

# Report of the External Review Team for Logan High School

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# Introduction

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

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

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

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

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

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

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

## Use of Diagnostic Tools

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

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

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

## Index of Education Quality

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

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

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

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

## Benchmark Data

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

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

## Powerful Practices

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

## Opportunities for Improvement

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

## Improvement Priorities

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

## The Review

The AdvancED External Review Team conducted an external review at Logan High School, November 19-20, 2014. Logan High School is located in Logan, Ohio (pop. 77,000) and is the county seat of Hocking County in Appalachia, the Southeastern quadrant of Ohio.

The six-member team consisted of a retired superintendent, a school principal, a university professor, and three high school teachers. Prior to arrival, members were instructed to prepare for the review through an online training for Effective Learning Environments Observation Tool (eleot) certification, read the Accreditation Report, and reviewed other pertinent documents. The Lead Evaluator contacted all members of the team through email to share specific instructions and timelines necessary for preparation of the evaluation. An organizational meeting was attended by all members of the team the evening prior in a meeting room assigned by the school for use during evening collaboration.

During the External Review, a team workroom was assigned where the team could convene for discussion, artifact/evidence viewing, report writing, as well as deliberations. The school made all necessary arrangements for technical and clerical support where required. All classroom observations were accomplished during day one by the team.

The staff of Logan High School did an excellent job in preparing for the team's arrival. The Accreditation Report was completed with a reflective and self-evaluative perspective with supporting evidence/artifacts. Notable achievements such as "School of Promise" and "Project Lead The Way" contributed to school wide pride. Vocational and music programs receiving state and national awards over several years were impressive.

Stakeholder meetings consistently voiced their support of the program, faculty, and administration. Strong community support was a common thread among all stakeholders and a commitment to student learning and success. Student performance diagnostics reported that "all students" subgroup exceeded the accepted state passage rate, a fact enthusiastically reported.

The workroom provided for the team was comfortable and accessible to administration and clerical staff. The lodging and meals were managed with ease and were satisfactory for the team. Artifacts/evidence were readily available to the team.

In summary, Logan High School was well prepared for the external review, constituents were open and honest, students, faculty and administration were professional and candid. The team values the mission of Logan High School to provide the opportunity for all students to learn, through a cooperative effort among parents, community, support staff, teachers, and administration.

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
Administrators	3
Instructional Staff	37
Support Staff	14
Students	37
Parents/Community/Business Leaders	11
<b>Total</b>	<b>102</b>

# 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.	2.83	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.	3.17	2.53
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	3.00	2.67
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	3.50	2.78
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	3.17	2.63
3.6	Teachers implement the school's instructional process in support of student learning.	3.00	2.66
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	2.83	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.	3.67	3.12

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.	3.67	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.	3.33	2.77
3.11	All staff members participate in a continuous program of professional learning.	3.17	2.57
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	3.00	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.	3.17	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.	2.83	2.44
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	2.67	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.	3.17	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.	3.00	2.78

