

Report of the
External Review Team
for
P.K. Yonge Developmental Research
School

1080 SW 11th Street
Gainesville
FL 32601
US

Dr. Lynda Hayes
Director

Date: February 7, 2017 - February 8, 2017



Copyright (c) 2017 by Advance Education, Inc. AdvancED™ grants to the Institution, which is the subject of the External Review Team Report, and its designees and stakeholders a non-exclusive, perpetual, irrevocable, royalty-free license and release to reproduce, reprint, and distribute this report in accordance with and as protected by the Copyright Laws of the United States of America and all foreign countries. All other rights not expressly conveyed are reserved by AdvancED™.

Table of Contents

Introduction	4
Results	10
Teaching and Learning Impact	10
Standard 3 - Teaching and Assessing for Learning	11
Standard 5 - Using Results for Continuous Improvement	12
Student Performance Diagnostic	12
Effective Learning Environments Observation Tool (eleot™)	14
eleot™ Data Summary	17
Findings	20
Leadership Capacity	22
Standard 1 - Purpose and Direction	23
Standard 2 - Governance and Leadership	23
Stakeholder Feedback Diagnostic	23
Findings	24
Resource Utilization	26
Standard 4 - Resources and Support Systems	26
Findings	27
Conclusion	28
Accreditation Recommendation	30
Addenda	31
Team Roster	31
Next Steps	33
About AdvancED	34
References	35

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

During the early fall in preparation for an External Review visit February 7 - 8, 2017, the Lead Evaluator (LE) emailed and subsequently spoke via telephone with Dr. Lynda Hayes, Director of P.K. Yonge Developmental Research School (PKY). They discussed the coming visit and the Lead Evaluator offered her services during the year should the school require assistance in preparing for the team visit.

As soon as team member assignments (6) were finalized, the potential members received emailed welcome letters from the LE. A follow-up email containing a PowerPoint to be reviewed during the call announced team Standards assignments and two proposed dates for prearranged conference calls. One team member attended the first call on January 24. The other four members attended the call on the evening of January 31. Team members were reminded that eleot® certification is required of all team members. Some team members were reminded of the proper form and content for their profile biographies.

The LE asked each member to read through the entire school Accreditation Report and to pay special attention to their assigned Standard. Team members were requested to arrive at the review with questions relative to their assigned Standard. Review documents were posted on the Workspace for ease of access. The PKY Director mailed each team member a flash drive containing secure documents for team perusal. (All flash

drives were returned to PKY officials at the end of the visit.) Team members were reminded that they must arrive at the review with their AdvancED username, password and PIN for the AdvancED website, and that they would be required to rate all Standard items on a scale of 1 to 4, with 4 being the highest.

The school visit began with a preliminary team meeting in the lobby of the hotel. This meeting was immediately prior to going to the school site for a combination dinner/conversation/meeting with 25 representatives from the school faculty, administration, families and communities. During the meeting portion of the dinner, the school's administration narrated a PowerPoint about PKY. Table conversation followed the PowerPoint.

Dr. Hayes provided transportation to the school on the first day of the visit. The administration presented a report on the previous Accreditation Review, outlining progress taken toward achieving Improvement Priorities from five years ago.

Team members divided classroom observations among themselves based on their interest and experience. The three school levels were fairly divided and each team member was requested to turn in six eleots at the end of 3 hours. Ultimately 33 observations were electronically recorded into the AdvancED system. Following classroom observations, the review team interviewed varying numbers of teachers, support staff and parents. The team returned to the hotel at 4 PM, and met again at 6 PM for a working dinner in the LE's suite. (No conference room was available.) The team collectively discussed each Standard and compared them with their observations. Powerful Practices, Opportunities for Improvement, and Improvement Priorities were discussed and prepared by the team members. The members provided rationale and evidence for each action to be included in the report. The team adjourned at 10 PM.

The review team resumed efforts at refining the written report following breakfast on February 8. The team returned to PKY for lunch at 11 AM. The LE presented team findings to the principal and director of the school, and a final report to the school community was made at 2:30.

The External Review Team recognizes the effort and time required to gather complete documentation for an accreditation review. We are very appreciative to the administrative team at P.K. Yonge Developmental Research School (PKY) for the plans made for our visit. PKY conducted their preparation for the visit "by the book," using AdvancED surveys and dividing the effort of preparation among the three school levels. The accommodations, transportation, and meals were excellent, and the Standards documentation was far above the norm.

