

Report of the External Review Team for Our Lady's 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

Our Lady's School, a non-public school in Sulphur, LA, hosted an External Review on March 17-18, 2015. In preparation for the External Review, the school coordinated an Internal Review, administered surveys to provide data concerning student performance and stakeholder perceptions, and generated its Accreditation Report. All reports and documents were provided to the team ahead of its arrival to the school.

The External Review Team (ERT) convened for the first team session on Monday, March 16, 2015, 4:00 p.m. at the school. The school had taken advantage of resources available through ASSIST in its preparations for the External Review. An on-site pre-visit to the school had been conducted by the Lead Evaluator to finalize preparations prior to the team's arrival. The Accreditation Report, review schedule, accommodations, evidence and artifacts were discussed in collaboration with the Lead Evaluator and questions and concerns were addressed. Email and phone conferences were held for orientation and discussions concerning the school and the External Review. Documents such as the Accreditation Report and School Improvement Plan, as well as other pertinent resources, were posted and made available to the team ahead of the review through the Team Workspace in ASSIST. The significant role of the guidance counselor in the accreditation process was critical, as well as, her dual role as the school's Internal Review facilitator and an integral part of the school's leadership. Due to an extenuating scheduling conflict that would have prevented her participation in

stakeholder interviews due to absence from school, the External Review team deemed it proper and necessary to conduct its first stakeholder interview with the guidance counselor at the very onset of the first work session. The team remained onsite throughout its first work session, where insights, questions and items of note were shared and the first round of Indicator ratings was conducted.

On Tuesday morning, March 17, the four-member team reconvened at the school and conducted its first stakeholder interviews with the principal. After conducting interviews with parent and community leaders, the review team completed its first round of eleot™ observations, followed by a second round of classroom observations in the afternoon. Afternoon interviews with students and teachers were conducted to add detail to the data provided by the school and gathered by the team. ERT members deliberated and used performance indicator language of the AdvancED Standards to guide discussions and to complete the second round of Indicator ratings. During the evidentiary process of artifact review, the team noted with appreciation the effort of the school to organize and provide extensive evidence and information to assist the team in its work. Examination and analysis of available artifacts combined with team deliberations provided the framework for the second round of Indicator ratings. Once team members had entered their individual eleot™ scores and team assignments were reiterated, the second work session was adjourned.

The review team reconvened for its final day of review on Wednesday morning, March 18, and concluded eleot™ observations for a total of twenty-eight classroom observations. Stakeholder interviews were conducted with support staff and the Superintendent of Diocesan Schools, whose insight proved helpful in substantiating data and information concerning school issues and student performance, in light of her experience as the principal prior to the current leadership. Final Indicator ratings were compiled and the team began the task of finalizing its work for the External Review. Scores were compared to the AdvancED Network (AEN) averages, actions required for the External Review were composed, and deliberations and drafting of narratives for the Exit Report were completed. Correlations between Domain scores, eleot™ scores and scores generated by the AdvancED reporting system were noted for alignment. Special attention was paid to the Index of Education Quality (IEQ). After sharing findings of the review with the principal, the Exit Report was presented at the end of the instructional day to the faculty, staff and Superintendent of the Diocesan school district.

The External Review Team conveys thanks to the leadership of the school for facilitating the work of the team in every way and for all that was done to make the team comfortable during its stay, including a daily array of culinary treats and even the provision of umbrellas for each team member during inclement weather. The team also conveys appreciation to the school's stakeholders for their hospitality, their candor and transparency throughout the process. In keeping with its Catholic identity, the school strives daily to affirm and articulate its viability in every way as a faith community, incorporating spirituality, a commitment to learning, and prayer, three central components to fulfilling its mission and vision. It is evident that an exceptionally strong bond exists between each stakeholder group individually and corporately, but especially between students and teachers, a significant factor in the school's vision and mission to develop successful students in a global society.

Stakeholders were interviewed to ascertain their perspectives on topics relevant to the school's effectiveness

and student performance. Feedback gained through stakeholder interviews was considered with other evidence and data to support the findings of the External Review Team. The team recognizes the support of parent and community stakeholders, whose contributions and involvement spans generations.

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

Stakeholder Interviewed	Number
Superintendents	1
Board Members	6
Administrators	2
Instructional Staff	19
Support Staff	5
Students	10
Parents/Community/Business Leaders	3
Total	46

Results

Teaching and Learning Impact

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

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

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

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

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

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

Standard 3 - Teaching and Assessing for Learning

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

Indicator	Description	Review Team Score	AdvancED Network Average
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	2.75	2.88
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	2.00	2.53
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	3.00	2.67
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	3.00	2.78
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	3.00	2.63
3.6	Teachers implement the school's instructional process in support of student learning.	3.00	2.66
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	2.00	2.58
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	4.00	3.12

Indicator	Description	Review Team Score	AdvancED Network Average
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	3.75	3.07
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	3.00	2.77
3.11	All staff members participate in a continuous program of professional learning.	2.75	2.57
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	4.00	2.71