### Student Performance Diagnostic

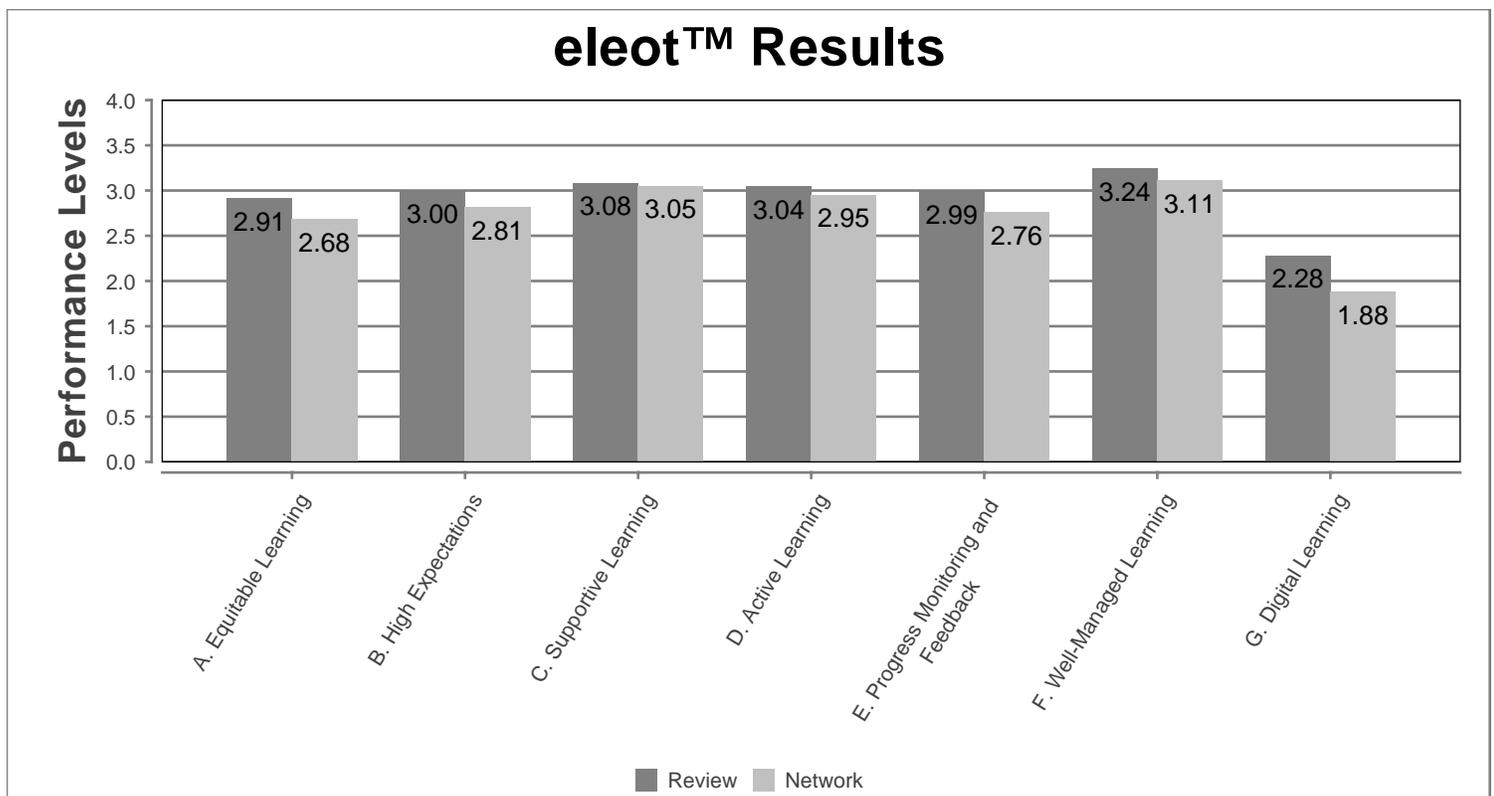
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	3.83	3.10
Test Administration	4.00	3.47
Equity of Learning	3.00	2.74
Quality of Learning	3.17	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.



During the Logan High School review, the team conducted 61 observations. Logan High School scored consistently above the AdvancED Network averages.

A Well-Managed Learning Environment score of 3.24, was observed throughout the school as faculty consistently enforced classroom rules and expectations. Students were interested in collaboration and their

peer-to-peer work demonstrated the teachers expected outcomes. Students were ready to work as the bell rang for the start of class and shared that they recognized the importance of every minute available to them to learn something new. Teachers welcomed each student with enthusiasm as they entered the classroom and prepared for the day. This learning environment was the highest rating obtained by Logan High School in comparison to AdvancED Network average of 3.11.

Students shared with the team that faculty wanted them to learn and they were interested in daily lessons. Students demonstrated a positive attitude in the classroom and were willing to take risks without fear and enthusiastically shared their opinions. Daily homework review indicated the importance of feedback and understanding of content and students took advantage of review through questions and remarks about the homework. The rating of 3.08, in the Supportive Learning Environment, demonstrates that faculty is successful in their charge to positively engage students.