In short, the team at PKY did an excellent job preparing for this visit. Thank you very much for making this a seamless, comfortable review.

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
Chief Executive Officer/President	1
Administrators	5
Instructional Staff	25
Support Staff	9
Students	26
Parents/Community/Business Leaders	9
Total	75

Results

Teaching and Learning Impact

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

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

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

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

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

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

Standard 3 - Teaching and Assessing for Learning

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

Indicator	Description	Review Team Score	AdvancED Network Average
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	3.00	2.82
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	3.00	2.45
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	3.00	2.63
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	3.00	2.69
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	3.00	2.52
3.6	Teachers implement the school's instructional process in support of student learning.	3.00	2.56
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	3.00	2.56
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	4.00	3.07

Indicator	Description	Review Team Score	AdvancED Network Average
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	4.00	3.01
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2.00	2.71
3.11	All staff members participate in a continuous program of professional learning.	4.00	2.48
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	3.00	2.63

Standard 5 - Using Results for Continuous Improvement

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

Indicator	Description	Review Team Score	AdvancED Network Average
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	3.00	2.64
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	3.00	2.33
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	3.00	2.03
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	3.00	2.45
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	3.00	2.68

Student Performance Diagnostic

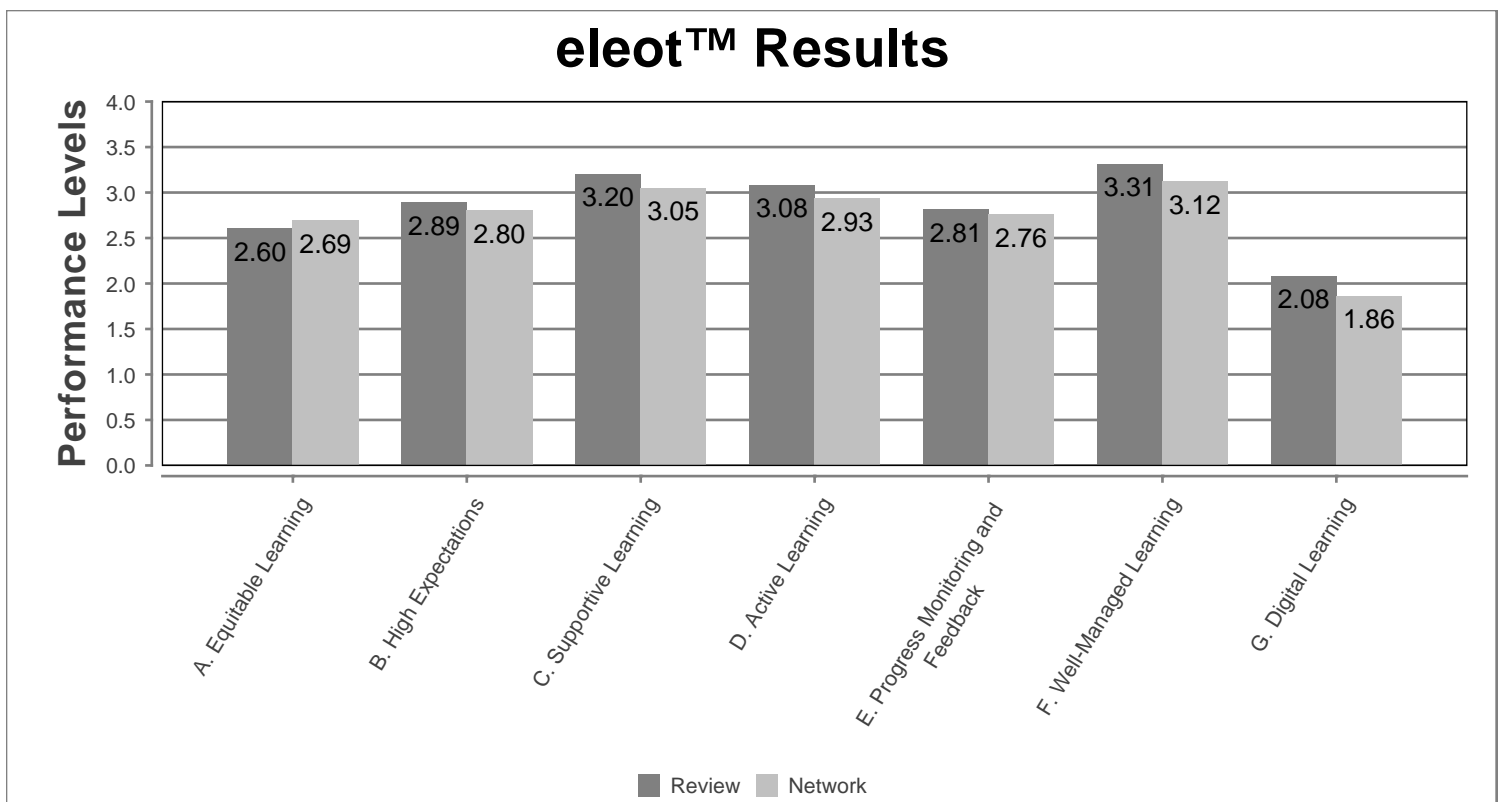
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

