

Report of the External Review Team for Lenawee ISD

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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

A group of five educators from two different states conducted the AdvancED External Review for the Lenawee County Intermediate School District (Lenawee ISD) in Adrian, Michigan, from October 9 to October 12, 2016. One team member was from Indiana, one from Wyoming and the other three from educational service agencies in Michigan. During this four-day period, the AdvancED External Review Team members reviewed numerous documents and artifacts prepared by the agency, conducted extensive interviews with various stakeholder groups in the county agency, in the constituent local school districts, and the four schools in the Lenawee ISD. The Team members visited numerous programs supported by the Lenawee ISD and observed classrooms at the LISD TECH Center for career development, the Milton C. Porter Center for students with special needs, the Maurice Spear Campus School for adjudicated youth, the JCC/LISD Academy Regional Middle College on the Jackson College campus and the LISD PREP Academy for pregnant and parenting teens.

Prior to the on-site review, the Team used the AdvancED on-line workspace to review documents submitted by the agency, including the Lenawee ISD Accreditation Report with the ratings for each indicator. They reviewed the Accreditation Report from each of the four schools, and the many artifacts available on a Google Docs link issued to the AdvancED Team.

Approximately one month before the external review, team members participated in an evening conference call, providing an orientation for the off-site work and planning for the expectations of reviewing the agency website, the agency and school Accreditation Reports, the artifacts, and the leading documents of the agency in order to become familiar with the Lenawee ISD organization and its schools.

The Lead Evaluator and the Associate Lead Evaluator held numerous phone contacts with the agency superintendent and the local coordinator hosting the visiting Team. The agency contact person was especially helpful in locating all of the artifacts and documentation requested by the Team and arranging for lodging and meals. It should be noted the superintendent and the host coordinator for the agency had only been in their positions for approximately five weeks before the review. However, all the arrangements and planning were organized effectively and efficiently.

The External Review Team members began their on-site work on Sunday afternoon, October 9, in order to review additional documents that the system leaders had prepared such as the agency board policies, professional development offerings, organizational charts, sample copies of the local school district maps and various samples of instructional staff feedback from surveys. The Team reviewed the schedule and prepared for the first day of interviews as well as examined the district website where other artifacts were scanned and stored for the Team's review.

Monday morning and afternoon was spent interviewing agency administrators, all five school board members, support staff personnel, and nine superintendents from the eleven local school districts in Lenawee County. Monday evening was spent in deliberations, Standards/Indicator ratings, and preparations for Tuesday's school and program visits.

The Team spent Tuesday visiting various schools, including programs and services of the agency. When visiting the schools and centers, the Team interviewed students and teachers and observed students learning in classroom settings. Tuesday evening was spent in discussions, Standard/Indicator ratings, and identifying themes across all interviews and observations in the programs and services reflecting Powerful Practices, and possible Opportunities for Improvement.

On Wednesday morning, the team finalized the three Powerful Practices identified throughout the external review, while confirming the three Opportunities for Improvement and one Improvement Priority, including identifying supportive evidence for each Indicator listed in the Accreditation Report. All of this work culminated in an Exit Report presenting the Team's finding to the school board, the leadership team for the Lenawee ISD and the public on Wednesday afternoon Oct. 12, 2016.

The school board and the superintendent are to be commended for commissioning this rigorous AdvancED/NCA accreditation on-site review process and taking the risk of allowing educators from other states as well as neighboring Michigan educational service agencies to visit the schools, and observe the programs and services supported by the Lenawee ISD. It was shared in interviews that the superintendent

and school board members in the agency welcomed the feedback from AdvancED/NCA in order to reach even higher toward the goals and aspirations of the agency.

It was clear to the Team that the agency was well prepared to host the External Review, both in readying the artifacts and documentation to be reviewed and arranging for the interviews and scheduling visits to the four schools as well observing the LISD Center for Sustainable Futures in the SEED House, the Stubnitz Environmental Center, and the LISD CEMaT center for educational materials and technology available for all the eleven local school districts. Everyone was professional and candid in the interview process including the support staff, teachers, and students.

In conclusion, the External Review Team appreciated the agency, and the local school's hospitality and willingness to achieve excellence by participating in this process. The Team would like to thank the Lenawee County ISD for making the Team feel welcome and comfortable while hosting the four-day accreditation process. Special recognition goes to the students in the TECH Center who prepared the noon meal when the Team visited the school and to the horticulture students who offered jade plants, grown in the program, to Team members.

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

Stakeholder Interviewed	Number
Superintendents	10
Board Members	5
Administrators	18
Instructional Staff	37
Support Staff	20
Students	36
Parents/Community/Business Leaders	18
Total	144

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 agency's services and programs support the educational needs of its constituent schools/systems through meaningful professional learning experiences.

