Report of the
External Review Team
for
Proviso West High School

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AdvancED®

Table of Contents

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Introduction

The External Review is an integral component of AdvancED Performance Accreditation and provides the institution with a comprehensive evaluation guided by the results of diagnostic instruments, in-depth review of data and documentation, and the professional judgment of a team of qualified and highly trained evaluators. A series of diagnostic instruments examines the impact of teaching and learning on student performance, the capacity of leadership to effect continuous improvement, and the degree to which the institution optimizes its use of available resources to facilitate and support student success. The results of this evaluation are represented in the Index of Education Quality (IEQ™) and through critical observations, namely, Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools and designed primarily to distinguish schools adhering to a set of educational standards. Today the accreditation process is used at all levels of education and is recognized for its ability to effectively drive student performance and continuous improvement in education.

Institutions seeking to gain or retain accreditation must meet AdvancED Standards specific to their institution type, demonstrate acceptable levels of student performance and the continuous improvement of student performance, and provide evidence of stakeholder engagement and satisfaction. The power of AdvancED Performance Accreditation lies in the connections and linkages between and among the conditions, processes, and practices within a system that impact student performance and organizational effectiveness.

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED Standards were developed by a committee comprised of talented educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement. Prior to implementation, an internationally recognized panel of experts in testing and measurement, teacher quality, and education research reviewed the standards and provided feedback, guidance and endorsement.

The AdvancED External Review Team uses AdvancED Standards, associated indicators and criteria related to student performance and stakeholder engagement to guide its evaluation. The Team examines adherence to standards as well as how the institution functions as a whole and embodies the practices and characteristics expected of an accredited institution. The Standards, indicators and related criteria are evaluated using indicator-specific performance levels. The Team rates each indicator and criterion on a scale of 1 to 4. The final scores assigned to the indicators and criteria represent the average of the External Review Team members' individual ratings.

The External Review is the hallmark of AdvancED Performance Accreditation. It energizes and equips the institution's leadership and stakeholders to achieve higher levels of performance and address those areas that

may be hindering efforts to reach desired performance levels. External Review is a rigorous process that includes the in-depth examination of evidence and relevant data, interviews with all stakeholder groups, and extensive observations of learning, instruction, and operations.

Use of Diagnostic Tools

A key to examining the institution is the design and use of diagnostic tools that reveal the effectiveness with which an institution creates conditions and implements processes and practices that impact student performance and success. In preparation for the External Review the institution conducted a Self Assessment that applied the standards and criteria for accreditation. The institution provided evidence to support its conclusions vis a vis organizational effectiveness in ensuring acceptable and improving levels of student performance.

- an indicator-based tool that connects the specific elements of the criteria to evidence gathered by the team;
- a student performance analytic that examines the quality of assessment instruments used by the institution, the integrity of the administration of the assessment to students, the quality of the learning results including the impact of instruction on student learning at all levels of performance, and the equity of learning that examines the results of student learning across all demographics;
- a stakeholder engagement instrument that examines the fidelity of administration and results of perception surveys seeking the perspective of students, parents, and teachers;
- a state-of-the-art, learner-centric observation instrument, the Effective Learning Environments Observation Tool (eleot™) that quantifies students' engagement, attitudes and dispositions organized in 7 environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, reach acceptable levels of inter-rater reliability, and certified to use this research-based and validated instrument.

The External Review Team's findings and critical observations are shared in this report through the IEQ™ results as well as through the identification of Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Index of Education Quality

In the past, accreditation reviews resulted in an accreditation recommendation on status. Labels such as advised, warned, probation, or all clear were used to describe the status of a school relative to the AdvancED Standards and other evaluative criteria. Beginning in the 2013-14 school year, AdvancED introduced a new framework to describe the results of an accreditation review. Consistent with the modern focus of accreditation on continuous improvement with an emphasis on student success, AdvancED introduced an innovative and state-of-the-art framework for diagnosing and revealing institutional performance called the Index of Education Quality (IEQ™). The IEQ™ comprises three domains of performance: 1) the impact of teaching and learning on student performance; 2) the capacity of leadership to guide the institution toward the achievement of its

vision and strategic priorities; and 3) use of resources to support and optimize learning. Therefore, your institution will no longer receive an accreditation status. Instead, your institution will be accredited with an IEQ™ score. In the case where an institution is failing to meet established criteria, the accreditation will be under review thereby requiring frequent monitoring and demonstrated improvement.

The three domains of performance are derived from the AdvancED Standards and associated indicators, the analysis of student performance, and the engagement and feedback of stakeholders. Within each domain institutions can connect to the individual performance levels that are applied in support of the AdvancED Standards and evaluative criteria. Within the performance levels are detailed descriptors that serve as a valuable source of guidance for continuous improvement. Upon review of the findings in this report and building on their Powerful Practices, institutional leaders should work with their staff to review and understand the evidence and rationale for each Opportunity for Improvement and Improvement Priority as well as the corresponding pathway to improvement described in the performance levels of the selected indicator(s).

The IEQ™ provides a new framework that recognizes and supports the journey of continuous improvement. An institution's IEQ™ is the starting point for continuous improvement. Subsequent actions for improvement and evidence that these have had a positive impact will raise the institution's IEQ™ score.

Benchmark Data

Throughout this report, AdvancED provides benchmark data for each indicator and for each component of the evaluative criteria. These benchmark data represent the overall averages across the entire AdvancED Network for your institution type. Thus, the AdvancED Network average provides an extraordinary opportunity for institutions to understand their context on a global scale rather than simply compared to a state, region, or country.

It is important to understand that the AdvancED Network averages are provided primarily to serve as a tool for continuous improvement and not as a measure of quality in and of itself. Benchmark data, when wisely employed, have a unique capacity to help institutions identify and leverage their strengths and areas of improvement to significantly impact student learning.

