

Report of the External Review Team for Our Lady of Lourdes Catholic 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 External Review Team for Our Lady of Lourdes Catholic School met off-site on Sunday and Monday evenings, March 24 and 25, and on-site Monday and Tuesday, March 25 and 26, concluding with the Oral Exit Report presented to the administration and faculty. Prior to arriving on Sunday afternoon for this school review, the five-member External Review Team communicated through emails and a conference call, studied documents and artifacts provided by the school, visited the school's website, and completed the first round of ratings based on information provided by the school. During the off-site work session on Sunday, the Team continued to examine artifacts and evidence provided in the report and on the website. The Team shared and discussed their standard ratings based on their knowledge at this point. The Team then made plans and team assignments for being on site Monday. During the on-site portion of the Review on Monday, they met with the principal, assistant principal, stakeholders, students, and faculty. They reviewed additional artifacts and evidence, examined data, conducted interviews and completed 30 eleot observations. On Monday evening, the Team also worked with the Averages for AdvancED School Indicators spreadsheet, examined the eleot ratings, and discussed possible Powerful Practices, Opportunities for Improvement, and Improvement Priorities. On Tuesday morning, the Standards Diagnostic was reviewed one last time, and Powerful Practices, Opportunities for Improvement, and Improvement Priorities were finalized. The Team completed their report, met with the faculty, and the Lead Evaluator presented the Oral Exit Report.

The school was well prepared for the External Review visit. Faculty, staff, the principal, and priest were open and honest in their self assessment. The AdvancED Self Assessment was well written and presented an accurate picture to support the observations of the External Review Team. The parent, staff, and student surveys as well as the 143 stakeholder interviews and 30 classroom observations using eleot provided additional information for the Team. The External Review Team thanks the school for the hospitality extended throughout the visit. The time spent in the school was well organized and the Team enjoyed meeting all stakeholders. Every possible need of the Team was anticipated and met. The External Review Team respects and acknowledges the desire of leadership to seek out professional feedback in their efforts to improve the quality of the institution. The External Review Team members would like to thank all of the stakeholders for their time, honesty, and input during the review process.

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
Pastors	1
Administrators	2
Instructional Staff	17
Support Staff	9
Students	95
Parents/Community/Business Leaders	19
Total	143

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.	3.00	2.82
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	2.45
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2.00	2.63
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	3.00	2.69
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	2.00	2.52
3.6	Teachers implement the school's instructional process in support of student learning.	2.00	2.56
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	3.00	2.56
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	4.00	3.07

Indicator	Description	Review Team Score	AdvancED Network Average
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	2.60	3.01
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2.00	2.71
3.11	All staff members participate in a continuous program of professional learning.	2.00	2.48
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	3.00	2.63

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.	2.80	2.64
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	2.00	2.33
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	2.00	2.03
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.	2.20	2.45
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	2.68