Indicator	Description	Review Team Score	AdvancED Network Average
3.1	The agency provides equitable, relevant and targeted support programs and/or services for all schools/systems.	2.60	2.91
3.2	The agency monitors its programs and services to measure effectiveness and to guide ongoing adjustments in delivery.	2.00	2.04
3.3	Agency staff provide professional learning opportunities that engage practitioners in their learning.	2.80	2.76
3.4	The agency uses collaboration as an essential operating principle in the development and delivery of its services and programs.	3.00	2.75
3.5	All agency staff members participate in a continuous program of professional learning.	2.20	2.51
3.6	The agency's support services meet the unique learning needs of its constituent schools/systems.	2.40	2.73
3.7	The agency'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.	2.80	2.96
3.8	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.	2.20	2.31

Indicator	Description	Review Team Score	AdvancED Network Average
3.9	Teachers throughout the agency engage students in their learning through instructional strategies that ensure achievement of learning expectations.	3.40	2.81
3.10	Agency and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2.40	2.83
3.11	Teachers participate in collaborative learning communities to improve instruction and student learning.	2.60	2.51
3.12	Teachers implement the agency's instructional process in support of student learning.	2.40	2.62
3.13	Mentoring, coaching, and induction programs support instructional improvement consistent with the agency's values and beliefs about teaching and learning.	2.20	2.45
3.14	The agency and its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	3.20	2.60
3.15	The agency designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	3.20	3.13
3.16	The agency ensures that school staff participate in a continuous program of professional learning.	2.60	2.74
3.17	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.	2.20	2.42
3.18	The agency and its schools provide and coordinate learning support services to meet the unique learning needs of students.	2.80	2.89

Standard 5 - Using Results for Continuous Improvement

The agency implements a comprehensive evaluation system that generates a range of data about the effectiveness of the agency and uses the results to guide continuous improvement.

Indicator	Description	Review Team Score	AdvancED Network Average
5.1	The agency establishes and maintains a clearly defined and comprehensive evaluation system.	2.00	2.07
5.2	Professional and support staff throughout the agency continuously collect, analyze and use a range of data sources, including comparison and trend data related to program evaluation and organizational conditions.	2.00	1.94
5.3	The agency's leadership monitors and communicates comprehensive information about learning and the achievement of agency improvement goals to stakeholders.	2.20	2.09

Indicator	Description	Review Team Score	AdvancED Network Average
5.4	The agency establishes and maintains a clearly defined and comprehensive student assessment system.	2.60	2.27
5.5	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.	2.40	2.38
5.6	Professional and support staff are trained in the evaluation, interpretation, and use of data.	2.00	1.94
5.7	The agency engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	2.00	2.53
5.8	Agency and school leaders monitor and communicate comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	2.20	2.29

Student Performance Diagnostic

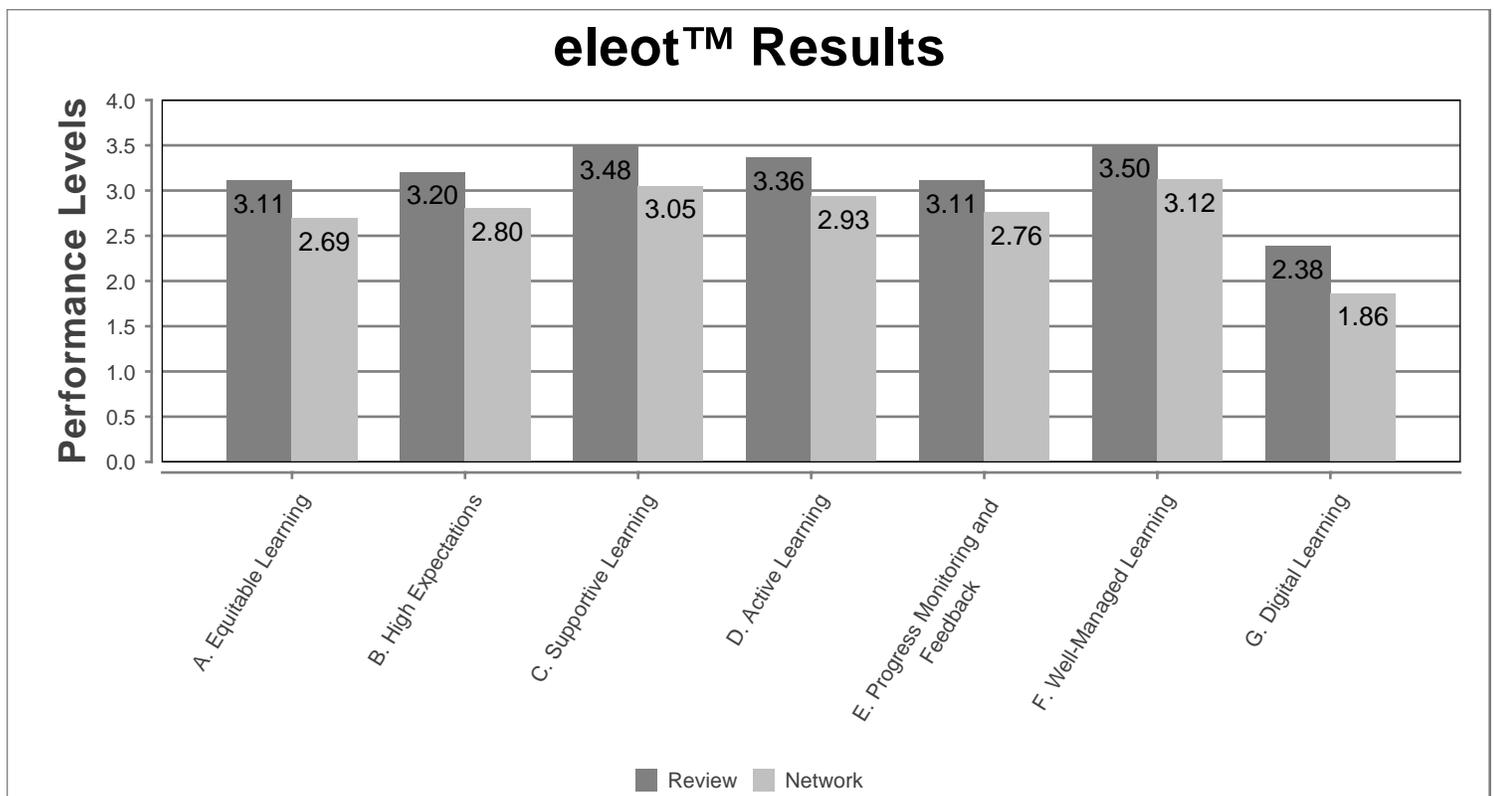
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	2.00	2.57
Test Administration	3.00	3.35
Equity of Learning	3.00	1.83
Quality of Learning	3.00	2.45