Powerful Practices

A key to continuous improvement is the institution's ability to learn from and build upon its most effective and impactful practices. Such practices serve as critical leverage points necessary to guide, support and ensure continuous improvement. A hallmark of the accreditation process is its commitment to identifying with evidence, the conditions, processes and practices that are having the most significant impact on student performance and institutional effectiveness. Throughout this report, the External Review Team has captured and defined Powerful Practices. These noteworthy practices are essential to the institution's effort to continue its journey of improvement.

Opportunities for Improvement

Every institution can and must improve no matter what levels of performance it has achieved in its past. During the process of the review, the External Review Team identified areas of improvement where the institution is meeting the expectations for accreditation but in the professional judgment of the Team these are Opportunities for Improvement that should be considered by the institution. Using the criteria described in the corresponding rubric(s) to the Opportunity for Improvement, the institution can identify what elements of practice must be addressed to guide the improvement.

Improvement Priorities

The expectations for accreditation are clearly defined in a series of the rubric-based AdvancED Standards, indicators and evaluative criteria focused on the impact of teaching and learning on student performance, the capacity of the institution to be guided by effective leadership, and the allocation and use of resources to support student learning. As such, the External Review Team reviewed, analyzed and deliberated over significant bodies of evidence provided by the institution and gathered by the Team during the process. In the professional judgment of the Team as well as the results of the diagnostic process, the Team defined, with rationale, Improvement Priorities. The priorities must be addressed in a timely manner by the institution to retain and improve their accreditation performance as represented by the IEQ™. Improvement Priorities serve as the basis for the follow-up and monitoring process that will begin upon conclusion of the External Review. The institution must complete and submit an Accreditation Progress Report within two years of the External Review. The report must include actions taken by the institution to address the Improvement Priorities along with the corresponding evidence and results. The IEQ™ will be recalculated by AdvancED upon review of the evidence and results associated with the Improvement Priorities.

The Review

The AdvancED External Review of Proviso West High School included a two-day review scheduled April 27 and 28, 2015 on the school campus. Prior to arriving at the school, the five-member External Review Team studied the array of Internal Review documents and related information provided by school leaders. The Team discussed evidence provided for each Indicator and Evaluative Criteria via a conference call. During the on-site review, the Team toured school facilities, observed the school in action, and interacted with school stakeholders. Approximately 100 administrators, teachers, students, staff, and parents were part of these interviews and conversations. Twenty-one different classroom observations of 20 minutes or more afforded the External Review Team members the opportunity to view classes for every core course across grade levels. An overall school presentation was made by the administrative team and the assistant principal conducted a data review presentation. The Team completed interviews with teachers, students, support staff, and parents. During the second day of the on-site, the school's leadership team was available to answer additional questions from the External Review Team. The Lead Evaluator kept the administrative team informed of the concluding work of the Team. The exit report was presented to the school leadership prior to the all school presentation at the end of the second day.

The principal and assistant principal led the accreditation process. The comprehensive Internal Review

engaged a wide range of internal and external stakeholder groups and included input from many individuals. The Accreditation Report was completed and submitted in a timely manner. The Team determined that the information provided to them by school leaders and staff and the input from the focus groups was open and honest. Throughout the Review, school leaders and faculty were transparent in their reflections and candid in discussing continuous improvement efforts. The presence of and response from very supportive parents during the stakeholder interviews supported the school's claim of prioritizing parent involvement this year. The External Review Team commends the school for its thoughtful, open, and honest approach to AdvancED Performance Accreditation and thanks the school for its warm reception and hospitality.

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

Stakeholder Interviewed	Number
Superintendents	1
Administrators	4
Instructional Staff	29
Support Staff	11
Students	47
Parents/Community/Business Leaders	8
Total	**100**

Results

Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results, instructional quality, learner and family engagement, support services for student learning, curriculum quality and efficacy, and college and career readiness data. These are all key indicators of an institution's impact on teaching and learning.

A high-quality and effective educational system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics that include strong communication skills, knowledge of content, and knowledge of how to teach the content. The institution's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis, and Printy (2002), staff members who engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective institutions "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found that a successful institution implements a curriculum based on clear and measurable expectations for student learning. The curriculum provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Institutions with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six

key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making, (2) establishing a culture of data use and continuous improvement, (3) investing in an information management system, (4) selecting the right data, (5) building institutional capacity for data-driven decision making, and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision-making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

Through ongoing evaluation of educational institutions, AdvancED has found that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 3 - Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Indicator	Description	Review Team Score	AdvancED Network Average
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	2.20	2.88
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	2.00	2.53
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2.20	2.67
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1.80	2.78
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	2.00	2.63
3.6	Teachers implement the school's instructional process in support of student learning.	2.20	2.66
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	1.00	2.58
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	2.60	3.12

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Indicator	Description	Review Team Score	AdvancED Network Average
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	2.20	3.07
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2.80	2.77
3.11	All staff members participate in a continuous program of professional learning.	1.60	2.57
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	2.00	2.71

Standard 5 - Using Results for Continuous Improvement

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

Indicator	Description	Review Team Score	AdvancED Network Average
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	2.20	2.72
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.	1.60	2.44
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	1.00	2.09
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	2.00	2.53
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	2.00	2.78

Student Performance Diagnostic

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

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	4.00	3.10
Test Administration	4.00	3.47
Equity of Learning	2.00	2.74
Quality of Learning	3.20	2.98

Effective Learning Environments Observation Tool (eleot™)

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (eleot™) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam that establishes inter-rater reliability. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale (4=very evident; 3=evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot™ as well as benchmark results across the AdvancED Network.