Student Performance Diagnostic

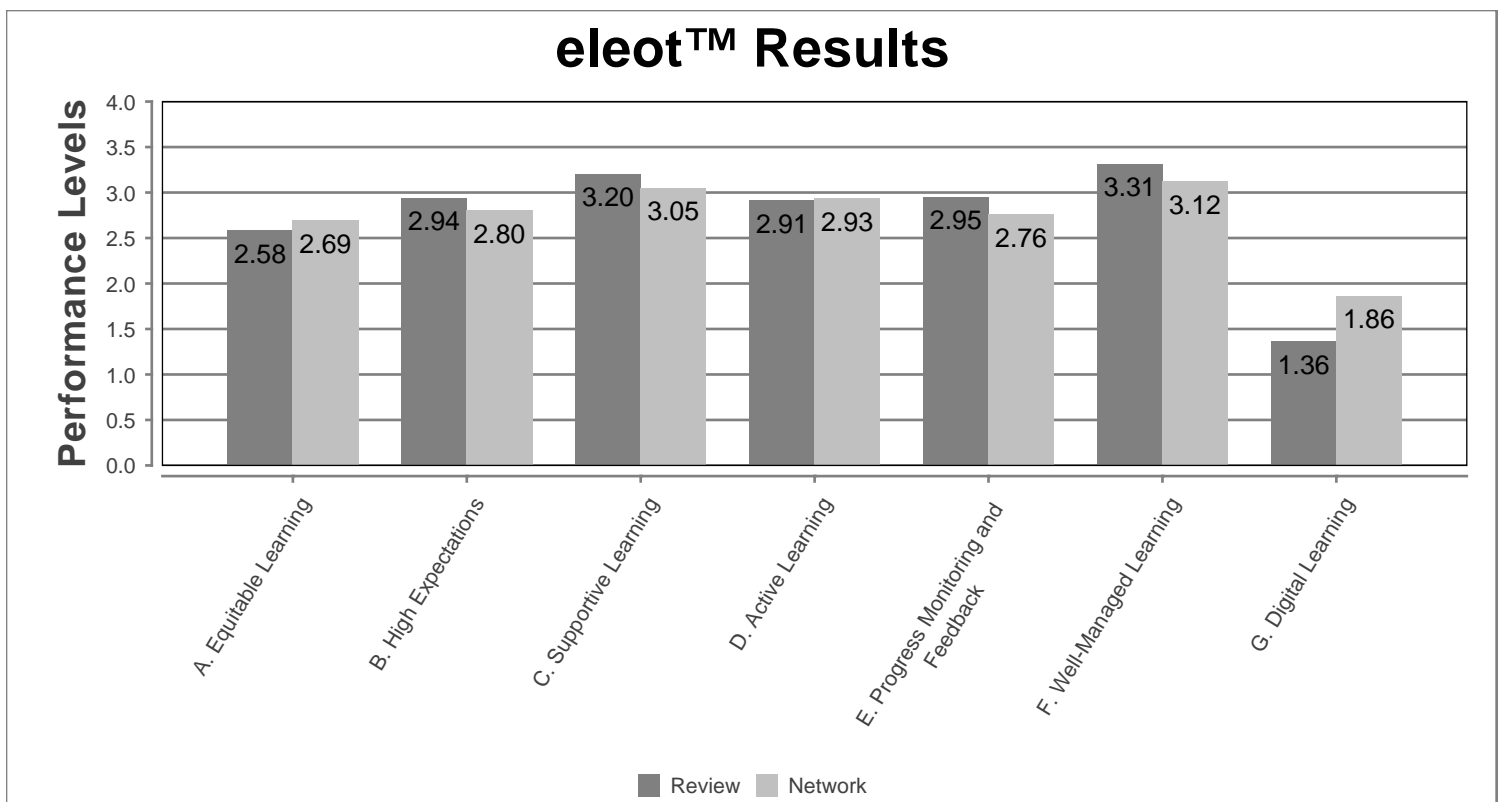
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	3.00	3.11
Test Administration	3.00	3.46
Equity of Learning	3.00	2.75
Quality of Learning	3.00	2.93

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.



The Team conducted 30 classroom observations using the Effective Learning Environments Observation Tool (eleot™) in both morning and afternoon observation sessions. The ratings are the mean on a 4.0 scale. The learning environments ratings observed ranged both above and below the AdvancED Network average (AEN).

A Well-Managed Learning Environment had the highest rating of 3.31 (AEN=3.12). The second highest mean

rating of 3.20 (AEN=3.05) was given to a Supportive Learning Environment.

The Progress Monitoring and Feedback Environment was rated 2.95 (AEN=2.76). High Expectation Environment had a mean rating of 2.94 (AEN=2.80). The mean rating of 2.91 (AEN=2.93) was given to the Active Learning Environment. The rating for an Equitable Learning Environment was a mean of 2.58 (AEN=2.69). The Digital Learning Environment received the lowest mean 1.36 (AEN=1.86). The school leadership and staff provide a very well-managed and supportive environment.

The External Review Team observed numerous instances of positive and respectful interactions between and among staff and students. Students are clearly aware of behavior expectations and act accordingly. Hence, it was very evident to the External Review Team that this is a well-managed school environment for learning. Teacher feedback and monitoring of student work to ensure understanding and continued progress was observed by the External Review Team. Students appeared very comfortable responding to questions as well as asking for assistance when needed. In classes where teachers/aides routinely moved around the room, work was being monitored and students had an opportunity to revise or edit their responses. Teacher guidance was provided as needed to clarify or reinforce the student's work. This type of supportive environment was observed in most settings throughout the school. Surveys and interviews with both students and parents further support this conclusion.