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 External Review Team utilized the Effective Learning Environments Observation Tool (eleot™) which is a classroom observation instrument. The Team visited twenty-two classrooms including SXI classrooms with students experiencing extreme cognitive impairments, classrooms where middle school students were seeking a pathway to college credits, and career and technical education students in the TECH Center. All Team members determined ratings for each of the seven learning environments as they visited classrooms and

programs in the schools. Team members observed students learning in early learning through high school and college prep classes in a variety of settings including pregnant and parenting teens. The highest ratings on the eleot™ scale were in the "Supportive Learning Environment" (with a team average rating of 3.48 compared to the AdvancED network average of 3.05) and the Well-Managed Learning Environment (with a rating of 3.50 compared to the AdvancED network average score of 3.12.) These scores were some of the highest observed on multiple AdvancED External Reviews and reflected the culture of caring and support that was so obvious to the Team members as they visited all four vary different schools with varied populations and vastly different goals for each one.

The lowest Team ratings in classroom observations with the eleot™ observation tool was in the "Digital Learning Environment" with a Team average rating of 2.38 which was even higher than the AdvancED average of 1.86.) In some classroom setting, students were more involved with mechanical apparatus in SXI classrooms than with digital devices. Severely impaired young children were observed using adaptive devices helping them function effectively in life skills classrooms. However, in the Lenawee TECH Center, students were very involved and interacting with digital tools to complete assignments, including auto mechanics, horticulture, culinary arts and welding classrooms. There was even a newly acquired high tech plasma welding system in the welding classroom where students were demonstrating metal cutting with the Tru-Kut digital equipment for application to the real world.

With the highest rating in the "Well-Managed Learning Environment" and "Supportive Learning Environment" team members observed students who reacted positively to direction and showed joy in learning the most rudimentary actions of walking and talking. The Team observed teenagers involved with real world activities in the 26+ course offerings at the TECH Center. The Team found only respectful dialog from teenage students who interacted with the teachers which reflected that the teachers respected them. Most students followed classroom rules and worked well in small groups with others learning to prepare meals for advisory groups in work stations in full chef dress. Other students were in to one-to-one personalized lessons like the auto mechanics mentors with junior students in the program. Support and assistance were given to students as they responded to directions and secured affirmation from the teacher and other students when a task was completed to satisfaction. All of these observations confirmed the Powerful Practice demonstrated in the classrooms with caring staff who were dedicated to student success no matter the age level or the needs of the students.