eleot™ Results

Performance Levels	Review	Network
A. Equitable Learning	2.50	2.68
B. High Expectations	2.71	2.81
C. Supportive Learning	3.09	3.05
D. Active Learning	2.97	2.95
E. Progress Monitoring and Feedback	2.75	2.76
F. Well-Managed Learning	2.84	3.11
G. Digital Learning	1.57	1.88
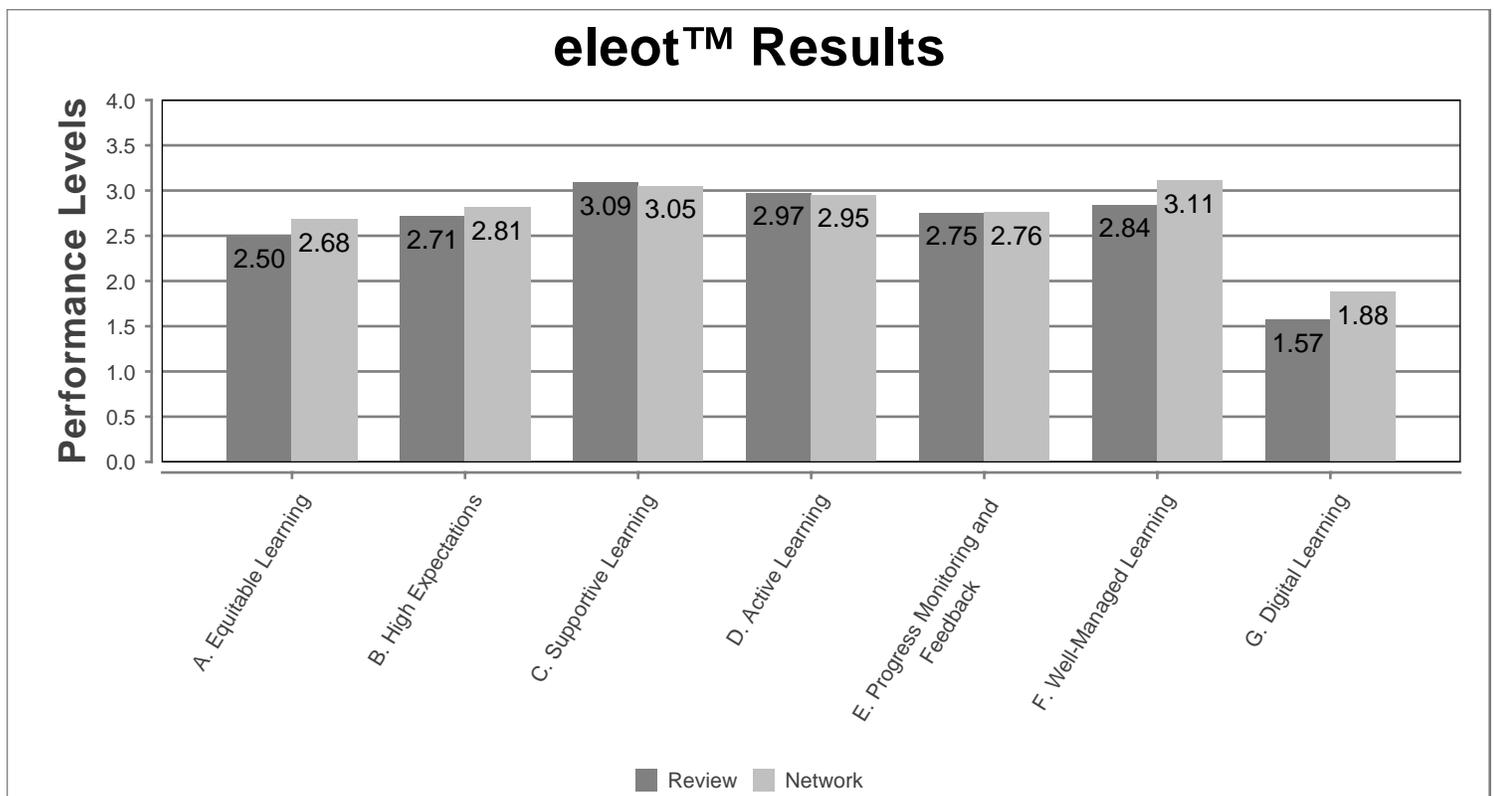
Twenty-one classroom observations were completed at Proviso West High School. Observations were conducted across all core content subject areas, as well as Pre-engineering, Interior Design, and Culinary Arts. Additionally, classes for students with special needs were observed across grade levels and content areas. With the exception of Digital Learning Environment, the overall findings were close to AdvancED Network (AEN) averages. The last finding, Digital Learning Environment, is consistent with the AEN average. The

averages of two domains, Supportive Learning and Active Learning Environments, were rated slightly above the AEN averages. It should be noted that while the Active Learning domain did rate slightly above the AEN, this was reported primarily in classes for students with special needs in which co-teachers were present. Observations in most classes reported there was little student-centered learning and they had limited opportunities for collaboration or active engagement. There were two domains that were consistent in the ratings across all content and grade levels: Supportive Learning Environment and Progress Monitoring and Feedback. Team members reported in most classes students asked questions and received timely positive feedback. Students in all classes had equal access to materials and resources. It was observed that there were some classes that did not reflect a well-managed environment. Further analysis by the team concluded that this observation was consistent in classes with lower student engagement and/or active learning opportunities.

The results of the eleot™ observations should guide the school in creating a plan to improve overall teaching and learning efforts, thus positively impacting student academic growth and achievement. Team members reported that the primary mode of instructional delivery in many classroom was direct instruction and that there was little evidence of instructional or assessment strategies that addressed students' individual needs (AdvancED Quality Standards, Indicator 3.6). However, observable evidence of a Supportive Learning Environment in most classes provide opportunities for staff development that include training the staff to use data to assess student achievement and improve instruction (AdvancED Quality Standards, Indicator 3.2). While it was reported there was consistent observation of clearly stated or posted learning objectives, there was less evidence of the use of exemplars or teacher modeling of a specific learning activity. Additionally, with the exception of a few classrooms, there was little evidence of high levels of student engagement. During interviews, teachers were not able to identify school-wide instructional practices that would indicate a well-developed framework to promote a focus on highly engaging and challenging teaching and learning. There was little evidence contained within the provided electronic artifacts to support that teachers used a toolbox of student engagement strategies, although there is a district instructional protocol for such strategies (AdvancED Quality Standards, Indicator 3.3).