Standard 5 - Using Results for Continuous Improvement

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

Indicator	Description	Review Team Score	AdvancED Network Average
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	3.00	2.72
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	2.00	2.44
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	2.00	2.09
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	3.00	2.53
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	3.00	2.78

Student Performance Diagnostic

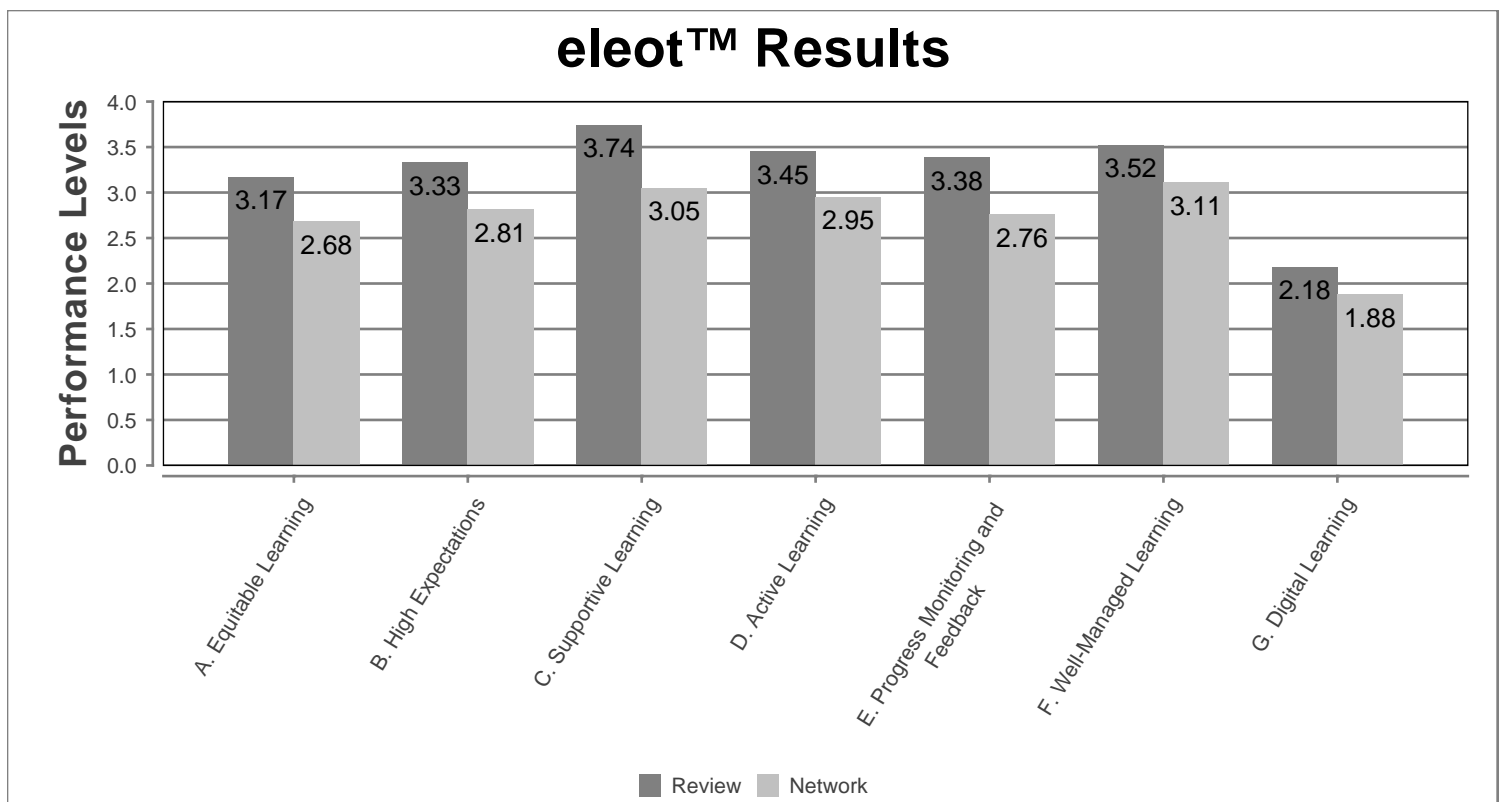
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	3.75	3.10
Test Administration	4.00	3.47
Equity of Learning	3.50	2.74
Quality of Learning	3.00	2.98

Effective Learning Environments Observation Tool (eleot™)

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

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



The External Review Team conducted twenty-eight observations utilizing AdvancED's Effective Learning Environments Observation Tool (eleot™). The team noted the high correlation between learning expectations and a highly supportive environment, especially students knowing and striving to meet the high expectations established by the teacher and teachers providing support and assistance to understand content and accomplish tasks.

The average composite scores from eleot™ observations support the team's findings. Relatively high scores were noted in the following environments: Supportive Learning Environment (3.74), Well-Managed Environment (3.52), and Active Learning Environment (3.45). These scores were closely followed by the learning environments for Progress Monitoring and Feedback (3.38), High Expectations (3.33), and Equitable Learning (3.17). The lowest average was in the Digital Learning Environment (2.18). All of the environment averages for Our Lady's School were higher than the AdvancED Network (AEN) averages. For the most part, the eleot scores affirm the school's philosophy to achieve quality student performance and organizational effectiveness.