An Active Learning Environment, 3.04, was demonstrated throughout the team's visit. Students confirmed their engagement through conversations before, during, and after the lesson. The comfortable atmosphere further validates the student to teacher relationship. Discussions on and off topic were opportunities for connecting real-life experiences to classroom content and were met with personal examples and questions that spawned other student's interest and participation in discussion.

Compared to the AdvancED Network average score of 2.76, Logan High School's Progress Monitoring & Feedback rating of 2.99 is note-worthy in the school's dedication to individual learning and progress. Faculty meets weekly by subject teams to recognize individual students who may require additional assessment, tutoring, or challenge work. School district and state scores validate the benefits of these sessions.

The team observed, and understood through student interviews, that students knew what their teachers expected and if unclear, could seek out their teacher during the day or send them an email and find clarification. The rating for Progress Monitoring & Feedback was further validated through provided evidence of rubrics and teacher web pages.

Students demonstrated completed work in and out of the classroom. Discussions following homework checks indicated that teachers were asking higher order questions in order to evaluate a student's knowledge. Classroom observation further confirmed that coursework provides the framework for college preparation. The High Expectations Environment rating of 3.00 lends credence to the above average scores noted in their State of Ohio Report Card.

The Equitable Learning Environment rating of 2.91 is reflective of a culture that consistently applies and supports a fair and equitable learning environment. Teacher observations reflected a classroom where all students were afforded an equal opportunity to participate and learn through active discussions and activities. During a parent interview, it was shared with the team that her child received services to support her learning and found it to be the catalyst for her daughters success. Differentiated instruction and communication with the school was the primary factor stated.

The Digital Learning Environment, 2.28, was exciting to observe and discuss with students, parents, faculty and administration. As a school that offers course work in Science, Technology, Engineering, and Mathematics (STEM), there was an abundance of technology used in teaching and learning to promote such specific coursework. Teachers offer interactive white boards as a way for students to work math and science problems. Specific targeted coursework designed to encourage STEM skills and careers encourage students to further their interests. Although the lowest rating, it is a remarkable rating above the 1.88 of the AdvancED Network average. Technology labs equipped with hardware, software, and the latest in programs and applications used by college and business support 21st century learning. Logan High School employs an award-winning teacher in the field of engineering to spearhead their future efforts.

The Supportive Learning Environment, 3.08, is a strong suit for Logan High School. Learners are engaged in differentiated learning opportunities, have access to a variety of resources, and demonstrated engagement and rigorous discussion surrounding coursework. A fair and equitable learning environment was shared throughout the school by all constituents. Parents report that students are interested in attending school and are involved in after school activities that enrich the overall school experience.

Stakeholders report feeling supported in their roles and recognize that the school is a partner in student learning and success. Teachers strive for and encourage high expectations and support an enriched learning environment for all students through their professional discussions, interactions with after-school support systems, and weekly subject meetings. Students feel confident in their relationships with teachers in the classroom, effectively leading them toward academic success. Students demonstrated in the classroom that they are encouraged to take risks that result in learning in an environment rich in open support, intellectual prowess, and the willingness to be an active participant. This positive relationship between stakeholders culminates in a rich collaborative learning experience for all students, a school that demonstrates 21st century attitudes towards learning, and students who are part of the fiber of a caring, growing and learning community.

In summation, the team found the learning environment to be positive, rigorous, and enriched with dedicated teachers who want to offer a challenging, supportive, and successful learning for their students. Logan High School serves their stakeholders with honor while considering it a privilege to do so. It is impressive that all the learning environments were rated above the AdvancED Network averages. The team's overall observations confirmed that Logan High School has encouraged a culture of students who enjoy learning.