All classrooms reflected an abundant amount of supportive encouragement and interaction between teacher and students. Although students received immediate feedback and support in the general classroom setting, observations did not report substantial amounts of opportunity for differentiated instruction based on assessment feedback Instructional time was respected in all classrooms observed. Classes began with a brief routine activity that students responded to positively and were prepared to participate at the start of class. Students responded to class pacing and smoothly transitioned from one activity to the next. While some classrooms were equipped with SMART™ technology, there was very little use of digital technology by students. Implementing an instructional framework that includes active learning strategies, differentiated instruction based on assessment of student needs, and integrating student use of technology will foster an effective student-centered learning environment.

eleot™ Data Summary

A. Equitable Learning			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	2.38	Has differentiated learning opportunities and activities that meet her/his needs	9.52%	38.10%	33.33%	19.05%
2.	3.10	Has equal access to classroom discussions, activities, resources, technology, and support	14.29%	80.95%	4.76%	0.00%
3.	3.00	Knows that rules and consequences are fair, clear, and consistently applied	33.33%	33.33%	33.33%	0.00%
4.	1.52	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	9.52%	9.52%	4.76%	76.19%
Overall rating on a 4 point scale: 2.50						

B. High Expectations			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	2.67	Knows and strives to meet the high expectations established by the teacher	19.05%	28.57%	52.38%	0.00%
2.	3.19	Is tasked with activities and learning that are challenging but attainable	33.33%	52.38%	14.29%	0.00%
3.	2.24	Is provided exemplars of high quality work	9.52%	28.57%	38.10%	23.81%
4.	2.52	Is engaged in rigorous coursework, discussions, and/or tasks	14.29%	28.57%	52.38%	4.76%
5.	2.95	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	28.57%	38.10%	33.33%	0.00%
Overall rating on a 4 point scale: 2.71						

C. Supportive Learning				%			
Item	**Average**	**Description**		**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	2.95	Demonstrates or expresses that learning experiences are positive		33.33%	28.57%	38.10%	0.00%
2.	3.00	Demonstrates positive attitude about the classroom and learning		33.33%	33.33%	33.33%	0.00%
3.	3.19	Takes risks in learning (without fear of negative feedback)		42.86%	38.10%	14.29%	4.76%
4.	3.43	Is provided support and assistance to understand content and accomplish tasks		42.86%	57.14%	0.00%	0.00%
5.	2.86	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs		28.57%	38.10%	23.81%	9.52%
Overall rating on a 4 point scale: 3.09							

D. Active Learning				%			
Item	**Average**	**Description**		**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	3.43	Has several opportunities to engage in discussions with teacher and other students		66.67%	14.29%	14.29%	4.76%
2.	2.43	Makes connections from content to real-life experiences		14.29%	33.33%	33.33%	19.05%
3.	3.05	Is actively engaged in the learning activities		47.62%	14.29%	33.33%	4.76%
Overall rating on a 4 point scale: 2.97							

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E. Progress Monitoring and Feedback			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	2.76	Is asked and/or quizzed about individual progress/learning	23.81%	42.86%	19.05%	14.29%
2.	3.10	Responds to teacher feedback to improve understanding	38.10%	38.10%	19.05%	4.76%
3.	2.90	Demonstrates or verbalizes understanding of the lesson/content	19.05%	52.38%	28.57%	0.00%
4.	2.38	Understands how her/his work is assessed	4.76%	52.38%	19.05%	23.81%
5.	2.62	Has opportunities to revise/improve work based on feedback	23.81%	33.33%	23.81%	19.05%
Overall rating on a 4 point scale: 2.75						

F. Well-Managed Learning			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	3.14	Speaks and interacts respectfully with teacher(s) and peers	42.86%	28.57%	28.57%	0.00%
2.	2.95	Follows classroom rules and works well with others	28.57%	38.10%	33.33%	0.00%
3.	2.62	Transitions smoothly and efficiently to activities	14.29%	47.62%	23.81%	14.29%
4.	2.43	Collaborates with other students during student-centered activities	19.05%	28.57%	28.57%	23.81%
5.	3.05	Knows classroom routines, behavioral expectations and consequences	33.33%	38.10%	28.57%	0.00%
Overall rating on a 4 point scale: 2.84						

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G. Digital Learning				%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.71	Uses digital tools/technology to gather, evaluate, and/or use information for learning	4.76%	28.57%	0.00%	66.67%
2.	1.52	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	4.76%	14.29%	9.52%	71.43%
3.	1.48	Uses digital tools/technology to communicate and work collaboratively for learning	4.76%	14.29%	4.76%	76.19%
Overall rating on a 4 point scale: 1.57							

Findings

Improvement Priority

Create, implement, and monitor a comprehensive formal process to collect and analyze data to inform school improvement efforts and align a school-wide professional development focus designed to train all staff in the effective use of data analysis.

(Indicators 3.2, 5.2, 5.3)

Evidence and Rationale

In the school's Accreditation Report, Proviso West High School indicated that there was no formal process for the collection, evaluation and use of data with the goal of improving teaching and learning. Additionally, staff are not trained in data interpretation and evaluation. An analysis of the Student Performance diagnostic indicates that there has been increased achievement in the areas of Reading and Math, but significant decrease in the areas of Science for both girls and African American students. When interviewed, neither the administration nor teachers could plausibly explain the increased performance in Reading and Math, or the negative trend in Science for females and African American students. There was little evidence during classroom observations of the use of formal or informal assessment data by teachers to respond to the needs of students. The development and implementation of a comprehensive, continuous data review protocol can be used to inform school improvement, raise student achievement, and reduce student achievement gaps. Training teachers in the effective use of data analysis will improve efforts in the classroom to meet the learning needs of all students.