The active learning was evident in that students readily responded to questioning by the teacher regarding progress on their specific task. This further afforded a degree of progress monitoring on the part of the teacher and immediate verbal feedback for students. There was evidence of some small group or paired learning activities. The teacher moved from group to group, questioning, guiding and directing as needed. These observations revealed that some progress monitoring and feedback were evident, however; not consistently observed in every classroom. Students shared during interviews that they are very positive about their faith, their school, and their learning opportunities.

OLLS is a faith-based school which provides a very well-managed setting for students to develop as learners as well as in the area of Catholic faith. The administration has created this environment and it appears to be supported by stakeholders. Students and parents reported that they feel this is an environment where students grow academically, behaviorally and socially. Many of the classrooms observed revealed that students were working on the same material with minimal evidence of differentiated instruction. Classroom observations also revealed that digital learning which promotes critical thinking was only somewhat evident. Although the average eleot results were strong, the External Review Team observed a wide range of instructional environments with heavy emphasis on the traditional model of whole class instruction. The school should continue to identify and learn about innovative learning environments that are producing significant results. While there were some classrooms where digital learning was used, others relied on the use of traditional materials. The latter can often lead to a lack of differentiated instruction, as well as a more passive learning environment. Emphasizing professional development in current instructional strategies and curriculum design will lead to students having increased access to more individualized/differentiated learning opportunities. This would support the use of instructional practices that increases active participation and encourage collaborative learning among students.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.60	Has differentiated learning opportunities and activities that meet her/his needs	3.33%	13.33%	23.33%	60.00%
2.	3.47	Has equal access to classroom discussions, activities, resources, technology, and support	53.33%	43.33%	0.00%	3.33%
3.	3.60	Knows that rules and consequences are fair, clear, and consistently applied	63.33%	33.33%	3.33%	0.00%
4.	1.67	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	13.33%	3.33%	20.00%	63.33%
Overall rating on a 4 point scale: 2.58						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.47	Knows and strives to meet the high expectations established by the teacher	53.33%	40.00%	6.67%	0.00%
2.	3.27	Is tasked with activities and learning that are challenging but attainable	43.33%	40.00%	16.67%	0.00%
3.	2.33	Is provided exemplars of high quality work	20.00%	26.67%	20.00%	33.33%
4.	3.00	Is engaged in rigorous coursework, discussions, and/or tasks	33.33%	36.67%	26.67%	3.33%
5.	2.63	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	33.33%	16.67%	30.00%	20.00%
Overall rating on a 4 point scale: 2.94						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.40	Demonstrates or expresses that learning experiences are positive	46.67%	46.67%	6.67%	0.00%
2.	3.33	Demonstrates positive attitude about the classroom and learning	43.33%	50.00%	3.33%	3.33%
3.	3.30	Takes risks in learning (without fear of negative feedback)	53.33%	30.00%	10.00%	6.67%
4.	3.37	Is provided support and assistance to understand content and accomplish tasks	60.00%	20.00%	16.67%	3.33%
5.	2.60	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	26.67%	26.67%	26.67%	20.00%
Overall rating on a 4 point scale: 3.20						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.83	Has several opportunities to engage in discussions with teacher and other students	30.00%	33.33%	26.67%	10.00%
2.	2.57	Makes connections from content to real-life experiences	33.33%	20.00%	16.67%	30.00%
3.	3.33	Is actively engaged in the learning activities	60.00%	20.00%	13.33%	6.67%
Overall rating on a 4 point scale: 2.91						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.90	Is asked and/or quizzed about individual progress/learning	33.33%	36.67%	16.67%	13.33%
2.	3.00	Responds to teacher feedback to improve understanding	36.67%	40.00%	10.00%	13.33%
3.	3.17	Demonstrates or verbalizes understanding of the lesson/content	50.00%	23.33%	20.00%	6.67%
4.	2.80	Understands how her/his work is assessed	16.67%	50.00%	30.00%	3.33%
5.	2.87	Has opportunities to revise/improve work based on feedback	36.67%	30.00%	16.67%	16.67%
Overall rating on a 4 point scale: 2.95						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.73	Speaks and interacts respectfully with teacher(s) and peers	73.33%	26.67%	0.00%	0.00%
2.	3.50	Follows classroom rules and works well with others	60.00%	33.33%	3.33%	3.33%
3.	3.23	Transitions smoothly and efficiently to activities	56.67%	26.67%	0.00%	16.67%
4.	2.53	Collaborates with other students during student-centered activities	33.33%	10.00%	33.33%	23.33%
5.	3.53	Knows classroom routines, behavioral expectations and consequences	60.00%	36.67%	0.00%	3.33%
Overall rating on a 4 point scale: 3.31						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.37	Uses digital tools/technology to gather, evaluate, and/or use information for learning	10.00%	3.33%	0.00%	86.67%
2.	1.40	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	13.33%	0.00%	0.00%	86.67%
3.	1.30	Uses digital tools/technology to communicate and work collaboratively for learning	3.33%	6.67%	6.67%	83.33%
Overall rating on a 4 point scale: 1.36						