The External Review Team observed numerous lesson designs appropriately woven together by the common thread of protected instructional time. The incorporation of instructional rigor ranged from maximum to minimal challenge, while levels of student engagement ranged from highly interactive cooperative groups, to limited or few opportunities of engagement with either the teacher or peers. Science and social studies at all grade levels seem to utilize technology more consistently to stimulate higher order thinking skills. In one highly engaging classroom setting, students worked in cooperative groups to share information researched on the iPad, while the teacher provided feedback to each group. The levels of engagement and wonder grew exponentially as the teacher used the document camera and iPad to display results on the Promethean board. In an intermediate math class, students also worked in cooperative groups and used the iPad to solve word problems involving fractions; yet, paradoxically, in another math setting, students also worked in groups to collect data to determine probability; and although the Promethean board was on, it was not utilized. While some primary classes actively integrated technology to differentiate instruction, a majority of classes focused predominantly on whole group instruction driven by traditional teacher-centered content delivery. The External Review Team examined the efficacy of various instructional strategies and concluded that sporadic levels of student engagement are not yielding consistent success across all grade levels and content areas.

Students were very well-behaved and attentive, albeit with varying levels of student engagement. Eleot™ observations indicated a strong culture of positive learning experiences that affirm stakeholder appreciation for and description of the school as a place where students felt supported in every aspect of their school experience. Teachers and the administrative head unanimously express commitment to high expectations for students, their behavior, and learning which supports the school's vision and mission and contributes to an atmosphere that is conducive to learning.

The External Review Team concurs that as the school continues to actively explore and enact best practices, in tandem with and support of its proactive and assertive administrative head, doing so will further empower the school to advance in the arena of educational excellence and sustain continuous improvement by increasing rigor and student engagement.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.82	Has differentiated learning opportunities and activities that meet her/his needs	35.71%	28.57%	17.86%	17.86%
2.	3.86	Has equal access to classroom discussions, activities, resources, technology, and support	85.71%	14.29%	0.00%	0.00%
3.	3.86	Knows that rules and consequences are fair, clear, and consistently applied	85.71%	14.29%	0.00%	0.00%
4.	2.14	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	21.43%	17.86%	14.29%	46.43%
Overall rating on a 4 point scale: 3.17						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.86	Knows and strives to meet the high expectations established by the teacher	89.29%	7.14%	3.57%	0.00%
2.	3.61	Is tasked with activities and learning that are challenging but attainable	71.43%	17.86%	10.71%	0.00%
3.	2.18	Is provided exemplars of high quality work	25.00%	17.86%	7.14%	50.00%
4.	3.46	Is engaged in rigorous coursework, discussions, and/or tasks	60.71%	25.00%	14.29%	0.00%
5.	3.54	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	60.71%	32.14%	7.14%	0.00%
Overall rating on a 4 point scale: 3.33						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.86	Demonstrates or expresses that learning experiences are positive	85.71%	14.29%	0.00%	0.00%
2.	3.86	Demonstrates positive attitude about the classroom and learning	85.71%	14.29%	0.00%	0.00%
3.	3.75	Takes risks in learning (without fear of negative feedback)	78.57%	17.86%	3.57%	0.00%
4.	3.96	Is provided support and assistance to understand content and accomplish tasks	96.43%	3.57%	0.00%	0.00%
5.	3.25	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	53.57%	28.57%	7.14%	10.71%
Overall rating on a 4 point scale: 3.74						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.43	Has several opportunities to engage in discussions with teacher and other students	60.71%	25.00%	10.71%	3.57%
2.	3.21	Makes connections from content to real-life experiences	57.14%	21.43%	7.14%	14.29%
3.	3.71	Is actively engaged in the learning activities	78.57%	14.29%	7.14%	0.00%
Overall rating on a 4 point scale: 3.45						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.18	Is asked and/or quizzed about individual progress/learning	35.71%	46.43%	17.86%	0.00%
2.	3.71	Responds to teacher feedback to improve understanding	82.14%	7.14%	10.71%	0.00%
3.	3.82	Demonstrates or verbalizes understanding of the lesson/content	82.14%	17.86%	0.00%	0.00%
4.	3.07	Understands how her/his work is assessed	42.86%	35.71%	7.14%	14.29%
5.	3.11	Has opportunities to revise/improve work based on feedback	57.14%	17.86%	3.57%	21.43%
Overall rating on a 4 point scale: 3.38						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.93	Speaks and interacts respectfully with teacher(s) and peers	92.86%	7.14%	0.00%	0.00%
2.	3.93	Follows classroom rules and works well with others	92.86%	7.14%	0.00%	0.00%
3.	3.21	Transitions smoothly and efficiently to activities	57.14%	25.00%	0.00%	17.86%
4.	2.82	Collaborates with other students during student-centered activities	53.57%	7.14%	7.14%	32.14%
5.	3.71	Knows classroom routines, behavioral expectations and consequences	78.57%	17.86%	0.00%	3.57%
Overall rating on a 4 point scale: 3.52						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.50	Uses digital tools/technology to gather, evaluate, and/or use information for learning	46.43%	3.57%	3.57%	46.43%
2.	1.86	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	25.00%	3.57%	3.57%	67.86%
3.	2.18	Uses digital tools/technology to communicate and work collaboratively for learning	32.14%	7.14%	7.14%	53.57%
Overall rating on a 4 point scale: 2.18						

Findings

Improvement Priority

Devise a systematic, specific plan of action to regularly and effectively disaggregate data in immediate response to trends and situational changes, and formulate strategies that specifically address reading and math curricular and instructional decisions that impact student performance.