Improvement Priority

Develop and implement a formalized coaching and mentoring program for faculty and staff which provides them with support in continuous growth of their professional practices to ensure that these practices are

aligned with the school's mission and vision.
(Indicators 2.4, 3.7)

Evidence and Rationale
It was reported in the school's Accreditation Report that few to no personnel are engaged in mentoring, coaching, or induction programs that are consistent with the school values and beliefs. While it was reported during teacher interviews that there is a one day new teacher orientation and that there are informal conversations among instructors throughout the year supporting each other's professional practice, there is no formalized coaching or mentoring program implemented in the school. There is no instructional coaching practice in place and teachers rarely participate in peer observation and mentoring. Coaching and mentoring are essential to creating a collaborative school culture. A coaching and mentoring program can create an environment that fosters a continuous process focused on teacher efficacy, supportive feedback, and positive professional learning and growth.

Improvement Priority
Develop, implement, and monitor ongoing professional development for all staff addressing specific school improvement goals identified in the school's improvement plan.
(Indicators 1.3, 3.11)

Evidence and Rationale
It was reported in the school's Accreditation Report that few to no staff members participate in regularly scheduled professional learning. Similarly, nearly 32% of teachers report that "all teachers have not been trained to implement a formal process that promotes discussion about student learning." Teacher interviews further indicate that they have received little to no professional development or administrative directions relevant to addressing the specific school improvement needs. Professional development directly related to the school improvement process can provide staff a comprehensive, mutual understanding of the specific school improvement goals and their individual and collective roles in realizing these goals. Mutual understanding of the relation between the school's mission and its school improvement efforts facilitates collaboration, establishes accountability, and improves teaching and learning.

Improvement Priority
Implement and monitor a research-based instructional framework for teachers to effectively promote student engagement strategies that include student centered instruction, student collaboration, and active learning.
(Indicators 2.6, 3.3, 3.4, 3.6)

Evidence and Rationale
Interviews with teachers and eleot™ observations indicate that teachers use largely lecture-based instructional methods. Direct instruction rather than small, collaborative student learning was the norm rather than the exception in a majority of classes observed. There was little evidence to support project-based learning, and traditional assessment methods were reported to be primary method of assessment. A review of survey responses reported that there were no school-wide practices in place that require student collaboration, self-reflection, and development of critical thinking skills. The evidence, however, included a document that clearly

outlines a district instructional framework based on research based best practices. This document outlines Guiding Principals of Professional Learning Communities and the district's Instructional Framework which focuses on incorporating standards-based instructional strategies into everyday instruction. Additional information in this documents includes Planning Guides and Instructional Considerations related to such things as Rigor vs. Relevancy, Assessment and Feedback, Response to Intervention, and Classroom Management. It also includes Literacy Considerations which outline specific research based literacy strategies. Finally the document includes a Walk Through Checklist that integrates the strategies outlined in the framework and serves as means to monitor the use of this instructional framework in classrooms. This document was included in the evidence related to new teacher mentoring which implies clear expectations of new teachers. Based on observations, interviews, and survey responses, it appears that Proviso West High School has not fully implemented this Instructional Framework. Implementing current research-based best active-learning instructional practices will increase student engagement in the classroom through student collaboration, application of knowledge and skills, and the use of technology resources. Monitoring and supervision of these practices will enhance teacher collaboration and professional practice resulting in improved instruction, student engagement, and overall achievement.

Opportunity for Improvement

Develop and implement a formal stakeholder communication plan linked to school improvement goals that clearly informs all stakeholders of student performance data.
(Indicators 2.5, 5.5)

Evidence and Rationale

The External Review Team reviewed sample school leadership communications to the school community including administrative announcements to faculty and staff and parent newsletters. Parent interview responses validated that communication between the school leadership and parents take place for those parents who choose to stay involved with the school. A communication plan that encompasses all stakeholders through multiple platforms at regular intervals and provides ongoing information regarding school improvement goals will nurture increased parent and student involvement in school improvement efforts. Additionally, a formal communication plan will ensure frequent and equitable interaction with all stakeholders in the greater school community.

Opportunity for Improvement

Evaluate the collaborative team structure so as to develop, utilize, and nurture the individual and collective talents of the entire staff.
(Indicators 1.2, 3.1, 3.5)

Evidence and Rationale

Classroom observations and interviews confirm Proviso West High School is composed of a diverse, experienced instructional staff. Interviews and documentation verify that the school has implemented a formal Professional Learning Community (PLC) structure. Regular meeting times are incorporated into the daily schedule and a district schedule outlines the dates of specific group meetings. Department PLCs meet at least twice a month. Guiding principles are published for conducting formal meetings with specific agendas.

Interviews with teachers indicate that there is little opportunity for teachers to share best practices outside of their assigned PLC or to collaborate in areas in which they have rich experience and interest. Members of the teaching staff expressed an interest in participating in data and instructional teams that cross content and grade levels and positively impact the teaching and learning goals of the school. An evaluation of the collaborative team structure will promote the development of additional PLCs that are comprised of a mix of faculty and staff beyond departments and that address teaching, learning, and student support from a variety of perspectives and expertise. An expansion of PLCs will empower staff and build professional capacity for analyzing data, sustaining a robust curriculum, and fostering innovative instruction and support. Additionally it will afford opportunities for shared leadership and build a culture of shared values, beliefs, and accountability.