Lenawee IDS students were not only polite and orderly in the career technology classes, but they were attentive and focused in most classrooms. Students demonstrated evidence of a well-organized and managed group of learners who respectfully followed school rules. It was obvious to the Team that good student behavior was an expectation throughout the agency and their constituent schools.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.23	Has differentiated learning opportunities and activities that meet her/his needs	50.00%	27.27%	18.18%	4.55%
2.	3.64	Has equal access to classroom discussions, activities, resources, technology, and support	68.18%	27.27%	4.55%	0.00%
3.	3.36	Knows that rules and consequences are fair, clear, and consistently applied	50.00%	36.36%	13.64%	0.00%
4.	2.23	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	18.18%	22.73%	22.73%	36.36%
Overall rating on a 4 point scale: 3.11						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.41	Knows and strives to meet the high expectations established by the teacher	63.64%	13.64%	22.73%	0.00%
2.	3.50	Is tasked with activities and learning that are challenging but attainable	59.09%	31.82%	9.09%	0.00%
3.	2.77	Is provided exemplars of high quality work	36.36%	27.27%	13.64%	22.73%
4.	3.27	Is engaged in rigorous coursework, discussions, and/or tasks	54.55%	22.73%	18.18%	4.55%
5.	3.05	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	50.00%	13.64%	27.27%	9.09%
Overall rating on a 4 point scale: 3.20						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.45	Demonstrates or expresses that learning experiences are positive	63.64%	22.73%	9.09%	4.55%
2.	3.50	Demonstrates positive attitude about the classroom and learning	63.64%	22.73%	13.64%	0.00%
3.	3.36	Takes risks in learning (without fear of negative feedback)	59.09%	22.73%	13.64%	4.55%
4.	3.73	Is provided support and assistance to understand content and accomplish tasks	77.27%	18.18%	4.55%	0.00%
5.	3.36	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	59.09%	22.73%	13.64%	4.55%
Overall rating on a 4 point scale: 3.48						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.32	Has several opportunities to engage in discussions with teacher and other students	59.09%	22.73%	9.09%	9.09%
2.	3.32	Makes connections from content to real-life experiences	59.09%	18.18%	18.18%	4.55%
3.	3.45	Is actively engaged in the learning activities	63.64%	22.73%	9.09%	4.55%
Overall rating on a 4 point scale: 3.36						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.09	Is asked and/or quizzed about individual progress/learning	40.91%	40.91%	4.55%	13.64%
2.	3.23	Responds to teacher feedback to improve understanding	40.91%	45.45%	9.09%	4.55%
3.	3.14	Demonstrates or verbalizes understanding of the lesson/content	45.45%	31.82%	13.64%	9.09%
4.	3.09	Understands how her/his work is assessed	45.45%	31.82%	9.09%	13.64%
5.	3.00	Has opportunities to revise/improve work based on feedback	54.55%	9.09%	18.18%	18.18%
Overall rating on a 4 point scale: 3.11						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.64	Speaks and interacts respectfully with teacher(s) and peers	72.73%	18.18%	9.09%	0.00%
2.	3.50	Follows classroom rules and works well with others	68.18%	18.18%	9.09%	4.55%
3.	3.55	Transitions smoothly and efficiently to activities	72.73%	13.64%	9.09%	4.55%
4.	3.27	Collaborates with other students during student-centered activities	63.64%	9.09%	18.18%	9.09%
5.	3.55	Knows classroom routines, behavioral expectations and consequences	68.18%	18.18%	13.64%	0.00%
Overall rating on a 4 point scale: 3.50						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.64	Uses digital tools/technology to gather, evaluate, and/or use information for learning	36.36%	22.73%	9.09%	31.82%
2.	2.23	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	31.82%	9.09%	9.09%	50.00%
3.	2.27	Uses digital tools/technology to communicate and work collaboratively for learning	36.36%	4.55%	9.09%	50.00%
Overall rating on a 4 point scale: 2.38						

Findings

Opportunity For Improvement

Design and implement a protocol for the effective use of a wide range of student data collected to plan, evaluate and adjust programs and services, as well as instructional practices, to best meet student needs on a daily basis.

(Indicator 3.2, Indicator 5.1, Indicator 5.2, Indicator 5.6, SP1. Assessment Quality)

Primary Indicator

Indicator 5.2

Evidence and Rationale

It was evident that the schools in the Lenawee ISD have multiple sources of data and have made laudable attempts to analyze selected metrics to determine student growth over time. It was revealed in interviews that professional learning communities review data and discuss its usefulness; but little evidence was found in the schools that data was used to adjust curriculum and to drive instruction.

By collecting and interpreting summative and formative assessments as teams, teachers are better equipped to differentiate their lessons and provide more individualized support for both struggling students and advanced students in classrooms.

Powerful Practice

Teachers throughout the system engage students in their learning with hands-on lessons that connect to life skills and real world applications.

(Indicator 3.9)

Primary Indicator

Indicator 3.9

Evidence and Rationale

In classroom visits by Team members, teachers were observed consistently using effective instructional techniques to support active engagement and hands-on learning throughout the schools and classrooms. Most classrooms were observed with students who carried out activities related to their Individual Educational Plans (IEP) or work modules targeted for a career goal.

In student interviews, teachers were praised for personalized instructional strategies and interventions for students' unique individual learning needs. In parent interviews and survey responses, it was reported that instructional staff were the key to their student's academic success in school. One quote from an open-ended parent survey was, "The programs are progressive and relevant in today's competitive world."

The JCC/LISD Middle College performed in the top 30 schools in State of Michigan for dual credit for high school and college course work. In addition, many students participated in state and national competitions and have earned awards associated with college and technical education (CTE) course work.

When educators make classroom lessons relevant students will be more motivated to learn basic knowledge and skills to apply to their future.

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 agency maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commits to providing programs and services, active learning, and high expectations for professional practice as well as shared values and beliefs.