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

Effective Learning Environments Observation Tool (eleot™)

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

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



The External Review Team observed a total of 33 classrooms. Classroom visits were evenly divided among the elementary, middle and high school levels. P.K. Yonge's eleot scores for the six categories hover slightly above the AdvancED network (AEN) average in all categories except Equitable Learning Environment which had 2.60 as compared to an AEN of 2.69.

Students at all levels were obviously accustomed to the high learning expectations, routines and rules in their environment. The consensus of the team is that the elementary classrooms offered a superb learning experience. Instruction and the use of age-appropriate technology were calmly ubiquitous in all elementary classrooms observed. The physical facility in the elementary grades was remarkable and truly "state of the art."

Secondary level classroom observations gave a somewhat different picture of the PKY learning environment. Secondary classrooms were orderly and students were overall very mannerly. Students evidenced a strong level of comfort in the classrooms and demonstrated a positive attitude about learning and the high expectations of the teachers. However, as compared to the elementary classes, there were few observable differentiated learning opportunities in the secondary classrooms.

Technology use at the secondary level was mainly linked to the use of personal handheld devices. Some classrooms used technology to communicate with the entire class, while other classes did not evidence the use of technology at all. Despite this, the PKY eleot average for use of technology, 2.08, was still higher than the AEN, 1.86.

The elementary facility of PKY is new and designed around lots of open space with semi-enclosed smaller classroom areas for combined grade levels. The first floor was shared by two pods, K-1 and 2-3. The second floor housed grades 4 and 5. Movement between rooms and within pods on both floors was structured and smooth. Transitions were remarkably well ordered. It appeared that students were accustomed to using grade appropriate technology for learning as technology was student-centered rather than teacher-driven.

When a student moves from elementary to middle school, literally across a creek that runs through campus, they participate in a ceremony of "Crossing the Creek" to attend classes in the middle school classrooms. Team observers found classroom environments quite different "across the creek." While revealing a high level of academic expectation for elementary and secondary students, the eleot uncovered a less structured behavioral environment and very little student use of technology. The majority of secondary classrooms appeared to be teacher-centered with direct instruction appearing to be the norm in the classes observed. Differentiation of instruction was obvious at the elementary level but less prevalent in the secondary grades.

High school classes and passing times were orderly, but reviewers observed behaviors unbecoming to the classroom and the school in some middle school classrooms and during passing times.

Six out of seven parameters measured using the eleot were at or above the average (AEN), three of the six parameters that measure Teaching and Learning Impact rated above the other three. Classroom observations made with eleot revealed a well-managed learning environment that exhibits a high level of academic expectation for students in all three levels, primary, middle and high school. The learning environment is supportive at all levels and very nurturing at the primary level. Technology in secondary classrooms is not optimal because of antiquated wiring.