**eleot™ Data Summary**

<b>A. Equitable Learning</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
1.	2.64	Has differentiated learning opportunities and activities that meet her/his needs	26.56%	28.13%	28.13%	17.19%
2.	3.31	Has equal access to classroom discussions, activities, resources, technology, and support	50.00%	32.81%	15.63%	1.56%
3.	3.50	Knows that rules and consequences are fair, clear, and consistently applied	59.38%	31.25%	9.38%	0.00%
4.	2.20	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	18.75%	23.44%	17.19%	40.63%
<b>Overall rating on a 4 point scale: 2.91</b>						

<b>B. High Expectations</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
1.	3.28	Knows and strives to meet the high expectations established by the teacher	40.63%	50.00%	6.25%	3.13%
2.	3.20	Is tasked with activities and learning that are challenging but attainable	43.75%	34.38%	20.31%	1.56%
3.	2.62	Is provided exemplars of high quality work	29.69%	23.44%	26.56%	20.31%
4.	3.05	Is engaged in rigorous coursework, discussions, and/or tasks	34.38%	39.06%	23.44%	3.13%
5.	2.83	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	34.38%	29.69%	20.31%	15.63%
<b>Overall rating on a 4 point scale: 3.00</b>						

<b>C. Supportive Learning</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
1.	3.31	Demonstrates or expresses that learning experiences are positive	46.88%	39.06%	12.50%	1.56%
2.	3.27	Demonstrates positive attitude about the classroom and learning	46.88%	34.38%	17.19%	1.56%
3.	3.06	Takes risks in learning (without fear of negative feedback)	43.75%	26.56%	21.88%	7.81%
4.	3.23	Is provided support and assistance to understand content and accomplish tasks	43.75%	39.06%	14.06%	3.13%
5.	2.50	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	25.00%	25.00%	25.00%	25.00%
<b>Overall rating on a 4 point scale: 3.08</b>						

<b>D. Active Learning</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
1.	3.09	Has several opportunities to engage in discussions with teacher and other students	43.75%	32.81%	12.50%	10.94%
2.	2.81	Makes connections from content to real-life experiences	40.63%	20.31%	18.75%	20.31%
3.	3.20	Is actively engaged in the learning activities	40.63%	40.63%	17.19%	1.56%
<b>Overall rating on a 4 point scale: 3.04</b>						

<b>E. Progress Monitoring and Feedback</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
1.	2.86	Is asked and/or quizzed about individual progress/learning	32.81%	35.94%	15.63%	15.63%
2.	3.00	Responds to teacher feedback to improve understanding	35.94%	34.38%	23.44%	6.25%
3.	2.95	Demonstrates or verbalizes understanding of the lesson/content	32.81%	37.50%	21.88%	7.81%
4.	3.11	Understands how her/his work is assessed	43.75%	32.81%	14.06%	9.38%
5.	3.02	Has opportunities to revise/improve work based on feedback	42.19%	29.69%	15.63%	12.50%
<b>Overall rating on a 4 point scale: 2.99</b>						

<b>F. Well-Managed Learning</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
1.	3.56	Speaks and interacts respectfully with teacher(s) and peers	65.63%	26.56%	6.25%	1.56%
2.	3.50	Follows classroom rules and works well with others	60.94%	29.69%	7.81%	1.56%
3.	3.16	Transitions smoothly and efficiently to activities	48.44%	29.69%	10.94%	10.94%
4.	2.41	Collaborates with other students during student-centered activities	29.69%	21.88%	7.81%	40.63%
5.	3.59	Knows classroom routines, behavioral expectations and consequences	64.06%	32.81%	1.56%	1.56%
<b>Overall rating on a 4 point scale: 3.24</b>						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.47	Uses digital tools/technology to gather, evaluate, and/or use information for learning	39.06%	14.06%	1.56%	45.31%
2.	2.22	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	28.13%	14.06%	9.38%	48.44%
3.	2.14	Uses digital tools/technology to communicate and work collaboratively for learning	28.13%	10.94%	7.81%	53.13%
<b>Overall rating on a 4 point scale: 2.28</b>						

## Findings

### Improvement Priority

Develop, implement, and evaluate a formalized technology integration program for non-STEM faculty to integrate technology in the classroom, specific to their subject.  
(Indicators 3.3)

#### Evidence and Rationale

Logan High School leadership reported by 2016 the 1:1 student computer program initiative will be met. Instances in which students use technology to gather, evaluate, create original works, conduct research and solve problems were evident in limited classrooms. School-wide integration of technology to engage and empower students will result in an active 21st century working and learning environment. Teachers of non-STEM courses share that they are not certain how to integrate technology in their subject specific area other than to use the whiteboard as a projector for classroom viewing of material. Faculty is eager to accomplish new skills that will enrich 21st student learning.

