working.
Learning Environment

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. External Review Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale. The following provides the aggregate average score across multiple observations for each of the seven learning environments included in ELEOT.
Student Performance

Student Performance on assessments is the second of three primary areas of evaluation for AdvancED's Performance Accreditation model. Institutions are asked to collect and analyze student performance data, then submit the data and the analyses to the External Review Team for review. The External Review Team evaluates the quality of the assessments used by the institution, the degree to which the institution properly administered the assessments, analyzed and acted on the results, and the overall performance of students using a set of rubrics. The scale is from 1 (low performing) to 4 (high performing). Results of that evaluation are reported below.

<table>
<thead>
<tr>
<th>Evaluative Criteria</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Quality</td>
<td>4.0</td>
</tr>
<tr>
<td>Test Administration</td>
<td>4.0</td>
</tr>
<tr>
<td>Quality of Learning</td>
<td>3.0</td>
</tr>
<tr>
<td>Equity of Learning</td>
<td>2.0</td>
</tr>
</tbody>
</table>
Stakeholder Feedback

Stakeholder Feedback is the third of three primary areas of evaluation in AdvancED’s Performance Accreditation model. The AdvancED surveys are directly correlated to the AdvancED Accreditation 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 and the degree to which the institution analyzed and acted on the results. The scale is from 1 (low performing) to 4 (high performing). Results of that evaluation are reported below.

<table>
<thead>
<tr>
<th>Stakeholder Feedback Evaluation</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaire Administration</td>
<td>4.0</td>
</tr>
<tr>
<td>Stakeholder Feedback Results and Analysis</td>
<td>2.0</td>
</tr>
</tbody>
</table>
Conclusion

Summary of the External Review

In off-site and on-site review sessions, the AdvancED External Review Team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted observations.

The External Review Visit for Shaker Heights Middle School took place April 22-23, 2014. Evidence reviewed by the external team revealed the systemic determination, cooperation, leadership, and hard work by the school staff to prepare for the external review.

The team conducted interviews with the principal, 7 teachers, 8 support staff, 6 students, 4 parents, the district technology director, assistant superintendent of curriculum, and the state support team coach for a total of 29 stakeholder interviews. During the interviews, the participants were open and honest and provided many examples of the operation of the school.

The team conducted classroom observations with almost all the core classroom and special education classrooms, using the Effective Learning Environments Observation Tool (ELEOT) classroom observation tool. The team reviewed evidence as presented in the school's Self-Assessment and Executive Summary, Performance Diagnostic and Summary, and the Staff, Student and Parent Surveys.

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Accreditation Standards and Indicators.

The curriculum provides a challenging learning experience that provides learning thinking and life skills. The school uses the curriculum maps that are aligned to the Ohio New Learning Standards (ONLS). In addition, the school staff has incorporated the International Baccalaureate (IB) Program Standards which support the ONLS curriculum. The middle school is a candidate for the International Baccalaureate Program. The IB standards feature a global focus and emphasize creative problem solving, hands on projects, inquiry-based learning and community services. The IB program does not replace anything in the curriculum. Students continue to learn traditional subjects, at a higher level, while meeting the state standards. Internal Baccalaureate learners are inquisitive, knowledgeable, thinkers, caring, risk-takers, balanced, and reflective.

Other middle school promising practices include the following: over sixty (60) Middle School activities and athletics; 80% of the students are involved in arts, music, string, drama and band; each year hundreds of middle school and high school students win awards for their performances on national language exams in French, German, Greek, Latin and Spanish; every year, several hundred parents, faculty, graduate and community members gather together at a Night for the Red and White, a fundraiser that benefits the educational enrichment for all students. Now in the 22nd year, this event raised more than $2 million to enhance enrollment educational opportunities focusing on the arts, technology, health, and fitness. Parents, teacher, support staff have a common vision of increasing student achievement through the International Baccalaureate Program strategies. They are all willing to work together as a team to assure students' academically and social emotional needs are met. The students appreciate their efforts; student behavior in the classroom was exemplary. Students are articulate and welcoming to visitors to the school;
there is a positive relationship between administration and staff; and, there is a very active Parent Teacher Organization that work diligently to assist the middle school with their efforts to teach all students.