The only parameter that fell below the average was Equitable Learning Environment. It is possible that the

inequalities of the physical facilities for elementary, middle and high school are affected by inadequate and potentially unsafe buildings housing the secondary level classrooms and offices.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.45	Has differentiated learning opportunities and activities that meet her/his needs	33.33%	15.15%	15.15%	36.36%
2.	3.18	Has equal access to classroom discussions, activities, resources, technology, and support	51.52%	27.27%	9.09%	12.12%
3.	3.12	Knows that rules and consequences are fair, clear, and consistently applied	33.33%	51.52%	9.09%	6.06%
4.	1.64	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	15.15%	6.06%	6.06%	72.73%
Overall rating on a 4 point scale: 2.60						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.03	Knows and strives to meet the high expectations established by the teacher	33.33%	45.45%	12.12%	9.09%
2.	3.12	Is tasked with activities and learning that are challenging but attainable	42.42%	33.33%	18.18%	6.06%
3.	2.12	Is provided exemplars of high quality work	18.18%	21.21%	15.15%	45.45%
4.	3.06	Is engaged in rigorous coursework, discussions, and/or tasks	39.39%	36.36%	15.15%	9.09%
5.	3.12	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	51.52%	24.24%	9.09%	15.15%
Overall rating on a 4 point scale: 2.89						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.30	Demonstrates or expresses that learning experiences are positive	57.58%	21.21%	15.15%	6.06%
2.	3.39	Demonstrates positive attitude about the classroom and learning	57.58%	24.24%	18.18%	0.00%
3.	3.12	Takes risks in learning (without fear of negative feedback)	51.52%	27.27%	3.03%	18.18%
4.	3.42	Is provided support and assistance to understand content and accomplish tasks	54.55%	36.36%	6.06%	3.03%
5.	2.76	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	42.42%	18.18%	12.12%	27.27%
Overall rating on a 4 point scale: 3.20						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.30	Has several opportunities to engage in discussions with teacher and other students	60.61%	15.15%	18.18%	6.06%
2.	2.64	Makes connections from content to real-life experiences	36.36%	21.21%	12.12%	30.30%
3.	3.30	Is actively engaged in the learning activities	51.52%	33.33%	9.09%	6.06%
Overall rating on a 4 point scale: 3.08						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.70	Is asked and/or quizzed about individual progress/learning	30.30%	27.27%	24.24%	18.18%
2.	3.24	Responds to teacher feedback to improve understanding	45.45%	39.39%	9.09%	6.06%
3.	3.06	Demonstrates or verbalizes understanding of the lesson/content	39.39%	36.36%	15.15%	9.09%
4.	2.52	Understands how her/his work is assessed	33.33%	21.21%	9.09%	36.36%
5.	2.52	Has opportunities to revise/improve work based on feedback	27.27%	33.33%	3.03%	36.36%
Overall rating on a 4 point scale: 2.81						

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	75.76%	15.15%	6.06%	3.03%
2.	3.39	Follows classroom rules and works well with others	54.55%	36.36%	3.03%	6.06%
3.	3.15	Transitions smoothly and efficiently to activities	54.55%	21.21%	9.09%	15.15%
4.	2.94	Collaborates with other students during student-centered activities	60.61%	3.03%	6.06%	30.30%
5.	3.42	Knows classroom routines, behavioral expectations and consequences	63.64%	24.24%	3.03%	9.09%
Overall rating on a 4 point scale: 3.31						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.30	Uses digital tools/technology to gather, evaluate, and/or use information for learning	30.30%	15.15%	9.09%	45.45%
2.	1.79	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	21.21%	6.06%	3.03%	69.70%
3.	2.15	Uses digital tools/technology to communicate and work collaboratively for learning	27.27%	15.15%	3.03%	54.55%
Overall rating on a 4 point scale: 2.08						

Findings

Improvement Priority

Design, implement, and evaluate system-wide grading and reporting practices that clearly define criteria representing attainment of content knowledge and skills across all grade levels and courses.
(Indicator 3.10)

Primary Indicator

Indicator 3.10

Evidence and Rationale

Best practices indicate that clear and consistently defined criteria representing the attainment of knowledge and skills are important to measure and communicate the educational progress of students.

The system's Self Assessment Report stated that "Most teachers across the system use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills." Interviews and reviews of grading practice documentation revealed that the teachers exhibit and profess to a great deal of variance regarding grading practices throughout the school. This variation was most noticeable at the secondary levels.

Powerful Practice

P.K. Yonge Developmental Research School has designed and implemented effective and meaningful programs to engage their families in the education of their children, providing a structure that promotes long-term interaction with students and families. This interaction supports the students' achievement as well as their social/emotional health and well-being.

(Indicator 3.8, Indicator 3.9)

Primary Indicator

Indicator 3.8

Evidence and Rationale

It is through the traditions and culture of PKY that students have the opportunity to have closer relationships with school employees at the same time that their parents are drawn more closely into their child's education through participation in school activities. Parents and staff expressed that they are part of a school that cares about the success, health, and well-being of the members of the school community.