### Opportunity for Improvement

Assess and implement an equitable protocol that will afford more students an opportunity for advanced course work.  
(Indicators 3.1)

#### Evidence and Rationale

Interviews with students and faculty revealed a need for additional or expanded course work that offers challenge and rigor for all interested students. Teacher and student interviews indicated that students interested in AP courses were shut out due to insufficient teacher availability. Additional AP course

opportunities for more students will better prepare Logan High School students for college and career readiness.

### **Powerful Practice**

Logan High School Department Teams provide faculty opportunities for collaborative planning and assessment.

(Indicators 3.2)

#### *Evidence and Rationale*

Interviews and artifacts reveal teachers meet weekly to focus on student learning expectations. These meetings intentionally promote collaborative effort among faculty. During this time teachers monitor student progress to improve learning outcomes. Systematic planning supports high learning expectations and student achievement. Teachers share that improvement plans are made for students by each department and then discussed with students and faculty members to support student progress. Departments share their results with one another for an overall plan for student success.

### **Powerful Practice**

Logan High School leaders formally supervise and oversee teachers instructional practices to ensure student achievement.

(Indicators 3.4)

#### *Evidence and Rationale*

Teachers weekly lesson plans, posted on the school's web site, are aligned to the school's mission and Continuous Improvement Plan. During calamity days, students are directly engaged in learning through the use of "Blizzard Packets," which can also be found on the website. Special care has been taken to allow students up to two weeks to complete the content-specific activities. Logan High School leaders successfully follow Ohio Teacher Evaluation System with all teachers receiving acceptable scores. Further, school leaders monitor and analyze Infinite Campus data to ascertain student progress. Interviews with support staff and teachers reinforce that Logan High School leaders purposefully and positively motivate teachers to promote student success.

### **Powerful Practice**

Logan High School teachers and administrators routinely use a variety of assessments to improve practices and ensure students are career and college ready.

(Indicators 5.4)

#### *Evidence and Rationale*

Departmental meetings indicate a commitment to using Advance Placement and Ohio Graduation Test results to guide curricular planning. School-wide teacher in-services, such as Battelle training for data analysis, support effective use of this data and classroom specific data from Student Learning Objectives. OGT scores are excellent and ACT scores are improving, while the state report card provides additional data. STEM classes participate in the annual Project Lead the Way test to assist students in earning college credit and also

collect data for program improvements. This encompassing approach benefits student learning and contributes to the overall success of students moving to the next level. During the evaluation process, administrators highlight the importance of teachers using assessment data to further the improvement program toward Logan High School's future achievements.

# Leadership Capacity

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

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

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

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

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

## Standard 1 - Purpose and Direction

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

Indicator	Description	Review Team Score	AdvancED Network Average
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	3.33	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.	3.33	3.04
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	3.17	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.	3.33	2.98
2.2	The governing body operates responsibly and functions effectively.	3.33	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.	3.33	3.18
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	3.50	3.13
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	3.33	2.82
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	3.33	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	3.00	3.08

## Findings

### Powerful Practice

Logan High School leadership is commended for its dissemination of information to district stakeholders, community advisory groups, and media communications.

(Indicators 2.5)

### Evidence and Rationale

Artifacts and interviews support the findings of effective engagement among stakeholders. Meeting minutes, involvement in school improvement plans, and communication through internet and hard-copy mailings show a concerted effort to reach the school community. Through multifaceted communications the leadership engages all stakeholders to promote ownership.

Stakeholders, during interviews, shared how they felt included in decision making, to include focus groups, interviews, and surveys, that resulted in their student(s) education. Business leaders feel that they partner with the school in efforts to better prepare students as citizens and future community leaders. This culture nurtures a transparent community that serves to enhance the mission of the school and support student growth and achievement.

# 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.	3.33	2.95
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	3.50	3.00
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.83	3.11
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	3.33	2.83
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	3.17	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.	3.00	2.89
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	3.17	2.80

## Findings

### Powerful Practice

Instructional time and resources at Logan High School are maximized, protected, and valued. Faculty are maximized in their teaching and extra assigned duties.