Leadership Capacity

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

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

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

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

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

Standard 1 - Purpose and Direction

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

Indicator	Description	Review Team Score	AdvancED Network Average
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	2.20	2.75
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	2.00	3.04
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.20	2.61

Standard 2 - Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Indicator	Description	Review Team Score	AdvancED Network Average
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	2.80	2.98
2.2	The governing body operates responsibly and functions effectively.	2.60	2.96
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	2.40	3.18
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	2.20	3.13
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	3.00	2.82
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	2.00	2.82

Stakeholder Feedback Diagnostic

Stakeholder Feedback is the third of three primary areas of evaluation in AdvancED's Performance Accreditation model. The AdvancED surveys (student, parent, and teacher) are directly correlated to the AdvancED Standards and indicators. They provide not only direct information about stakeholder satisfaction but also become a source of data for triangulation by the External Review Team as it evaluates indicators.

Institutions are asked to collect and analyze stakeholder feedback data, then submit the data and the analyses to the External Review Team for review. The External Review Team evaluates the quality of the administration of the surveys by institution, survey results, and the degree to which the institution analyzed and acted on the results.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Questionnaire Administration	3.00	3.38
Stakeholder Feedback Results and Analysis	2.00	3.08

Findings

Improvement Priority

Create, implement, and monitor a comprehensive formal process to collect and analyze data to inform school improvement efforts and align a school-wide professional development focus designed to train all staff in the effective use of data analysis.
(Indicators 3.2, 5.2, 5.3)

Evidence and Rationale

In the school's Accreditation Report, Proviso West High School indicated that there was no formal process for the collection, evaluation and use of data with the goal of improving teaching and learning. Additionally, staff are not trained in data interpretation and evaluation. An analysis of the Student Performance diagnostic indicates that there has been increased achievement in the areas of Reading and Math, but significant decrease in the areas of Science for both girls and African American students. When interviewed, neither the administration nor teachers could plausibly explain the increased performance in Reading and Math, or the negative trend in Science for females and African American students. There was little evidence during classroom observations of the use of formal or informal assessment data by teachers to respond to the needs of students. The development and implementation of a comprehensive, continuous data review protocol can be used to inform school improvement, raise student achievement, and reduce student achievement gaps. Training teachers in the effective use of data analysis will improve efforts in the classroom to meet the learning needs of all students.

Improvement Priority

Develop and implement a formalized coaching and mentoring program for faculty and staff which provides them with support in continuous growth of their professional practices to ensure that these practices are aligned with the school's mission and vision.

(Indicators 2.4, 3.7)

Evidence and Rationale
It was reported in the school's Accreditation Report that few to no personnel are engaged in mentoring, coaching, or induction programs that are consistent with the school values and beliefs. While it was reported during teacher interviews that there is a one day new teacher orientation and that there are informal conversations among instructors throughout the year supporting each other's professional practice, there is no formalized coaching or mentoring program implemented in the school. There is no instructional coaching practice in place and teachers rarely participate in peer observation and mentoring. Coaching and mentoring are essential to creating a collaborative school culture. A coaching and mentoring program can create an environment that fosters a continuous process focused on teacher efficacy, supportive feedback, and positive professional learning and growth.

Improvement Priority
Develop, implement, and monitor ongoing professional development for all staff addressing specific school improvement goals identified in the school's improvement plan.
(Indicators 1.3, 3.11)

Evidence and Rationale
It was reported in the school's Accreditation Report that few to no staff members participate in regularly scheduled professional learning. Similarly, nearly 32% of teachers report that "all teachers have not been trained to implement a formal process that promotes discussion about student learning." Teacher interviews further indicate that they have received little to no professional development or administrative directions relevant to addressing the specific school improvement needs. Professional development directly related to the school improvement process can provide staff a comprehensive, mutual understanding of the specific school improvement goals and their individual and collective roles in realizing these goals. Mutual understanding of the relation between the school's mission and its school improvement efforts facilitates collaboration, establishes accountability, and improves teaching and learning.

Improvement Priority
Implement and monitor a research-based instructional framework for teachers to effectively promote student engagement strategies that include student centered instruction, student collaboration, and active learning.
(Indicators 2.6, 3.3, 3.4, 3.6)

Evidence and Rationale
Interviews with teachers and eleot™ observations indicate that teachers use largely lecture-based instructional methods. Direct instruction rather than small, collaborative student learning was the norm rather than the exception in a majority of classes observed. There was little evidence to support project-based learning, and traditional assessment methods were reported to be primary method of assessment. A review of survey responses reported that there were no school-wide practices in place that require student collaboration, self-reflection, and development of critical thinking skills. The evidence, however, included a document that clearly outlines a district instructional framework based on research based best practices. This document outlines

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Opportunity for Improvement

Develop and implement a formal stakeholder communication plan linked to school improvement goals that clearly informs all stakeholders of student performance data.
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Evidence and Rationale

The External Review Team reviewed sample school leadership communications to the school community including administrative announcements to faculty and staff and parent newsletters. Parent interview responses validated that communication between the school leadership and parents take place for those parents who choose to stay involved with the school. A communication plan that encompasses all stakeholders through multiple platforms at regular intervals and provides ongoing information regarding school improvement goals will nurture increased parent and student involvement in school improvement efforts. Additionally, a formal communication plan will ensure frequent and equitable interaction with all stakeholders in the greater school community.

Opportunity for Improvement

Evaluate the collaborative team structure so as to develop, utilize, and nurture the individual and collective talents of the entire staff.
(Indicators 1.2, 3.1, 3.5)

Evidence and Rationale

Classroom observations and interviews confirm Proviso West High School is composed of a diverse, experienced instructional staff. Interviews and documentation verify that the school has implemented a formal Professional Learning Community (PLC) structure. Regular meeting times are incorporated into the daily schedule and a district schedule outlines the dates of specific group meetings. Department PLCs meet at least twice a month. Guiding principles are published for conducting formal meetings with specific agendas. Interviews with teachers indicate that there is little opportunity for teachers to share best practices outside of

their assigned PLC or to collaborate in areas in which they have rich experience and interest. Members of the teaching staff expressed an interest in participating in data and instructional teams that cross content and grade levels and positively impact the teaching and learning goals of the school. An evaluation of the collaborative team structure will promote the development of additional PLCs that are comprised of a mix of faculty and staff beyond departments and that address teaching, learning, and student support from a variety of perspectives and expertise. An expansion of PLCs will empower staff and build professional capacity for analyzing data, sustaining a robust curriculum, and fostering innovative instruction and support. Additionally it will afford opportunities for shared leadership and build a culture of shared values, beliefs, and accountability.

Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students served. Institutions must ensure that resources are aligned with the stated mission and are distributed equitably so that the needs of students are adequately and effectively addressed. The utilization of resources includes an examination of the allocation and use of resources, the equity of resource distribution to need, the ability of the institution to ensure appropriate levels of funding and sustainability of resources, as well as evidence of long-range capital and resource planning effectiveness.

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the more than 32,000 institutions in the AdvancED Network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness and ensures compliance with applicable governmental regulations.

Standard 4 - Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Indicator	Description	Review Team Score	AdvancED Network Average
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	2.00	2.95
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	2.00	3.00
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.00	3.11
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	2.80	2.83
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	2.00	2.56

Indicator	Description	Review Team Score	AdvancED Network Average
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	2.40	2.89
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	2.60	2.80

Findings

Opportunity for Improvement

Increase differentiated student learning experiences through expanded use of adaptive and educational technology resources and formats.

(Indicators 4.4, 4.5)

Evidence and Rationale

Interviews with teachers, observations of classrooms and the library media center, and a review of the school district's technology plan suggest that expanded and coordinated sharing of best practices related to educational technology integration would offer students additional opportunities for increased engagement in the learning process. The district and school are committed to the maintenance and improvement of the technology infrastructure including internet bandwidth, computers, classroom technology systems, educational and data management software, and project-based curriculum technology tools. The librarian, teachers, counselors and career coaches are eager to share and learn from others about how to effectively integrate instructional technology and resources. Sharing Professional Learning Community expertise and interests, addressing professional development needs related to educational technology integration, and consistently documenting creative and effective interdisciplinary and differentiated project-based learning approaches will create a culture that embraces differentiation and gives all students the opportunity to achieve.

Conclusion

Proviso West High School is a comprehensive public school located in Hillside, Illinois. The school's principal and assistant principal are in their second year at the school.During the review there were evident themes emerging that, if continued, will contribute to the overall focus on student success. As expressed by the administration, there has been a renewed commitment to prioritize post-secondary access for every student. Part of the school's mission is to give every student a choice; there is an effort to ensure that every graduating senior has been exposed to a post-secondary opportunity and is afforded college and career counseling. A College and Career Center was created this year and is open during the students' lunch periods for easy access. Student interviews indicated that this is a very welcome addition to the advising component of the school and is widely used. Also, to reinforce the priority on post-secondary access and success, any graduating senior who had not yet committed to a post-secondary "plan" was taken to the local community college for a tour and opportunity to connect to the Freshman experience. Students who may not have envisioned college in their future are exposed to a local college that is easily accessible to them.

Proviso West High School is a diverse school and 42 percent of the student population is Latino. To meet the needs of the diversity of the school population, the school administration created a new position, Assistant Principal of Student Supports. Additionally, monthly meetings have been structured to include the Latino Parent Club to meet with the School Improvement Team and Parent Teacher Organization. Interviews with teachers and parents indicate that this outreach to include parents of Latino students is evidence of the school's efforts to increase stakeholder participation. Bringing these three vital groups together to focus on school initiatives and strategic planning provides opportunities for the school-community to further its commitment to parent voice and student choice. The Proviso West High School leadership is commended for its implementation of this innovative approach to engaging stakeholders in the school community.

As identified in the school's Accreditation Report, Proviso West High School has four areas that are in need of focused, targeted planning, implementation, and monitoring in order to impact student achievement through continuous improvement. These areas include: data collection and analysis; a school-wide framework of instructional strategies that, when implemented, would result in active learning environments with high levels of student engagement; a formalized school-wide mentoring and coaching program for both instructional and support staff; and, targeted professional development that would support professional growth in the three aforementioned areas as well as address specific goals identified in the School Improvement Plan. The school's administration is laying the groundwork for a successful program that is committed to student achievement and post-secondary success. There is a high level of commitment from all stakeholders. The development of a comprehensive, dedicated data review process that addresses school improvement goals, increases rigor and student engagement, and reduces achievement gaps will impact the degree of success achieved by the school. The External Review Team noted a need to develop teacher capacity that would build on individual and collective desire for data analysis and innovative teaching. Creating a culture that mentors teachers and provides them with opportunities for collaborative planning, peer-mentoring, and coaching will provide a targeted focus on both student success as well as professional growth. A well-developed and implemented formal professional development plan that provides for training targeted at continuous improvement will engage all stakeholders in the realization of the school's purpose.

Consistent with the modern focus of accreditation on continuous improvement, the External Review Team reviewed artifacts and collected and analyzed data from interviews and observations so as to determine the degree to which Proviso West High School met the AdvancED Standards and Indicators. After significant deliberation and with fidelity to AdvancED Performance Accreditation, the team identified four Improvement Priorities that the school must address over the next two years. These priorities are the starting point for Proviso West High School's commitment to continuous improvement. Ongoing, deliberate efforts focused on the Improvement Priorities will result in increased student achievement outcomes and improved organizational effectiveness.