Indicator	Description	Review Team Score	AdvancED Network Average
1.1	The agency engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate an agency purpose.	2.60	2.62
1.2	The agency leadership and staff at all levels commit to a culture that is based on shared values and beliefs that include provision of relevant and targeted educational programs and services, equitable support, active engagement in learning, application of knowledge and skills, and high expectations for professional practice.	2.40	2.98
1.3	Leadership of the agency implements a continuous improvement process that provides clear direction for improving conditions that support learning.	2.60	2.55
1.4	The agency ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	2.40	2.89

Standard 2 - Governance and Leadership

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

Indicator	Description	Review Team Score	AdvancED Network Average
2.1	The governing body establishes policies and support practices that ensure effective administration of the agency.	2.80	2.94
2.2	The governing body operates responsibly and functions effectively.	2.00	3.03
2.3	The governing body ensures that agency leadership has the autonomy to meet established goals and to manage day-to-day operations effectively.	3.20	3.43
2.4	Leadership and staff throughout the agency foster a culture consistent with the agency's purpose and direction.	2.20	3.13
2.5	Leadership engages stakeholders effectively in support of the agency's purpose and direction.	3.00	2.53

Indicator	Description	Review Team Score	AdvancED Network Average
2.6	The agency's supervision and evaluation processes result in improved professional practice.	2.60	2.57
2.7	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	2.40	3.41
2.8	Leadership and staff foster a culture consistent with the school's purpose and direction.	2.60	3.05
2.9	Leadership engages stakeholders effectively in support of the school's purpose and direction.	3.20	2.64
2.10	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	3.00	2.76

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	1.20	2.86
Stakeholder Feedback Results and Analysis	3.00	3.11

Findings

Improvement Priority

Establish and implement a system for two-way communication between the upper level administration in the ISD and the internal stakeholders that is collaborative, transparent and open which leads to a culture of trust that is system-wide.

(Indicator 1.2, Indicator 2.4, SF1. Questionnaire Administration)

Primary Indicator

Indicator 2.4

Evidence and Rationale

The open-ended AdvancED survey responses and interviews from staff revealed that some agency staff expressed that their needs were not being met for input and open dialogue. It was reported in interviews that many decisions were made without stakeholder input. As a consequence, one interviewee, representing many others, indicated that, "If the right individual(s) is/are not informed, then the right action cannot be taken." According to staff survey responses and interviews, adequate communication and dialogue did not take place when decisions were made that affected administrative processes and support staff positions. One example was the realignment of purchasing priorities, and the allocation of materials and technology staff support that was made at the top administrative level without input from school or agency staff. In interviews, it was revealed that staff felt there was a lack of openness and transparency in the decision-making process. In interviews, it was apparent that a trusting environment was not in place for internal stakeholders to communicate their concerns to Lenawee ISD administrators.

A strong sense of community exists within the school buildings, but a culture of trust was not observed between the ISD upper level administration and staff in the school buildings. From interviews, there was a clear need to study, create and implement a communications structure in the agency with protocols for staff input when personnel changes or major processes are changed. A two-way communication forum for staff and administration to work together to clear up misunderstandings and foster trust between administration and staff was lacking. In the past, it was reported that top administrators were not visible in the buildings and teachers expressed a concern that ISD administrators did not know what the day-to-day operations were like in the schools.

One core belief in the purpose and direction statements of the agency within the Accreditation Report is cited, "Human relationships, inside and outside of LISD, reflect trust, openness, risk-taking, respect, integrity, and collaboration." It was observed that this core value was not common practice.

When the trust and rapport among staff is highly valued and promoted, the culture and climate of trust and open communication in the agency and the schools will more effectively support student learning and staff relationships.

Opportunity For Improvement

Develop a plan for on-going training for school board members both at the state and local level.
(Indicator 2.2)

Primary Indicator

Indicator 2.2

Evidence and Rationale

It was revealed in interviews that not all school board members participated in professional learning each year to update themselves on their roles and responsibilities. Although the school board expressed pride in the programs and services of the organization, they indicated that school board members could benefit from current information to keep them up-to-date with new state laws, new initiatives, and to explore ways to

evaluate board activities and decision making. Although, the school board has historically protected the autonomy of the superintendent position, a cooperative relationship as partners in leading the organization could build collegiality and two-way dialogue that leads to healthy exchange when board members vote on issues and recommendations that come before them. It was shared in interviews that there is a well-developed certification program sponsored by the Michigan School Boards Association, but Lenawee board members have not placed a high priority on certification training.

When top leaders keep well informed and seek on-going training for their roles and responsibilities, there will be more likelihood that organizational effectiveness will be targeted to support higher student achievement.

Powerful Practice

Lenawee ISD, in cooperation with the local school districts, have created extensive partnerships with community organizations, area educational institutions, agencies, and local businesses resulting in expanded learning opportunities for all students.