(Indicators 3.2, 5.2, 5.3)

Evidence and Rationale

The school utilizes a variety of methods and resources to measure and assess student achievement. Notwithstanding the school's genuine commitment to analyze data, empirical evidence through interviews and documentation reveal an urgency to examine the current utilization of data in sustaining school improvement. The Executive Summary, Accreditation Report, stakeholder interviews, and artifact examination all revealed a reading deficiency at most grade levels and a corresponding lack of comparative data to adequately identify the source of weaknesses and/or implement appropriate strategies to address the weaknesses. The enrollment of students through the state scholarship program, that is, students who enroll through state voucher, will most certainly impact so called "wait time" to yield comparative data analysis at the end or beginning of a school year and demonstrate the desired results through mandated state testing.

The External Review Team determined that a paradox exists between teacher perception, who concurred in the Accreditation Report that they were "doing a good job of planning and using instructional strategies and interventions to address learning needs of students." Contrastingly, student performance data identified reading as the only area below the expected level of performance and the overall lowest performance. The 2013-14 SAT results for kindergarten through grade 8 indicate 40% of students tested scored below the 50th percentile and that these results were consistent with data from the STAR reading test. The preponderance of evidence and examination of artifacts indicate lack of data analysis and appropriate instructional intervention

as contributing factors for specific weaknesses and achievement gaps, namely in the area of reading. Other data-related factors identified by the External Review Team were inconsistent use of collected data by teachers resulting in a whole group approach and not individual differentiated learning. As stated in the Accreditation Report, the school has used both teacher-made tests and grade-level computer-based tests at the beginning of the year to determine student strengths and weaknesses. The review team shared concerns about the validity of results and the ability of the school to comparatively glean useful data from the different test instruments.

Efficient disaggregation of data is a key to continuous school improvement in not only revealing strengths and weaknesses, but also providing direction and focus. It enables the school to go beyond the periphery of “what happened” to discover the “why” and the “how” of decisions. Data can become a powerful resource when it is used efficiently to drive goals that are measurable, achievable, targeted and realistic. Schools that are committed to using data to guide their work allocate structured time to meet, discuss and make informed instructional decisions. The review team observed that a cursory form of professional learning communities are in place and were described in the Executive Summary as “decision-making teams” who work together to “choose activities and strategies for school improvement.” Thus, Our Lady’s School is in an excellent position to navigate to more structured professional learning communities and create a culture that will sustain its continuous improvement. Creating a “team” action plan that supports data-based decisions should lead to a reduction of non-proficient students in reading. The process to more effectively analyze its existing wealth of data has already begun to yield positive results with the hiring of a full-time guidance counselor in 2013-14. The transition from SAT standardized testing to the ASPIRE test should result in more consistent tracking to assist in disaggregating data, identifying trends, and then prioritizing and responding to the results.

Opportunity for Improvement

Develop and implement a new teacher mentoring and coaching program to enhance the school’s capacity to sustain continuous improvement by promoting collaborative professional interactions and extended collegiality consistent with the school values, beliefs, purpose and mission.

(Indicators 3.7)

Evidence and Rationale

The school’s capacity to sustain continuous improvement is deeply rooted and consistent with its Catholic identity and overall purpose and direction. While it is duly noted with great appreciation and affirmed through stakeholder interviews and documentation in the Executive Summary, the faculty of Our Lady’s School is the hallmark of its distinctive academic program. Teachers are hired based on life’s view, a love for children, understanding and passion for their subject matter, as well as their excellent personal character and professional qualifications. Truly, this vast treasure trove of professional expertise is intertwined in the life of the school. All faculty members are certified in their area of instruction with 37% holding Masters degrees or above. It is also commendable that teacher turnover rate has been curtailed, and teacher retention is experiencing a positive trend. However, the evidentiary process revealed that new teacher mentoring and coaching consists mainly of informal collaboration and practices that will not effectively support and strengthen future instructional staff should its corps of dedicated veteran educators be reduced.

Given that the school has strong community relationships, solid collegiality at all levels of its operations, and promotes high expectations; sustainability of its academic environment must be nurtured and preserved for its most treasured stakeholders – its students. Mentoring benefits both the novice teacher and mentor by building on two levels of support. Instruction-related support helps the beginning teacher to navigate through tasks that may appear to be standard, at first, but are important hurdles for the novice teacher. Psychological support addresses personal and emotional needs of teachers who are new to the classroom. Mentors can provide a safety net of moral support to prevent the feeling of isolation and help to balance unfamiliar demands and expectations of students, parents, and the school at large.