The school has developed formal and informal mentoring programs as well as opportunities for students to interact with staff members in clubs and activities that promote shared interests. Throughout the staff, parent, and teacher interviews the word "family" was used to describe ambiance within the school community.

Parent engagement and participation are critical to the success of a school and individual student's education. PKY employs multiple strategies and methods to communicate and involve families. Examples of these practices include regular parent/teacher communication via electronics and telephone, school newsletters, open houses, and parent organization opportunities. During parent interviews, parents consistently expressed how welcome they felt coming to the school and how teachers and staff go out of their way to inform parents and make them an active part of their child's education and daily learning.

Parents transport their students to school daily and have opportunities to participate in volunteer programs during the school day at the elementary level. Parents of students at the secondary level participate in booster activities for sports, academic endeavors and the arts.

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	2.73
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	2.67	3.00
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	3.00	2.52

Standard 2 - Governance and Leadership

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

Indicator	Description	Review Team Score	AdvancED Network Average
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	3.00	2.95
2.2	The governing body operates responsibly and functions effectively.	3.00	2.90
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	4.00	3.15
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	4.00	3.11
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	3.00	2.79
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	3.00	2.71

Stakeholder Feedback Diagnostic

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

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

Evaluative Criteria	Review Team Score	AdvancED Network Average
Questionnaire Administration	4.00	3.43
Stakeholder Feedback Results and Analysis	4.00	3.08

Findings

Powerful Practice

Continuous improvement through action research is embedded as a keystone in all decisions and actions aligning with the school purpose and culture enabling PKY to explore and disseminate new best practices. (Indicator 1.3, Indicator 2.3, Indicator 2.4)

Primary Indicator

Indicator 2.4

Evidence and Rationale

Interviews with leadership and teachers were consistent in their roles and responsibilities regarding the function of the leadership team and governing body. The University of Florida does not micro-manage the operation of the school but instead allows the director and the leadership staff to manage the operation of the system. Most importantly, both the school leadership and the University of Florida have the trust and respect of all stakeholders.

PKY holds a relentless belief that the leadership team and teachers can positively impact the lives of students academically, socially and emotionally, and work toward a common purpose that focuses on meeting students' needs. Interviews with stakeholders and review of examples of collaboration and shared leadership provide documentation that teachers design and implement their own personal development plan through action research. Individual teachers each identify a question unique to the learning situation within their discipline and/or classroom and devise an action research plan to develop and test. Sharing the results of these projects improves the learning environment for all students. To that purpose K-5 teachers share a common planning time. The teachers at the school express that instruction and best practices enable them to take on any challenge for the good of students. The teachers and administration continually look for programs and projects

to enhance positive options for students.

Interviews and documents illustrate that all stakeholders are individually and collectively accountable for student learning and high expectations. The leadership team and the teachers at the school understand instruction and best practices and are willing to take on any challenge for the good of students and continually look for programs and projects to enhance positive options for students.

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.	4.00	2.98
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	2.00	3.14
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	3.83	2.84
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	3.00	2.63

Indicator	Description	Review Team Score	AdvancED Network Average
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	3.83	2.86
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	3.00	2.75

Findings

Opportunity For Improvement

Aggressively investigate and implement alternative funding opportunities to replace existing dilapidated structures housing secondary classrooms in order to ensure a safe and clean learning environment.

(Indicator 4.3)

Primary Indicator

Indicator 4.3

Evidence and Rationale

Observations of the facility and interviews with each stakeholder group clearly identified the need to improve the safety and cleanliness requirements of the buildings housing grades 6-12.

Reviewers observed secondary buildings with leaky roofs, missing baseboards, and visible growth of mold. Structural cracks in interior and exterior walls clearly indicate serious structural damage. Interviews revealed that antiquated wiring has prevented improved use of technology in classrooms. Interviews with administration revealed that funds are provided for basic facility maintenance repair, but some buildings on the campus have been condemned and are not being used to house students. Some secondary buildings in use are in serious disrepair despite funds expended to maintain the physical plant. Therefore, from a perspective of the basic hierarchy of needs, the physical safety of students is of utmost importance. The efforts of the school staff can only shift fully to the instructional needs of students when basic safety is planned for and funded.