(Indicator 2.3, Indicator 2.5, Indicator 2.9, Indicator 3.4, SF1. Questionnaire Administration)

Primary Indicator

Indicator 2.9

Evidence and Rationale

The Lenawee Intermediate School District (LISD) Accreditation Report listed three single-spaced pages of partnerships supporting programs and services for students in the LISD. Those partnerships include parents, local district staff, business leaders and community members. There were more than 250 community volunteers identified who continuously provide input and serve as advisory council members for TECH Center courses and advise the staff about curriculum improvements. Students and staff mentioned the benefits of collaborative planning. It was also observed in programs and shared in interviews that there is a long history of collaboration and support groups created for the benefit of students in the schools. The depth and breadth of initiatives between the ISD, the eleven local school districts, and the community initiatives are too extensive to list. However, some notable examples are:

- The Cradle to Career Partnership, including a network of community leaders representing education, business, faith-based organizations, nonprofit and philanthropic groups including local Lenawee Economic Development members, was designed to align programs and services supporting all students with individual and unique learning needs
- Project SEARCH targets the placement of LISD students in local business, industry and service organizations after completing coursework
- LISD Center for a Sustainable Future, including the SEED House, was the first net-zero energy school building in Michigan
- The Stubnitz Environmental Center is jointly supported by the City of Adrian on the site of a city park and administered by the LISD

- Twenty-two Advisory Councils advise faculty and staff of the many TECH Center courses offered to students county-wide
- Mom-2-Mom volunteers mentor parenting and pregnant teens in the P.R.E.P center
- Eleven local school district superintendents serve on agency-wide standing committees for Career Tech, General Services, Special Education, etc.
- A Reverse Job Fair was designed to showcase graduates from Lenawee ISD programs and services
- JCC/LISD Middle College offers advanced coursework in cooperation with the three local colleges in the Lenawee County
- Lenawee Probate Courts support Maurice Spear Campus for adjudicated youth
- Special Education Programs and Services are placed in local school districts
- A partnership has been established with University of Michigan for Specialty Clinics

Strong bonds between the community and educational institutions can produce effective collaborative partnerships to foster long-standing support for the academic, physical, social and emotional needs of all children in the schools.

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 agency provides resources, programs and services that support its purpose and direction for all constituent schools/systems.

Indicator	Description	Review Team Score	AdvancED Network Average
4.1	The agency engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the agency.	1.80	2.81
4.2	Material and fiscal resources are sufficient to support the purpose and direction of the agency.	3.00	3.08
4.3	The agency maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all.	3.80	3.23
4.4	The agency demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the agency.	2.40	2.83
4.5	The agency provides, coordinates, and evaluates the effectiveness of programs and services delivered to constituent schools and systems.	2.40	2.59

Indicator	Description	Review Team Score	AdvancED Network Average
4.6	The agency provides technology infrastructure and equipment to support the teaching, informational, and operational needs of the agency and the schools/systems it serves.	2.60	2.80
4.7	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the agency and its schools.	3.00	3.25
4.8	The agency provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support its schools' educational programs throughout the agency.	2.40	2.83
4.9	The agency provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	2.80	3.33
4.10	The agency provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	3.60	3.63

Findings

Opportunity For Improvement

Establish and strengthen an agency-wide systematic process to assess the recruitment and retention trends in staffing positions with program needs.

(Indicator 4.1)

Primary Indicator

Indicator 4.1

Evidence and Rationale

During interviews, participants noted that positions in the agency have been vacated at a high rate which raised a “red flag” about why staff members were leaving for other positions outside the agency. The External Review team noted that there was an Exit Survey displayed in the artifacts for the AdvancED Review. What is not apparent is whether or how these exit surveys are used to inform future decisions. There was no evidence that succession planning had been in place to replace key positions in the organization.

One of the core responsibilities of an educational service agency is to attract, employ and retain qualified staff and then support their positions with care and dignity.

Powerful Practice

Throughout Lenawee ISD schools, staff members are highly regarded as caring, responsive and reflective of the core values championed by the agency.

(Indicator 4.9, Indicator 4.10)

Primary Indicator

Indicator 4.10

Evidence and Rationale

In interviews with both internal and external stakeholders, many spoke to the expertise of the teachers, itinerant staff and consultants of the LISD, citing their recognition of the responsiveness and the professionalism of agency staff. At the TECH Center for career preparation, the Milton C. Porter Center for students with special needs, as well as the PREP Academy, staff reported that they felt supported by one another on a daily basis. One staff member is quoted as saying, "I feel that my colleagues in my school have my back."

There is a strong sense of community in Lenawee ISD school-based programs. Staff members are proud of the fact that they are able to provide services to the local districts because each school would not be able to provide the same quality services by themselves. Parents of the JCC/ Middle College program indicated that they would "fight" for the services for their students because they could see the cost savings of earning college credit in high school. In addition, parents could see the change of motivation when students took learning seriously "as a college-bound student."

In interviews, local district school superintendents indicated that Lenawee ISD staff members were responsive and willing to consider requests for services and assistance in a timely manner.

A comprehensive and well-executed process for the recruitment, retention, and support of highly qualified staff greatly contributes to a stable caring team with a service orientation

Conclusion

The Lenawee County Intermediate School District (Lenawee ISD) and the eleven local school district superintendents enjoy a collaborative relationship with community partners from Lenawee County. This is demonstrated in the Project SEARCH program which places students in internships in local business and industry. The Lenawee ISD works hand in hand with public health, county human services, community mental health, child care providers, charitable organizations, the three local colleges and business partners just to name a few. These community partners reported in interviews that the Lenawee ISD serves the needs of both students and the local county residents in well-developed programs and services that meet a variety of needs from workforce skills for youth with special needs, to regular high school students seeking careers and job skills. It was clear to the AdvancED External Review Team that the agency was dedicated to their mission of "...each student is the reason the LISD exists" reflective of their purpose and direction of the agency.