(Indicators 4.2)

#### Evidence and Rationale

Observations support productive use of time with instructors teaching from bell-to-bell. Classes begin immediately in an orderly fashion, enabled by LCD projectors, document-camera readers, and plentiful access to technology for instruction. The use of time and resources directly contribute to the school’s mission of educating, motivating, and graduating. Teacher schedules denote capacity course teaching while reporting working through planning and after school in efforts to continue a beneficial programming. Interviews with teachers share they feel appreciated and open to sharing with administration their instructional and professional needs. Open communication results in an environment of respect and professionalism that supports the mission of the school.

### Powerful Practice

Logan High School staff has established an inspection and maintenance procedure that promotes safe and healthy conditions to support student learning.

(Indicators 4.3)

#### Evidence and Rationale

Artifacts support the team’s finding that all staff work collaboratively to manage a safe, clean, and healthy environment for all students and staff. The school also has an Emergency Management Plan in place to handle crisis situations. The Emergency Management Plan is shared with stakeholders. District procedures are in place providing clear guidance to staff and stakeholders regarding safety and maintenance of a healthy learning environment. A Facilities Management Express (FME) System is in place to enable all staff to submit maintenance requests. A strong infrastructure that supports expeditious maintenance personnel response times and a committed staff, affords the physical facility to remain attractive in physical and aesthetic appearances. An integral component of student learning is an environment in which they feel safe and comfortable leading to productivity and success.

# Conclusion

Logan High School offers a well-rounded curriculum that will benefit students in preparation for career and college readiness. Vocational, rigorous core, fine and performing arts, Advanced Placement, and STEM course offerings populate a rich and diverse course catalog. The Logan High School faculty is 100% highly qualified, with a blend of veteran to youth experiences that enrich the faculty professional make up. Boasting a national award winning science teacher, the department reaps the driving force of a mentor and catalyst for students to learn through a project based laboratory simulating the corporate and collegiate work environments. Logan High School is to be commended as a school of vision and innovation.

Logan High School will be embarking on a student laptop program through the use of integrated 21st century skills that will further student learning in a technologically driven culture. Challenges for teacher buy-in, teacher training, and resources to support the program for faculty and student alike is paramount to a successful launch. Administration recognizes the resistance of some teachers and should look for ways to promote buy-in of all teachers. Teachers must feel confident in their skills to assist students in efforts to promote not impede learning. Logan High School has the opportunity to include teachers as leaders in the adoption of this program through peer-to-peer and subject specific workshops that effectively train teachers to utilize technology in the classroom. Time and resources will be a crucial component to the success of professional development. Logan High School will soon have the opportunity to have their students create, craft, design, and discover the contribution technology will make in the lives. Students mastering the tools of the next decade will find their themselves prepared for a global society.

The school is navigating at a high level of success and works to achieve its mission of when constructing programs and decisions. School leadership is cognizant of the continued need for growth and improvement and they work to encourage stakeholders to partner with them in accomplishing these goals. The recommendations of the External Review Team are to encourage the highest level of achievement as it relates to student learning and successful outcomes.

Arming students with 21st Century skills and resources will further enrich and validate the school's mission for learning to: "Communicate Effectively, Solve Problems Through Critical Thinking, Develop and Express Creativity, Show Respect for Self and Others, and Be Responsible".

## Improvement Priorities

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

- Develop, implement, and evaluate a formalized technology integration program for non-STEM faculty to integrate technology in the classroom, specific to their subject.