The middle school has been labeled as a Focus School, by the Ohio Department of Education, because of their learning gaps of the African American, Economically Disadvantaged and the Special Education Students. Focus Schools are provided a State Support Team Coach, from the Cuyahoga County Educational Service Center, that is providing coaching services to the school. Some of the Focus School requirement include: Close the learning gaps of the subgroups; develop a Building Leadership Team; and, develop Teacher-Based Team for data analysis.

The principal has the autonomy and resources to provide the middle school with many programs and initiatives to improve student achievement. The administrative and staff leadership appears to be strong in the school. There is a positive relationship between administrators and staff and they are willing to work as a team to increase student achievement. The establishment and refinement of the Building Leadership Team, the Teacher-Based Team and the interdisciplinary Teacher Teams allows the teachers to collect and analyze data to determine the academic and socio-emotional needs of all students. The principal mentioned that the teachers need more training on analyzing data so they can use the data to develop differentiated strategies during the lesson. In this way, each student's individual academic needs will be met.

The school has a nine-period day which includes lunch, study hall, and specials. The middle school staff also offers a conference period at the end of the day so students can make up work, get extra assistance from teachers or are provided enrichment activities. The academic classes have a maximum time period of thirty-nine minutes. The principal wants to review the school schedule and determine how the school staff would be provided more time for classroom instruction.

The school provides three levels of classes; college preparation, advanced, and honor classes. During classroom observations, it is apparent that many of the advance and honor classes are filled with non-African American students. The population of Shaker Middle School includes over 50% African American students. There has been an effort to increase the number of African American students to take higher level courses however; there, still appears to be inequity in their placement.

The administrators and staff mentioned that much student academic and nonacademic data is available to determine student achievement success. There has been some training for staff on how to analyze the data. In discussion with the administrator and state support team coach relative to the need to analyze data, it was recommended that they use the Teacher-Based Team-5 step process. This process provides the teachers with a way to analyze academic and non-academic data to differentiate instruction and to develop effective interventions/enrichment to students.

The school has a lot of support from the community, especially from the several hundred parents, faculty, graduates and community members who gather together at a Night for the Red and White, a fundraiser that provides educational enrichment funds that support all students. The middle school also has a very active Parent Teacher Organization that works diligently to assist the middle school with their efforts to teach students.
observing classrooms and general operations of the institution. Using data from these observations, the team evaluated the quality of instruction and learning that took place classified around seven constructs or environments: equity, high expectations, support, engagement, progress monitoring and feedback, management, and use of technology.

The team conducted 38 classroom observations with almost all the core subjects and special education classes. The Effective Learning Observation Tool (ELEOT) was used during the classroom observations. The team identified the ratings for each of the seven learning environments as measured by the ELEOT. The compilation of the scores supports the following findings of the External Review and stakeholder interviews: most teachers teach in a traditional manner and very little differentiation occurs unless it is in the special education classes; some teachers provide a challenging and rigorous curriculum using higher-order questions so students can understand the lesson at a higher level; some teachers use the International Baccalaureate Program strategies to develop hands-on activities in their classes; and very little use of technology is used by teachers and students during the lesson.

The AdvancED External Review team thanks the school staff for all their efforts in making the review easy to conduct. The team especially wants to thank the principal and assistant principal for their efforts to organize and coordinate the visit. They were always available to answer questions or provide additional materials as requested. The team also would like to thank the office staff, who put together the artifact notebooks, took care of our needs, and made us feel welcomed during the visit.

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 criteria. Beginning with school year, 2013-14, AdvancED is introducing a new framework to describe the result of an accreditation review. Consistent with the modern focus of accreditation on continuous improvement with an emphasis on student success, AdvancED introduces an innovative and state-of-the-art framework for diagnosing and revealing institutional performance called the Index of Education Quality (IEQ). The IEQ is comprised of three domains of performance: 1) the impact of teaching and learning on student performance; 2) the leadership capacity to govern; and 3) the 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.

The three domains of performance are derived from the AdvancED Standards and Indicators; the Analysis of Student Performance; and the Engagement and Involvement of Stakeholders. Within each domain institutions will be able to 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 can be a valuable source of guidance for continuous improvement. Upon review of the findings in this report, institutional leaders should work with their staff to review and understand the evidence and rationale for each Required Action as well as the corresponding pathway to improvement described in the performance levels of the selected Indicator.