Conclusion

The University of Florida (UF) provides a quality learning environment for PKY students. As the governing body, University of Florida has provided the PKY administration the freedom to organize and plan instruction that is well aligned with State Standards and developed around the interests of individual teachers. Teachers utilize teacher inquiry (action research) to drive improvement efforts in the classroom. As a result, the PKY campus evidences an expectation of academic success and an enjoyable learning environment at all grade levels.

The school, through the efforts of the administration, faculty, staff and family involvement, has a long history of successful graduates who have prospered in academics, arts and sports. The school administration oversees three unique schools with unique learning environments on a single campus, each of which demonstrates that differing learning situations can produce academic success, i.e., "one style does not have to fit all."

Through the process of the External Review, the External Review Team identified a need to create and monitor a system-wide process to ensure a challenging and equitable educational program at all school levels. A single Improvement Priority was written for PKY: Design, implement, and evaluate system-wide grading and reporting practices that clearly define criteria representing attainment of content knowledge and skills across all grade levels and courses. This priority indicates that student evaluation methods and instruments should be more consistent within subject areas and school levels.

PKY identified specific areas for improvement in the Self Assessment that include development and alignment of all grades with the school's vision/purpose and commitment to providing a challenging and equitable learning experience for all students. This will entail a more systemic administrative approach to management of the schools as an entity/system rather than as three separate schools.

Interestingly, findings of the External Review Team confirm that PKY should provide further differentiation of learning experiences for all students, especially those for whom the Multi-Tiered System of Supports has been initiated. PKY must continue to increase the use of technology in the classrooms. The team also confirmed the need to design and implement a competency-based education process that makes achievement goals more transparent for all students.

Finally, PKY has consistently but unsuccessfully lobbied the University of Florida and the Legislature for much needed capital improvements to their campus. The External Review Team encourages the school to seek funding from sources outside usual governmental channels because the situation on campus is becoming critical to the safety of their secondary students.

PKY administration and faculty, with the University of Florida, have been following a well-tested roadmap toward academic excellence. The teachers are providing quality instruction, parents are providing encouragement, and, since 1934, students continue to be academically successful. UF and the administration at PKY realize, however, that improvement is always possible. The process of accreditation review shines new light on the school's efforts toward educating the whole child, and the suggestions of consistency of grading

policies and implementation of policies that provide systemic administration of the three schools will smooth the path for PKY to sail into the future with even greater success.

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:

- Design, implement, and evaluate system-wide grading and reporting practices that clearly define criteria representing attainment of content knowledge and skills across all grade levels and courses.

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	318.80	278.94
Teaching and Learning Impact	309.52	268.48
Leadership Capacity	333.33	293.71
Resource Utilization	323.81	286.27

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

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

Addenda

Team Roster

Member	Brief Biography
<p>Ms. Martha Cieplinski</p>	<p>Mrs. Cieplinski has a BSE with majors in Biology and Language Arts, and a Masters in Educational Leadership. Her 47 years of professional experiences include being the Director of a charter military academy, assistant principal for curriculum at a school of 2750 students, classroom teacher and virtual teacher. Her preferred areas of interest are curriculum and classroom instruction. Her achievements include being a National Trainer for the AFT in Instructional Strategies that Work in the Classroom (2007 - 2012), and a certified CRISS trainer (2003-2012).</p> <p>Certifications:</p> <ul style="list-style-type: none"> eleot Certification (Active) Early Learning External Review Certifications
<p>Mrs. Tracey S Kendrick</p>	<p>Mrs. Tracey Kendrick is currently the Principal of Oakleaf Village Elementary with about 900 students PK-5th grade. This is her fifth year as Principal. Prior to serving as Principal of Oakleaf Village Elementary Mrs. Kendrick was the Principal of Clay Hill Elementary which gained the designation as a model technology school under her leadership. Clay County School District located in North Florida where both schools are located has an enrollment of over 35,000 students. Her previous administrative jobs were at Oak Leaf Village Elementary and at Oak Leaf K-8 School. Mrs. Kendrick holds a Masters degree in Educational Leadership from University of North Florida. Mrs. Kendrick has been a guest contributor to the Leadership 360 blog which is part of EdWeek. Mrs. Kendrick and her school has also been featured in a video piece by Follett about ebooks and Classroom Connections.</p>
<p>Mrs. Melissa S Robery</p>	<p>Melissa Robery moved from Springfield, Ohio to Cape Coral with her family in 1976. Pursuing her lifelong dream of becoming an educator, she received her Bachelor of Music Education from Troy State University and her Master of Science Degree in Educational Leadership from Nova Southeastern University. Melissa has served as a teacher, assistant principal, principal and district administrator in Lee County for 30 years. Throughout her career in education, she has been very involved in curriculum development and implementation at the district and state level. Melissa Robery is currently the Director of Secondary Curriculum and Staff Development for the School District of Lee County.</p>
<p>Mrs. Jasmine Sanders</p>	<p>Jasmine Sanders began her career in education with Crossroad Academy Charter School (CACS) in 2003 as a middle school Mathematics teacher. Since then she has gone on to receive a Masters Degree in Curriculum and Instruction from the University of Florida and is currently pursuing a Specialist Degree from Florida State University in Educational Leadership. Other teaching experiences include teaching middle grades science and Algebra II online with FLVS. Jasmine is currently serving in an administrative position at CACS and her roles and responsibilities include assessment and accountability, technology integration and infrastructure, and some instructional coaching. Each of these roles keep Jasmine in and out of the classroom modeling lessons, conducting observations, and helping teachers align their curriculum to the standards. Jasmine is ever so grateful for the opportunity to remain connected with her passion for teaching and learning even while she's not in the classroom.</p>