The External Review Team acknowledges the utilization of school publications, such as teacher handbooks and documents outlining routine school procedures, as well as, an existing informal buddy system. Consistently and resoundingly teachers affirmed the supportive framework that exists in the work environment. Likewise, the administration expressed overwhelming support for the teachers, who strongly support each other on the job and away from school.

A more structured and formal approach to coaching and mentoring should contain necessary specific components that address in clear concise terminology, the climate, context and content of the mentoring process, including purpose, function, roles and responsibilities, resources, timelines, and evaluation of the program's success.

Powerful Practice

Unanimous consensus among stakeholders indicates deep appreciation for the open door policy of the school and the abundance of opportunities to contribute to the historical significance of the school as a treasured institution through generations of stakeholders.

(Indicators 2.4, 2.5, 3.8)

Evidence and Rationale

Open channels of communication strengthen the bonds of a school community and enhance positive school climate by promoting a spirit of unity and encouraging personal investment, involvement and interaction. Established in 1952, the school contributes to the academic growth and spiritual development of the community. It is the only Catholic school west of the Calcasieu River (Southwest Louisiana) and serves six church parishes. Observation and interviews with staff, students, parents and community leaders provide solid evidence of the school's role as a valuable community asset that continues to have impact across generations of families. Stakeholder feedback indicates significant satisfaction with the focus and direction of the school as a positive authentic culture where students feel valued and supported. A common theme heard throughout the review was the cultivation of relationships and the interaction and engagement between the school and its stakeholders. Great appreciation was expressed for the "open door" policy of the administration and the willingness of the school to involve stakeholders as partners in the mission to prepare students as 21st century learners in a global society.

The school encourages a strong and vested interest in building partnerships with its community stakeholders and has certainly "gone the extra mile" to maintain effective communication and relationships in support of its

vision and mission. Print and electronic communication such as, student and teacher handbooks, web-based and email communication, two Facebook pages, invitations to school events, phone calls and newsletters, all serve to advance the concept of “open door,” not just on the campus but into the greater community as well. School events and expectations for learning are communicated regularly in a monthly calendar and a weekly newsletter. Participation in local events and charities also serve to broaden the open channels of communication. The school is situated on a main thoroughfare, and a marquee board further provides information to stakeholders, such as the school’s External Review.

Especially notable was the invaluable partnership that exists between parents and teachers through the contributions of time, talent and treasure to advance the spirit of unity across stakeholder bridges and contribute to the historical significance of the school. Parents expressed positive feedback concerning the school and a general perception that the school provides numerous opportunities for access and inclusion. The “open door” policy of the administration fosters a highly functional and inclusive environment that promotes greater participation and ownership. As a private school, parental support for initiatives is paramount. Although parental support is not ideal, a dedicated corps of stakeholders has embraced with great appreciation, zeal and focus the “open door” concept.

Contributions made by the combined efforts of teachers and parents include new playground equipment for elementary students, an outdoor eating area for middle school students, new tile in the hand washing area of the cafeteria, and new tables in the cafeteria. Classrooms, doors and halls were repainted. Every summer parent volunteers work on school beautification projects. Parents also volunteer with the book fair, Santa’s Workshop, reading night, Family Fest, Louisiana Day and Grandparents’ Day. Recently, a new opportunity was made available when the school established a tutoring program for struggling students using community resources and volunteer tutors. In every aspect of the school’s operations, an abundance of opportunities exist for stakeholder involvement.

Leadership Capacity

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

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

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

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

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

Standard 1 - Purpose and Direction

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

Indicator	Description	Review Team Score	AdvancED Network Average
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	3.00	2.75
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	3.00	3.04
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	3.00	2.61

Standard 2 - Governance and Leadership

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

Indicator	Description	Review Team Score	AdvancED Network Average
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	3.00	2.98
2.2	The governing body operates responsibly and functions effectively.	4.00	2.96
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	3.00	3.18
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	3.25	3.13
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	4.00	2.82
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	2.25	2.82

Stakeholder Feedback Diagnostic

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

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

Evaluative Criteria	Review Team Score	AdvancED Network Average
Questionnaire Administration	4.00	3.38
Stakeholder Feedback Results and Analysis	3.00	3.08

Findings

Improvement Priority

Devise a systematic, specific plan of action to regularly and effectively disaggregate data in immediate response to trends and situational changes, and formulate strategies that specifically address reading and math curricular and instructional decisions that impact student performance.

(Indicators 3.2, 5.2, 5.3)

Evidence and Rationale

The school utilizes a variety of methods and resources to measure and assess student achievement. Notwithstanding the school's genuine commitment to analyze data, empirical evidence through interviews and documentation reveal an urgency to examine the current utilization of data in sustaining school improvement. The Executive Summary, Accreditation Report, stakeholder interviews, and artifact examination all revealed a reading deficiency at most grade levels and a corresponding lack of comparative data to adequately identify the source of weaknesses and/or implement appropriate strategies to address the weaknesses. The enrollment of students through the state scholarship program, that is, students who enroll through state voucher, will most certainly impact so called "wait time" to yield comparative data analysis at the end or beginning of a school year and demonstrate the desired results through mandated state testing.