The IEQ provides a new framework that recognizes and supports the journey of continuous improvement. Your institution's IEQ is the starting point for continuous improvement. Your actions for improvement that have a positive impact will be reflected in your IEQ score.

IEQ Institutional Score: 295
Teaching and Learning Impact: 267
(Standards 3 and 5; Student Performance Criteria)

Leadership Capacity: 336
(Standards 1 and 2; Stakeholder Engagement Criteria)

Resource Utilization: 314
(Standard 4)

The External Review team recommends that Shaker Heights Middle School be accredited by the AdvancED Accreditation Commission for a five-year term of accreditation.
**Improvement Priority**

1. Develop a comprehensive process to collect, analyze and apply learning from a wide range of academic and non-academic data to make instructional decisions. (Note-Building Leadership Teams, Teacher-Based Teams and the interdisciplinary Teacher Teams (core subject teachers) should review the Ohio Leadership Advisory Council (OLAC) guidance documents outlining the process for developing effective teams. In addition, review the TBT modules on how to develop and implement the TBT-5 step process to analyze data with fidelity (ODE website).

   Related Indicator(s) or Assurance(s):
   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.

   Description:
   Teacher use the data during the Building Leadership Team, Teacher-Based Team and Teacher Team Meetings. The teachers are unsure how to analyze and use the data to make instructional decisions for classroom instruction.

   The Building Leadership Teams, Teacher-Base Teams and the Teacher Teams meet often. The teachers in these meetings are discussing curricular materials, and using a variety of methods to track data and provide intervention. However, for the most part, it is not evident when making the classroom observations that they use this data to differentiate instruction during the lesson. This is not true in the Special Education classes which differentiate the lesson using the students IEP goals. The principal and staff state that they need more training on how to analyze data to make instructional decisions, especially for differentiated instruction during the classroom lesson. It is suggested that the school staff review the Teacher-Based Team (TBT)-5 step process to learn how to use data to make instructional strategies (intervention and enrichment) to assist students in mastering the content materials.

   When teachers gather and analyze a wide range of academic and non-academic data to determine student achievements or intervention/enrichment needs, the more likely students will be provided the appropriate instruction or intervention/enrichment to master the content materials at a higher level.

2. Review and revise the school schedule and determine how to increase the classroom instructional time to have the maximum time for learning.

   Related Indicator(s) or Assurance(s):
   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.

   Description:
The school has a nine-period day which includes lunch, study hall, and specials. In addition, the middle school provides a Conference Period after school for students to make up work or get extra assistance from teachers. The academic classes have a maximum time period of thirty-nine minutes. The principal wants to review the schedule and determine how the school staff would be provided more time for classroom instruction. In addition, some Teacher Teams (Core subject teachers) develop interdisciplinary lessons for project-based learning. It is suggested that all the Teacher Team develop more interdisciplinary learning units to expand the use of the instructional time.

The more instructional time that students are provided to learn a subject or are involved in interdisciplinary project-based learning, the more likely that they will understand the content materials at a deeper level.
Addenda

The External Review Team

Lead Evaluator:
Mr. James P Jilek

Associate Lead Evaluator:
Mrs. Kathleen A Mesker

Team Member:
Mr. Martin M. Kane

Mr. Mike Kaschak

Mrs. Paula M. Kucinic

Mrs. Annie McGhee

Dr. Susan R. Perry
Next Steps

The institution 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 Powerful Practices section to maximize their impact on the institution.
3. Develop action plans to address the Required Actions made by the team. Include methods for monitoring progress toward addressing the Required Actions.
4. Use the report to guide and strengthen the institution's efforts to improve student performance and system effectiveness.
5. Following the External Review, submit the Accreditation Progress Report detailing progress made toward addressing the Required Actions. Institutions are required to respond to all Required Actions. The Required Actions should be completed before the Accreditation Progress Report is submitted. 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 complete the Required Actions. The accreditation status will be reviewed and acted upon based on the completion of the Required Actions and the resulting improvement.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.
Celebrating Accreditation

Following the External Review, the team submits the final report to AdvancED for review and for action by the AdvancED Accreditation Commission that confers accreditation upon the institution. Upon receiving its accreditation, the institution should share its achievement with internal and external communities.

About AdvancED

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 joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world’s largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, these divisions share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.
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