Findings

Improvement Priority

Analyze and interpret data from multiple sources to drive instruction and evaluate program effectiveness to better meet the needs of all students.

(Indicator 5.2, SF2. Stakeholder Feedback Results and Analysis , SP2. Test Administration)

Primary Indicator

Indicator 5.2

Evidence and Rationale

After interviewing staff and stakeholders, conducting classroom observations, reviewing artifacts, survey results, and the Self Assessment, the team determined that there is a need for the use of data to drive instruction and evaluate programs. Teachers expressed desire to implement a comprehensive system for monitoring student achievement data so that they could respond in a timely manner to adjust instruction.

Using multiple sources of assessment data is essential in guiding decisions to better meet the unique learning needs of all students.

Improvement Priority

Establish and implement a rigorous and comprehensive professional development plan that addresses the need for more cooperative, project based, and differentiated learning.

(Indicator 3.3, Indicator 3.11)

Primary Indicator

Indicator 3.11

Evidence and Rationale

After reviewing all surveys, the Self Assessment and undertaking classroom observations, it was identified that there is a need for a formal professional development plan that addresses current research-based instructional strategies such as cooperative, differentiated, and project based learning that will enhance the effectiveness of the instructional staff and result in actively engaged learners.

Classrooms contain a multitude of diverse learners with a host of learning strengths and weaknesses. The role of an effective teacher requires them to determine student needs and then make informed decisions regarding how to best facilitate learning geared to meet those needs. Ongoing staff development is essential to remain current on trends that are effective in today's classrooms.

Improvement Priority

Evaluate, revise, and implement a grading policy based on clearly defined criteria that ensures consistency and accuracy across all grade levels and disciplines.

(Indicator 3.10)

Primary Indicator

Indicator 3.10

Evidence and Rationale

After reviewing the Self Assessment, all survey results, and interviewing staff and parents, it was evident that there was an inconsistency in grading practices across all levels and disciplines.

Consistent and formal grading practices that reflect a clear report on a student's mastery of standards will provide the feedback for all stakeholders regarding student achievement, effectiveness of instruction, inform placement decisions and determine resource allocation.

Powerful Practice

The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

(Indicator 3.8)

Primary Indicator

Indicator 3.8

Evidence and Rationale

After interviewing stakeholders, reviewing surveys and the Self Assessment, the External Review Team determined that families are highly involved, informed, and committed in meaningful ways.

Research has proven that high levels of parental involvement in the educational process results in higher

student achievement.

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.	2.00	2.73
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.	3.40	3.00
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.80	2.52

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.	3.60	2.95
2.2	The governing body operates responsibly and functions effectively.	3.80	2.90
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.	3.60	3.15
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	3.40	3.11
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	3.80	2.79
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	3.00	2.71

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	3.43
Stakeholder Feedback Results and Analysis	3.00	3.08

Findings

Opportunity For Improvement

Create a procedure to revise, review, and communicate the mission statement that includes all stakeholders. (Indicator 1.1)

Primary Indicator

Indicator 1.1

Evidence and Rationale

Upon review of multiple artifacts, Executive Summary and interviews it was apparent that the current mission statement has not been reviewed and revised in numerous years and does not meet the needs of current learners.