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Powerful Practice

A proactive, energetic administration promotes across the school’s operations a nurturing, spiritually-charged environment reflective of the mission to achieve academic excellence by actively engaging all stakeholders in the life of the school.

(Indicators 2.4, 2.5)

Evidence and Rationale

Research highlights the impact principals have on their students’ outcomes. According to Seashore-Louis, et al. 2010, principals are second only to teachers in their impact on student achievement. A similar study (Waters, Marzano and McNulty 2003) indicates that a highly effective principal can increase test scores up to 10 percentile points on standardized tests in just one year. The principal is the key person in developing and maintaining a positive, healthy, professional school climate. To that end, it is noteworthy that teachers and staff alike attribute the school’s highly charged and actively involved environment to the tireless, proactive and visionary leadership of the administrative head.

As stated in the Executive Summary, the “faculty is a diverse group of individuals united in faith and purpose, generous givers of their time and spirit serving on-campus above and beyond their paid positions.” The school has established an atmosphere that encourages the awareness of the presence of God. The school has a Spiritual Director who plans and coordinates daily religious activities of the school, seasonal observances, and

projects and activities for spiritual development of students. Some of the activities include 5th graders attend an annual social justice gathering, 8th graders attend a one-day retreat, and an annual Veterans Day program. During the last three years, the school has participated in a unique cultural initiative, where students from Guatemala live with a host family for 10 weeks, while participating in all classes and school activities.

Administrators and teachers alike commend each other for their loyalty and commitment to the school. The Fall Auction raised approximately \$90,000 in 2013 and \$74,000 in 2014. In another endeavor, teachers and parents cooked and sold crawfish for 6 weeks to earn money for school improvement projects. Floors were upgraded throughout the school, dressing rooms were constructed for P.E. classes, and playground equipment was installed. Business and community leaders elaborated extensively on the positive school experiences of their children and the mutual relationship it produced.

An "Honor Choir" has been added as an extension of the enrichment program to develop skill in vocal music and promote public relations. Funding for the blazers for the students was provided by private donors. Visual arts and art enrichment have been added for grades PK-8. In concert with the principal, the School Improvement Team, composed of staff representing every department of the school, works diligently to align the curriculum with the Common Core State Standards. In every aspect of the school day, teachers strive for excellence as faith facilitators, instructional leaders, and role models for young people.

Powerful Practice

Unanimous consensus among stakeholders indicates deep appreciation for the open door policy of the school and the abundance of opportunities to contribute to the historical significance of the school as a treasured institution through generations of stakeholders.

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The school encourages a strong and vested interest in building partnerships with its community stakeholders and has certainly "gone the extra mile" to maintain effective communication and relationships in support of its vision and mission. Print and electronic communication such as, student and teacher handbooks, web-based

and email communication, two Facebook pages, invitations to school events, phone calls and newsletters, all serve to advance the concept of “open door,” not just on the campus but into the greater community as well. School events and expectations for learning are communicated regularly in a monthly calendar and a weekly newsletter. Participation in local events and charities also serve to broaden the open channels of communication. The school is situated on a main thoroughfare, and a marquee board further provides information to stakeholders, such as the school’s External Review.

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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	3.00
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.25	3.11
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	2.75	2.83
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	3.00	2.56

Indicator	Description	Review Team Score	AdvancED Network Average
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	3.50	2.89
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	3.50	2.80

Conclusion

Our Lady's School fosters a culture of performance and excellence, consistent with its mission and Catholic identity. It is the only Catholic school west of the Calcasieu River (Southwest Louisiana) and serves six church parishes. With faith as the cornerstone, the school has established an atmosphere dedicated to "preparing each child to be a well-prepared leader who is living up to his or her potential." Every stakeholder group overwhelmingly described the school as a caring, close-knit community deeply rooted and reflective of a shared purpose anchored by faith and family. The External Review Team observed throughout the review process, the strong sense of unity that permeates the interactions of stakeholders at all levels and is a major catalyst that impacts all decisions. Active community and parental involvement bring to life the family-centered environment as a valuable asset to the community. A close relationship between the school and the community continues to be profitable to the growth and development of the school. As a result of prudent fiscal policy, a trust fund that was established to ensure the long term development of the school has now accrued interest and exceeded the original goal, allowing for an additional source of revenue for the school.

After several changes in leadership, the current administration has implemented a number of practices and procedures that have yielded positive impact on student achievement. School climate is monitored regularly to evaluate the effectiveness of teaching and learning by promoting intellectual curiosity, creative thinking and problem solving. As stated in the Accreditation Report and eloquently articulated during interviews, instructional staff unequivocally attribute a substantial decrease in turnover rate to an improved professional environment. Student enrollment has increased by an average of 10% a year over the last five years. Fiber internet service to meet the demands of modern networks is the result of significant investment to enhance the technological capacity and accessibility of the school. Grant funds are now dedicated almost entirely to acquisition of technology in support of an ambitious goal of 1:1 technology at the middle school level.