The themes that emerged during the interviews and on-site visits to the four agency-supported schools included a welcoming culture where caring and dedication to students was observed as a sincere form of service to all the stakeholders in the county. The Milton C. Porter School serves children from ages three through 26 with dignity and compassion. The severe cognitive and emotional impairments of these students require empathy and methods of honoring the minutest success related to daily functioning. The outstanding planning and methodology used in the LISD TECH Center was observed to be targeted to individual student career goals and demonstrated hands-on lessons which prepare students for their futures. The students in Culinary Arts program even prepared a luncheon meal for the Team that was outstanding in taste and well presented on the lunch table for the Team members.

At the Maurice Spear campus students' educational goals were observed to be individualized and personalized. The Mom 2 Mom mentors in the PREP Academy were seen as key to the success of parenting teens as they spent time with their infants and toddlers on campus. The JCC/LISD Middle College Academy embodied students who were proud of their accomplishments and motivated to succeed in earning dual credits in both high school and college in combination with advanced educational standards. The commitment by staff in meeting the needs of both students and local school districts throughout the on-site visits was evident to all Team members. The level of professionalism of all staff; and, students' candid responses were sincere and unrehearsed.

There was praise from the local school districts' leaders for the partnership programs serving severely impaired students in the Milton C. Porter center. These identified students' needs would be beyond the resources of the local county schools to provide appropriate life skills training for preschool students learning basic daily functions to young adults seeking transition to living in the surrounding communities. School age children were observed to be lovingly supported in the development of life skills and rudimentary academic skills in order to function effectively in their world of learning.

The following Opportunities for Improvement were identified by the External Review Team from evidence, interviews, and observations during the External Review:

- Establish and strengthen an agency-wide systematic process to assess the recruitment and retention trends in

staffing positions with program needs.

- Design and implement a protocol for the effective use of a wide range of student data collected to plan, evaluate and adjust programs and services, as well as instructional practices, to best meet student needs on a daily basis.
- Develop a plan for on-going training for school board members both at the state and local level.

The External Review Team offers the following Improvement Priority to assist the agency in establishing a blueprint for growth and improvement over the next five years that includes success for every student.

- Establish and implement a system for two-way communication between the upper level administration in the ISD and the internal stakeholders that is collaborative, transparent and open which leads to a culture of trust that is system-wide.

Because internal and external stakeholders, employed by the agency, work in facilities scattered throughout the county and have other entities with which to partner on a daily basis, it is easy to believe that communication will take care of itself with a website and occasional newsletters. However, the many employees of the agency have reported a sincere need for two-way communication and information about decision making and expectations about what is required for job completion, including formal evaluations for job growth and satisfaction feedback.

There were many notable achievements observed in the agency by their staff, but there were few communication efforts to inform internal staff about changes in the organization, both in personnel and processes. For instance when teachers ordered materials, the purchasing department substituted "equivalent" materials and supplies rather than the ones they ordered. In addition, when copy machines were ordered for the TECH Center, there was no input as to the features of the copiers, such as automatic stapling and thus, clerical staff and teachers had to use additional time to staple large quantities of copies. Even the placement of copy machines in buildings were decided without input from the administration or teachers. From interviews, there was a need from staff to be informed about the decision making processes of the organization and to have input into program and staffing changes. Listening to constituent groups across the agency and county services could add another layer of trust and transparency that is critical to a successful organization.

In no way should this Improvement Priority take away from the many successful, comprehensive programs that Lenawee County ISD currently sponsors and funds. The agency is encouraged to continue with the highly effective programs and services both in the agency-supported schools and centers as well as programs and services throughout the local school districts and the citizens within Lenawee County.

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:

- Establish and implement a system for two-way communication between the upper level administration in

the ISD and the internal stakeholders that is collaborative, transparent and open which leads to a culture of trust that is system-wide.

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	257.86	278.94
Teaching and Learning Impact	251.33	268.48
Leadership Capacity	257.50	293.71
Resource Utilization	278.00	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

Individual Institution Results (Self-reported)

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
JCC/LISD Academy: A Regional Middle College	361.90	327.27	385.71	356.41
LISD TECH Center	338.10	318.18	328.57	330.77
Maurice Spear Campus	328.57	290.91	314.29	315.38
Milton C. Porter Ed. Center	281.25	250.00	300.00	275.00