A school's mission statement should have a process that it is revised, reviewed communicated on a regular basis to align with the purpose of the school to drive instruction.

Powerful Practice

Our Lady of Lourdes leadership and staff promote the growth and development of children in a faith based, family centered environment.

(Indicator 1.2, Indicator 2.4)

Primary Indicator

Indicator 1.2

Evidence and Rationale

The Self Assessment, parent and student interviews, and observations revealed that Our Lady of Lourdes has created a nurturing, faith based environment for all students.

Students have better self esteem, are more self disciplined, show higher aspiration and motivation toward learning when surrounded by caring supportive adults.

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.	3.00	2.95
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	3.00	2.98
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.00	3.14
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	3.00	2.84
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	2.00	2.63

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	2.86
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	3.20	2.75

Findings

Powerful Practice

The school has created a Student Support Team (SST) which utilizes appropriate staff to support students' academic, emotional, and physical needs.

(Indicator 4.7)

Primary Indicator

Indicator 4.7

Evidence and Rationale

After reviewing artifacts, classroom observations, and stakeholder interviews, it was determined that more than ample resources are available to support the needs of all students.

When students' emotional and physical needs are met they are more successful academically.

Conclusion

Our Lady of Lourdes is a parochial school located in the midtown area of Raleigh, NC, currently serving an enrollment of 476 students, grades K through 8. There are only two classes at each grade level. The administration and staff have created a faith based, family centered environment. The warm, caring attitude of administration and staff is welcoming and inviting. It leads to a genuine family atmosphere throughout the school.

Students were observed working independently as well as in small groups or with partners. Computer use was rare during this review, however, where observed, it appeared to be productive. Instructional strategies, such as differentiated instruction or ability grouping leading to focused instruction were rarely evident. Staff does participate in activities offered by the Diocese of Raleigh. The Teaching and Learning Impact IEQ rating (260.0) was below the AEN rating (278.94).

Eleot results reflected learning environments wherein teachers monitored and supported students in their learning and that classrooms were well managed. Students appeared to work as a whole group in many classrooms. Differentiation and high expectations were not consistently evident during this review. Digital learning was observed in some classrooms. Parents have ready access to grades, assignments and events via email and internet. Parent interviews revealed that students leave the school well prepared for the next level. The very positive, family atmosphere throughout this school is indicative of shared values and beliefs.

The Leadership Capacity IEQ rating (323.64) was higher than the AEN rating (293.71). The AdvancED Self Assessment was led by the school's administration and staff members and resulted in a detailed and honest reflection of the school. Parents are encouraged to volunteer at the school whenever possible and provide services, as well as participate in the multitude of activities offered to engage parents in their children's education. The school website was highly informative and updated regularly. The leadership team utilizes the supervision and evaluation model created by the Diocese of Raleigh.

The Resource Utilization IEQ rating (288.57) was a bit higher than the AEN rating (286.27). The administration has worked hard to insure that qualified personnel are on staff at the school.

School Leadership is aware that there are challenges in their future. Differentiation, project based learning, and cooperative learning are all areas where the staff would benefit from training. The school has an assessment system in place, however; interviews and documentation from the Self Assessment did not indicate that data from these assessments are consistently and routinely analyzed and utilized by all faculty to drive instruction. Additional professional development training should be provided in the interpretation and use of data to ensure effective classroom adaptations that support student success. Also, staff expressed the need for training related to instructional strategies that ensure achievement of learning expectations. The staff development plan should focus on current best practices for student learning, such as differentiated instruction, project based learning, and cooperative based learning for meeting students' needs. The staff and parents also pointed out the need for more clearly defined criteria for grading that will lead to more consistency and accuracy across grade levels and disciplines.

In closing, the school's Internal Review Process was authentically facilitated and produced similar results to the External Review Process. The administration valued this process and sought input from it. They openly shared that they learned a great deal about themselves, but, more importantly, about how their work can be more effective as they align with current strategies for teaching and learning. Staff development and training in current best practices in teaching and learning will afford the administration and staff with more, and better, ways to meet the instructional needs of the more diverse learners entering their school.