Other organizational and academic improvements include hiring a full-time guidance counselor, use of Title II funds to enhance opportunities and participation in professional development, and shared decision making. When annual SAT scores (standardized testing) revealed inconsistencies, transition was made in 2014-2015 to a more effective standardized assessment to evaluate strengths and weaknesses of each student.

Weekly lesson plans are aligned with content standards and district and school policy. Lesson plans are checked and monitored by the school administrator. First-year teachers are not required to write lesson plans according to the standard form used by veteran teachers, but are allowed to submit hand-written plans with the same components of sound lesson design. Teachers are observed during classroom instruction on a regular basis and evaluated in accordance with Diocesan policy. The principal conducts a formal evaluation every three years and a snapshot, or walk-through, two times a year. Although results of evaluations are shared with teachers, the Accreditation Report indicates a need for more timely feedback.

In fulfillment of its mission statement, the school is dedicated to "developing the total child." In addition to a strong academic curriculum, diversity is recognized at Our Lady's School through many activities which celebrate the God-given talents of the student body. Diversity and culture are valued, promoted, and acknowledged through extra-curricular activities and programs appropriate to each level of skill development

and interest level. Students have opportunities to participate in BETA Club, Student Council, Anti-Bullying, 4-H, Chess Club, Cheerleading, Pep Squad, and Art/Drama. The school has developed an extensive athletic program that includes football, basketball, track, swimming, softball and volleyball. One of the highlights of a student's life is the formal graduation ceremony upon completion of eighth grade and celebrating the student's passage to high school.

The Administration and staff have chosen resources, validated by research, to meet the needs of all students. The facility is clean, safe, orderly, and well-maintained by a single custodian, who for the last 17 years has demonstrated through skillful and meticulous attention to the physical plant and the grounds of the campus that his work is intimately intertwined with worship. Every stakeholder group felt that acquiring a part-time custodian is necessary to keep pace with the ever-increasing demands of facility maintenance, and there are plans to allocate money in the budget to hire a part-time janitor. Even with limited space, the school has made effective use of its facility to support the needs of stakeholders. Safety and disaster drills are conducted regularly and records are maintained on file. During student interviews, it was obvious that students feel safe and know that their problems will be addressed by a caring staff. Students respect and appreciate the efforts of their teachers and it shows. School pride is everywhere. Bulletin boards in the classrooms and hallways promote student achievement.

The technological infrastructure of the school is modern and meets the needs of all stakeholders. In the last three years the school has added 75 iPads, including an iPad cart with a charging station. This year the school purchased twelve laptop and three desktop computers. The server was replaced last year, and wireless network was added throughout the school. Every classroom is equipped with cutting-edge technology in support of the various types of learning styles for the 21st century learning environment. The computer lab, with its twenty-five stations, received new tables and chairs. In addition, the school has purchased site licenses for various research-based programs in support of the curriculum. Despite the daily availability of technology, classroom observations revealed inconsistent use of technology in the teaching and learning processes, which negatively impacts the school's response to trends and best practices, though some notable exceptions were evident. Increasing technology integration into daily classroom experiences can be enhanced through increased professional development and deliberate practices and expectations for use in the classroom. The school's administrative team utilizes technology to manage student information and to communicate with parents and the school community. The school maintains the necessary resources in support of its vision and purpose. Observations and stakeholder feedback confirm a safe, orderly and well-maintained environment conducive to learning. There has been a substantial decrease in faculty turnover, and all faculty members are certified in their area of instruction with 37% holding Masters degrees or above. A security system, along with taller perimeter fencing, has been installed, with plans to install additional fencing. The library has received new double-sided shelving designed to better accommodate students. The library maintains a reasonable collection of books and is regularly updated, having added over 1000 hardcover books to expand its existing collection. An automated card catalog and circulation system is utilized, and a limited number of computers are in place to efficiently assist patrons and other stakeholders. The librarian serves as the Media Specialist and keeps the faculty informed of technology matters and other support related issues and provides oversight and management of the school's computer lab.

The school implements a curriculum that includes diverse opportunities for the development of foundational skills, knowledge and competencies at each grade level. An active school improvement team collects and analyzes the various ranges of data concerning student learning, instruction and program evaluation. A comprehensive action plan is in place to utilize student performance data and maintain school effectiveness. Standardized test scores indicate that mathematics is the academic strength of the school. Some eighth graders enroll in Algebra I before high school, while other advanced students complete advanced online classes in Geometry and take End-of-Course tests. Students identified as gifted or in need of speech therapy receive services through agreements with the local public school system. A full-time Resource Teacher works with eligible students, while the speech therapist services eligible students twice a week. Although the curriculum adequately serves both general and special needs of its students, the evidentiary process revealed several concerns that must be addressed in order to maintain continuous improvement.