Improvement Priorities

The institution should use the findings from this review to guide the continuous improvement process. The institution must address the Improvement Priorities listed below:

- Create, implement, and monitor a comprehensive formal process to collect and analyze data to inform school improvement efforts and align a school-wide professional development focus designed to train all staff in the effective use of data analysis.
- Develop and implement a formalized coaching and mentoring program for faculty and staff which provides them with support in continuous growth of their professional practices to ensure that these practices are aligned with the school's mission and vision.
- Develop, implement, and monitor ongoing professional development for all staff addressing specific school improvement goals identified in the school's improvement plan.
- Implement and monitor a research-based instructional framework for teachers to effectively promote student engagement strategies that include student centered instruction, student collaboration, and active learning.

Accreditation Recommendation

Index of Education Quality

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

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

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

	External Review IEQ Score	AdvancED Network Average
Overall Score	230.26	282.79
Teaching and Learning Impact	221.90	274.14
Leadership Capacity	240.00	296.08
Resource Utilization	240.00	286.32

The IEQ™ results include information about how the institution is performing compared to expected criteria as well as to other institutions in the AdvancED Network. The institution should use the information in this report, including the corresponding performance rubrics, to identify specific areas of improvement.

Consequently, the External Review Team recommends to the AdvancED Accreditation Commission that the institution earn the distinction of accreditation for a five-year term. AdvancED will review the results of the External Review to make a final determination including the appropriate next steps for the institution in response to these findings.

Addenda

Team Roster

Member	Brief Biography
Ms. Rita Pietrzak	Rita Pietrzak - Rita retired at Olive-Harvey Middle College in July, 2014. During her twenty-four years serving Olive-Harvey Middle College she worked as the school's principal, curriculum coordinator and reading specialist. While she had spent the last half of her professional career reclaiming students who had been dropped from traditional public high schools, she was an elementary and junior high classroom teacher for the first nineteen years of her career. She obtained her Bachelor of Arts degree from the University of Illinois, obtained hers MS Ed in Reading from Chicago State University, and completed her Master's degree in Education Leadership at Purdue University. Rita has published an article on implementing metacognitive strategies in the classroom as well has been a presenter for both Jobs for Future and International Center for Leadership in Education
Ms. Julie Garofalo	Ms Garofalo has over 40 years of experience in corporate and academic environments. For over 30 years she has been engaged in teaching and administrative roles from elementary through graduate and adult professionals. She holds a BA in Economics and a Masters in Business Administration with concentrations in Finance and Human Resource Management. Ms. Garofalo's areas of expertise include strategic planning, information systems technology, systems analysis/development/implementation, management, professional development coaching, curriculum development/implementation, college planning, academic advising and student services. She has significant administrative experience in both secondary and higher education and most recently served as Assistant Headmaster/Director of Student Services and Student Life at Marmion Academy, Aurora, IL. Ms. Garofalo is currently working as an independent consultant. She has served AdvancED as a Lead Evaluator and as a member of system review teams for many years. Ms. Garofalo is honored to serve as the Illinois Team Staffing coordinator, and is the recipient of the 2014 Illinois AdvancED Quality Performance Award.
Mary Bosman	Mary Bosman is a retired elementary classroom teacher of twenty-eight years. She was a dedicated teacher for twenty-five years at Calvin Christian School in South Holland where she taught primarily fourth and fifth grade. Mary especially enjoyed the challenges of serving a diverse community of students. Now retired, she enjoys spending time with her grandchildren.
Ms. Rosie Jones	Rosie Jones- Rosie is a Student Records Coordinator at Olive Harvey Middle College in Chicago, IL. She has been a dedicated employee at her alma mater for 10 years, serving multiple roles. Rosie has been a teacher's assistant, a mentor, a paraprofessional and substitute teacher. She also serves as the attendance team lead and a member of her school's leadership team. Rosie received a Bachelor of Psychology from Chicago State University and is currently working on obtaining her teaching certification.

Member	Brief Biography
Brenda Pacey	Since 2005, Brenda has served as University of Illinois Affiliate Director for Project Lead The Way, along with oversight of statewide STEM and pre-engineering professional development programs which support teachers and students in more than 300 K-12 schools. Her prior educational experience includes service as high school teacher, library media specialist, cooperative library system administrator, and post-secondary continuing education coordinator. Ms. Pacey holds advanced degrees from University of Illinois at Urbana-Champaign. They include BS speech education and dual MS degrees in both speech and library information science. She has served on a number of AdvancED External Review Teams where here skills and expertise in technology, STEM, special needs, alternative school structures, media resource and school infrastructure, and policy planning have facilitated improvement and growth for schools within the AdvancED network of quality schools and school systems.
Mr. Matthew Paul Shank	Matthew Shank - Matthew is a self-contained special education teacher in Park Forest, IL. He has served as a classroom aide, job coach, and business teacher at his alma mater, Rich East High School. Currently, his main focus is behavior modification for third and fourth year high school students. He received a Bachelor of Arts in Marketing from Governors State University and went on to obtain a teaching license from Trinity Christian College. After attending a two day training through AdvancEd, Matthew hosted an AdvancEd external review team in April of 2015.

Next Steps

1. Review and discuss the findings from this report with stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the Powerful Practices section to maximize their impact on the institution.
3. Consider the Opportunities for Improvement identified throughout the report that are provided by the team in the spirit of continuous improvement and the institution's commitment to improving its capacity to improve student learning.
4. Develop action plans to address the Improvement Priorities identified by the team. Include methods for monitoring progress toward addressing the Improvement Priorities.
5. Use the report to guide and strengthen the institution's efforts to improve student performance and system effectiveness.
6. Following the External Review, submit the Accreditation Progress Report detailing progress made toward addressing the Improvement Priorities. Institutions are required to respond to all Improvement Priorities. The report will be reviewed at the appropriate state, national, and/or international levels to monitor and ensure that the system has implemented the necessary actions to address the Improvement Priorities. The accreditation status will be reviewed and acted upon based on the responses to the Improvement Priorities and the resulting improvement.
7. Continue to meet the AdvancED Standards, submit required reports, engage in continuous improvement, and document results.

About AdvancED

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

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

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

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