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:

- Analyze and interpret data from multiple sources to drive instruction and evaluate program effectiveness to better meet the needs of all students.
- Establish and implement a rigorous and comprehensive professional development plan that addresses the need for more cooperative, project based, and differentiated learning.
- Evaluate, revise, and implement a grading policy based on clearly defined criteria that ensures consistency and accuracy across all grade levels and disciplines.

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	282.56	278.94
Teaching and Learning Impact	260.00	268.48
Leadership Capacity	321.82	293.71
Resource Utilization	288.57	286.27

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
Mrs. Kathryn Kirby	<p>Mrs. Kathryn Kirby is a retired educator who taught in Connecticut for 35 years prior to relocating to North Carolina. The majority of her experience has been with special education students of all exceptionalities, grades K-12. She also spent five years as a middle school language arts teacher. Following her retirement from the public schools in Connecticut, she taught third grade in a Catholic school, also in Connecticut. Since the move to North Carolina, she worked for five years at the Trilogy School in Raleigh, where she served on the Leadership Team preparing for the school Advanc-Ed review in 2011. Most recently, Kathryn worked as a remedial reading and math tutor in the Franklin County Schools. Kathryn began doing school re-accreditation visits with NEASC in Connecticut, where she was trained and served on one team. She has been working with Advanc-Ed since 2012 and has served as a team member as well as Lead Evaluator on numerous teams. Kathryn received her B.A. in Elementary Education/Special Education from the University of St. Joseph in West Hartford, CT. She has a M.S. in Special Education from Central Connecticut State University in New Britain, CT. In addition, Kathryn has attended numerous in-service meetings, area and regional conferences; served on curriculum and department committees; and assisted in writing an application for a U.S. Department of Education Blue Ribbon Award.</p>
Mrs. Kristy Kidney	<p>Currently Kristy Kidney teaches 3rd grade at Saint Mark Catholic School in Wilmington, North Carolina. She has been teaching there since it opened in 2002. Prior to that, she taught 3rd grade at Saint Mary Catholic School. Mrs. Kidney has been a member of the St. Mark School Advisory Council for 6 years, and has also been appointed to the school Leadership Team. She is a certified ILT Mentor and an active school member serving on several committees and leading after school activities. She is trained in the current Smartboard technology, is certified as a Mimio Master, as well as working toward her Google Level I training, and is part of the New Hanover County Literacy Council. Kristy Kidney is certified by the State of North Carolina as a highly qualified teacher in the area of K-6. She has served as part of several AdvancED accreditation teams and as a Lead Evaluator. She has previously served as the Vice President of the Watson School of Education UNCW Alumni Board for Mentoring Teachers.</p>
Mrs. Denise Leuci	<p>Denise Leuci is currently the Director of Math Curriculum & Instruction for St Mark Catholic School. She has been teaching Middle School Math since 2005 in public high school, public middle school and Catholic school. She completed a Master of Education in Middle Grades Mathematics and is currently a graduate student in the Educational Leadership Department at UNCW.</p>
Mrs. Christine Marlene Quinn	<p>Currently Christine teaches 8th grade language arts at Saint Mark Catholic School in Wilmington, NC. She has previously taught Pre- K, Kindergarten, and 5th & 6th grades. She is highly qualified by the State of North Carolina to teach Kindergarten through 6th grade and licensed to teach language arts in grades 6 - 9. Christine has been serving on St. Mark's School Advisory Committee for 8 years and is part of the Leadership Team, as well as, a certified ILT Mentor and a member of the New Hanover Literacy Council. She is an active school member serving on several committees and supervising after school activities. She is trained in the current Smartboard technology, as well as working toward her Google Level I training. She is currently a lead evaluator for AdvancED serving on several accreditation teams.</p>

Member	Brief Biography
Amy Turnbaugh	<p>Amy Turnbaugh has been in the education field for 23 years, with most of them in grades 2-5. She worked as an Elementary Social Studies Consultant for NCDPI for two years, served as the Curriculum Coach for Neuse Charter School, and is currently the Assistant Principal for Neuse Charter. She graduated with a Bachelor's of Science in Elementary Education from Barton College in Wilson, NC and obtained a Master's in Elementary Education from East Carolina University in Greenville, NC. She is currently pursuing her Administrator's license through UNC-Wilmington.</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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