The School Improvement Plan, the Accreditation Report and stakeholder interviews identify achievement gaps and a modest decline in reading performance. Although stakeholders consistently affirm high expectations for learning, test results paradoxically confirm a significant trend of lowered performance in reading scores across the board. The substantial decrease in reading proficiency underscores the urgency to examine instructional practices and procedures that impact student achievement and merit more effective analysis of all existing data to more quickly address both internal and external factors affecting student performance and overall school achievement. The team observed that the efficacy of various instructional strategies indicate a heavy reliance on traditional teacher-centered content delivery, a less rigorous approach to maximize student engagement. Given recent trends in reading, continued dependence on current methods will not result in desired improvement. However, the External Review Team concurs that the acquisition of a guidance counselor has significantly impacted the school's need to more effectively disaggregate data, identify performance targets and provide crucial support to guide decision-making about teaching and learning.

As an intrinsic and important part of school improvement, the school promotes teacher leadership through ongoing district professional development and professional learning communities. In that professional learning communities are a powerful tool for shaping school culture and its teachers do collaborate regularly, the team notes a need for a formal method of documenting teacher collaboration. Collaboration through intra-department and cross-curriculum opportunities should greatly strengthen school culture through shared ownership and accountability in facilitating student achievement. Likewise, consistent and timely feedback after classroom walk-through observations is a critical component of continuous professional learning. While this team notes with great admiration the school's high faculty retention rate, policies and procedures must be implemented now to mentor new teachers as the school's veteran staff shrinks through retirement or other factors. The current mentoring and coaching of instructional staff is not sufficient to adequately support new teachers and could best be characterized as an informal buddy system.

Our Lady's School demonstrates daily that its most important resource is its human resources of students, faculty, staff, administration and community. The integration of religion and worship with learning has resulted in a school committed to growing students academically, socially, emotionally, spiritually and physically. With the implementation of initiatives and priorities that are key to achieving student success, it is evident that the

school is well on its way to fulfill its mission to produce students who are well-equipped for success at the next educational level and ultimately to become lifelong learners.

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:

- Devise a systematic, specific plan of action to regularly and effectively disaggregate data in immediate response to trends and situational changes, and formulate strategies that specifically address reading and math curricular and instructional decisions that impact student performance.

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	310.26	282.79
Teaching and Learning Impact	302.38	274.14
Leadership Capacity	322.73	296.08
Resource Utilization	314.29	286.32

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

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

Addenda

Team Roster

Member	Brief Biography
Mary Bashay	<p>Professional and educational vitae: I am a retired educator with 36 years' experience. I am a graduate of LSU; graduate studies at Southern University (Baton Rouge) and University of Louisiana (Lafayette). My certification encompasses grades 1-8; I have taught 1st, 4th, 5th , and 6th grades; Middle School - 7th grade Language Arts, Social Studies and Science, 8th grade Language Arts and Louisiana History; 9th grade Social Studies; pilot the at-risk program for St. Martin Parish; taught Middle School LEAP enrichment classes; taught Math LEAP Remediation for 15 consecutive summers. Certified AdvancED Lead Evaluator; ELEOT certified. My accomplishments include numerous school and parish Teacher of the Year awards; named Who's Who Among American Teachers (2006); received Pacesetter Award (Zeta Phi Beta Sorority); National Association of University Women (NAUW) South Central Section Immediate Past Publicity Chair; NAUW – Vermilion Region Branch Founder/Charter President; New Iberia Jazz/Arts/Heritage Festival – successful grant writer as Founder and 1st CEO; successfully wrote grants for cultural enrichment of disadvantaged youth; Presenter for Grant Writing Seminars; Organizer – Iberia Parish Schools “One Hour of Test Prayer Power”; Community involvement includes youth motivational speaker; community organizer; workshop facilitator; conference speaker. I am an Ordained Minister and currently serve as Associate Pastor and Director of Christian Education at Star Pilgrim Baptist Church, New Iberia, LA. ; invited to teach Grant Writing for Faith Based Initiatives with Louisiana Baptist Congress of Christian Education.</p>
Mrs. Jennifer Hebert	<p>I am currently the curriculum coordinator at Carencro Catholic School. I have a Bachelor of Arts in Education from The University of Southwestern Louisiana and am certified in Elementary Education. I have worked as curriculum coordinator for five years, and prior to this position, I was a classroom teacher for 12 years. I have taught grades K, 2 and 3. I have served on two review teams, one in 2010 and one in 2011.</p>
Mr. Brett Shelton	<p>I have spent 12 years in teaching and administration. I taught at False River Academy and Ascension Christian High School. I have taught grades 5-12 and currently serve as Principal of Ascension Christian Elementary which houses grades K4-6. I've served on two AdvancEd teams previously and enjoyed the process of dissecting a school to see what makes it great.</p>
Dr. Carynn Wiggins	<p>I taught for 22 years and served as a principal for 11 years in the public system. My first 11 years were in Monroe City Schools and Lincoln Parish. My last 22 years I was a teacher and the director of A. E. Phillips Laboratory School at Louisiana Tech University. During my time at Tech, I served as an assistant professor in the College of Education. Following my retirement, I stayed home for one year and then returned to school. I currently serve as the principal of Our Lady of Fatima School in Monroe, LA and as a member of the Early Childhood Care and Education Committee for BESE.</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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