# 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	324.36	282.79
Teaching and Learning Impact	319.84	274.14
Leadership Capacity	327.27	296.08
Resource Utilization	333.33	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. Tres Marangoni	<p>Tres Marangoni has been in the world of education for over 35 years. As dean of faculty and students at Village Academy, Ms. Marangoni enriches the educational experiences of students through an exceptional curriculum and high expectations.</p> <p>Tres designs, constructs, and implements cutting edge course work that furthers the mission of education. She is a graduate of the Ohio State University where she obtained her Bachelor of Science, and a Master of Education from Capella University, with a specialization in Curriculum and Instruction.</p> <p>Tres is a skilled workshop design coordinator and presenter. She continues training sessions in professional development and is dedicated to teacher success.</p> <p>Ms. Marangoni is currently pursuing a certification in Alchemy where she plans to design natural resources into medicinal tinctures. In her spare time, she enjoys spending time with her large Italian family and has several working manuscripts in progress.</p>
Mr. Kevin E Bockrath	<p>2012 Interim jr/high school principal at Millcreek-West Unity Local Schools  2009 Retired  2008 OSU-Chillicothe, Interim Director Continuous Education/Business and Industry  2003-2005 Southeastern Local Schools, Superintendent  1997-2003 Hicksville Exempted Village Schools, Superintendent</p>
Mr. Jerry Cooper	<p>Jerry Cooper is currently serving as the Director for AdvancED Kentucky. AdvancED experience includes service as an AdvancED Field Consultant, District Lead Evaluator, and AdvancED Professional Learning Trainer. Jerry holds a BA degree in Elementary/Special Education from Morehead State University. In addition, he holds a Masters Degree in Educational Counseling and a degree in Educational Administration from Eastern Kentucky University. Prior educational experience includes 35 years of experience working as a special education teacher, guidance counselor, professional staff assistant, and elementary principal in the Fayette County Public School System, Lexington, KY.</p>
Dr. Lois Harkins	<p>Lois Harkins has taught undergraduates at a state-supported university, grades 6-12 in two local school districts, and graduate students in a private college for 41 years. Teaching assignments at the post-secondary level include classes in teacher preparation, child development, family life studies, and special education. Highly qualified status at the secondary level includes all core subjects in both co-taught and pull-out settings for students with disabilities. Health and sports science classes were taught at the middle and/or high school levels. In addition to teaching, Lois served schools as LPDC chairman, Language Arts Editor, Summer School Coordinator, Athletic Director, Coach, and as a member of various committees. At the school and community level, she coordinated bloodmobiles, the track and field event for Special Olympics, and served as a founding member of an endowment scholarship fund for high school seniors. Her Masters Degree thesis focused on the effects of divorce on adolescents, and her doctoral dissertation measured progress for students with disabilities in co-taught settings. This is her seventh AdvancED opportunity.</p>

Member	Brief Biography
Christy Kronberg	<p>Christy Kronberg comes to the education field with a background in business development and public relations, both in the corporate and not-for-profit sectors, including several years working with career and online educational institutions. Ms. Kronberg earned her M.Ed. in curriculum and instruction from Ohio University with a licensure for English Language Arts. As a graduate student she assisted with research on mentoring and innovative teaching and also supervised pre-service field experiences. Kronberg teaches at Tri-County Career Center, a vocational high school serving eight school districts in southeastern Ohio.</p>
Mrs. Leesa Lewis	<p>Leesa Lewis has 26 years of experience in the area of special education. She has served as a teacher in a traditional high school, county DD school, and vocational school with various grade levels of students. She is now working in her third year as a Special Education Supervisor. Mrs. Lewis received a B.S. in Elementary Education and endorsements for Specific Learning Disabilities and Emotional Disturbances from the University of Rio Grande. She obtained endorsements to teach students with Cognitive Disabilities and Multiple Handicaps from Ohio University and also attended Kent State University to add a Transition To Work endorsement to her license. Mrs. Lewis has a M.Ed. in Teaching/Intervention Specialist, as well as, a M.Ed. in Educational Leadership from the University of Rio Grande.</p>
Mrs. Mary L. Wryst	<p>Mary Wryst an English/journalism teacher at Athens High School. She began her service in 1991, and since then, she has taught nearly every course in the English department. For one year, she served as Dean of Students. Prior to teaching at Athens, she taught two years at The American School in Mexico City, Mexico.</p> <p>Two years ago she served on the review team for Alexander High School and looks forward to the experience with Logan High School. Her first experience was quite rewarding, and she hopes to continue to learn during the review at Logan.</p>

## Next Steps

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

## About AdvancED

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

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

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

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