Team Roster

Member	Brief Biography
<p>Dr. Vicki L DeMao</p>	<p>Dr. Vicki DeMao is a Lead Evaluator for AdvancED and has worked in more than twelve different states in the Midwest and in the South, leading teams of educators in more than 30 different school districts and Educational Service Agencies. Her current responsibilities include consultant and administrator for Centerville-Abington Community Schools and Field Consultant for Indiana NCA/AdvancED schools identified for school improvement under Title I guidelines. Her past educational experiences include: Assistant Professor at University of the Pacific in Stockton, California; Director of Elementary and Secondary Education for Richmond Community School in Indiana; and, Field Coach for Gifted Education in the state of Indiana. Vicki started her career as a teacher and has been a principal of two different K-6 elementary schools, supervisor for Pre-K to grade 12, curriculum director, grant writer, and federal programs coordinator. Vicki has been a presenter at state and national conferences and works with schools and school districts in Indiana to implement the state laws governing gifted education identification, service options, and program evaluation. As a community volunteer, Vicki has been a First Tee Charter Board Member, Chamber of Commerce subcommittee member, original grant writer for Birth to Five, Inc., university advisor for Indiana University East, trained reviewer of federal grants, adjunct professor at Earlham College, and grant writer for public and private organizations.</p>
<p>Dr. Thomas Harwood</p>	<p>Dr. Thomas Harwood currently serves as the Deputy Superintendent of Kalamazoo RESA. He began his career as a clinical psychologist and shifted his work as a school psychologist at Oakland Schools for 10 years. His administrative work was as an Elementary Principal in the Centerline Public Schools for 2 years. He then served as the Executive Director of Student Services/Special Education in the Lake Orion Community Schools for 4 years. He was offered the position as Superintendent of the Suttons Bay Schools and then served as the Dual Superintendent of Suttons Bay Schools and Glen Lake Community Schools. His worked continued in the Grosse Pointe Public School System as the Executive Director of Student Services/Special Education, Assistant Superintendent of Human Resources and Labor Relations, and Superintendent. He has been an adjunct professor in the departments of education/special education at Oakland University, Grand Valley State University, Eastern Michigan University, and Saginaw Valley State University.</p>

Member	Brief Biography
<p>Dr. George W Griffin</p>	<p>Dr. Griffin holds B.A. and M.Ed. degrees from Duke University. He received his Ph.D.in Special Education from The University of North Carolina at Chapel Hill. Primary areas of concentration included the education of students with learning disabilities and/or behavior problems, and educational administration. During his 40-year education career Griffin has been a special education teacher, high school principal, central office program director, state department program director, and university professor. He has extensive experience in alternative school programming; having served as a school director and statewide program director for services for violent and assaultive youth in North Carolina. Griffin has served as the Department Chair in the Department of Educational Leadership, Research, and Technology at North Carolina Central University. He has also served as a Special Education Due Process Hearing Officer in North Carolina. Griffin is the author of several entries in the Encyclopedia of Educational Leadership and Administration as well as a contributor to several special education textbooks and professional journals.</p> <p>Dr. Griffin is an independent educational consultant. He serves as a Lead Evaluator with AdvancED and has lead reviews in numerous schools and school districts throughout the United States and in the Middle East. He was the keynote speaker and a session presenter at the first AdvancED International Learning Disabilities Conference (May, 2013) in Beirut, Lebanon. He has also presented interactive training sessions at AdvancED Global Education Conferences in the United Arab Emirates, Saudi Arabia, and Egypt.</p>
<p>Dr. Jason Almerigi</p>	<p>Jason B. Almerigi, Ph.D. is a Research, Evaluation, and Assessment Consultant in the Department of School Quality at Oakland Schools. He received his Ph.D. in developmental psychology from Michigan State University, completed post-doctoral training from Tufts and Harvard Universities, and has additional training in program evaluation from the Evaluator’s Institute and the American Evaluation Association. He specializes in longitudinal assessment of children and youth and is currently involved in several evaluation and research projects that assess the short- and long-term effects of school-based programming on K-12 students’ academics, health, safety, and nutrition.</p>
<p>Ms. Debra S Asano</p>	<p>Debra Asano has over 30 years of experience in the field of education in a multitude of capacities. While her current role is that of Associate Superintendent for Teaching, Learning, and Technology Services at Marquette-Alger RESA (MARESA), she also serves as the Director of the Upper Peninsula Center for Educational Development (UPCED). UPCED is a unique organization comprised of all seven ISD within the Upper Peninsula and four institutes of higher education that work together to enhance education and resources across the region. Debra has also served as a consultant for MARESA in the areas of literacy, assessment, and school improvement. Literacy, in particular, is a passion and Debra is or has been a trainer for DIBELS, LETRS-Michigan Foundations, Teacher Reading Academies, REWARDS, Structured Language, and MLPP. Prior to working at the ISD level, she served as a district special services coordinator for N.I.C.E. Community Schools and responsible for Assessment, Gifted and Talented, Title I, and the Family Resource Room. In that district, Debra also served as an assistant elementary principal and a classroom teacher. Her education credentials include a Bachelor of Science degree in Elementary Education with endorsements in English/Speech/Math and a Master of Arts degree in Educational Administration from Northern Michigan University. Debra’s professional affiliations include(d): Michigan Assessment Consortium, School Improvement Facilitators Network, and MiCSI.</p>
<p>Mr. Ken Griffith</p>	<p>With over 40 years experience in education, 20 of those as a Principal, Ken Griffith has served at every level from K-20 and beyond. He has served on may statewide committees including the Wyoming Professional Judgement Panel and the Wyoming Professional Teaching Standards Board. In 2011-12 he served as the President of the National Association of Secondary School Principals. Mr. Griffith is currently serving as the Executive Director of the Wyoming Association of Secondary School Principals.</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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