Member	Brief Biography
Mrs. Elizabeth Cameron Simpson	Elizabeth Simpson has 22 years of educational experience. She received her Bachelor's degree, Master's in Education, and Educational Specialist degree in School Psychology from the Florida State University. Mrs. Simpson worked in Georgia and Egypt prior to making her way home to North Florida. She worked in public and private schools as a school psychologist. Additionally, she served children and families by providing counseling, assessment, and play therapy in the private practice setting in Tucker, Georgia. Currently Mrs. Simpson works as the Director of Student Services for Suwannee County School District where she also serves as the coordinator of Exceptional Student Education. She believes the guiding question for all educators, regardless of role and setting, is "what is best for students?" With that passion and laser focus, we can meet the needs of ALL students!
Mrs. Kimberly A Verblauw	Masters in Educational Leadership. Graduated from the University of Florida with a major in Special Education. Served as a teacher, behavior specialist, assistant principal, and principal. Currently the principal of Gulf Elementary School in Cape Coral, Florida.

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.

References

- Alwin, L. (2002). The will and the way of data use. *School Administrator*, 59(11), 11.
- Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y. (2010). Teachers' mathematical knowledge, cognitive activation in the classroom, and student progress. *American Educational Research Journal*, 47(1), 133-180.
- Chartered Institute of Personnel and Development. (2012). *Shared purpose: the golden thread?* London: CIPD.
- Colbert, J., Brown, R., Choi, S., & Thomas, S. (2008). An investigation of the impacts of teacher-driven professional development. *Teacher Education Quarterly*, 35(2), 134-154.
- Conley, D.T. (2007). *Redefining college readiness (Vol. 3)*. Eugene, OR: Educational Policy Improvement Center.
- Datnow, A., Park, V., & Wohlstetter, P. (2007). *Achieving with data: How high-performing school systems use data to improve instruction for elementary students*. Los Angeles, CA: Center on Educational Governance, USC.
- Dembosky, J., Pane, J., Barney, H., & Christina, R. (2005). *Data driven decision making in Southwestern Pennsylvania school districts*. Working paper. Santa Monica, CA: RAND.
- Ding, C. & Sherman, H. (2006). Teaching effectiveness and student achievement: Examining the relationship. *Educational Research Quarterly*, 29 (4), 40-51.
- Doyle, D. P. (2003). Data-driven decision making: Is it the mantra of the month or does it have staying power? *T.H.E. Journal*, 30(10), 19-21.
- Feuerstein, A., & Opfer, V. D. (1998). School board chairmen and school superintendents: An analysis of perceptions concerning special interest groups and educational governance. *Journal of School Leadership*, 8, 373-398.
- Fink, D., & Brayman, C. (2006). School leadership succession and the challenges of change. *Educational Administration Quarterly*, 42 (62), 61-89.
- Greene, K. (1992). Models of school-board policy-making. *Educational Administration Quarterly*, 28 (2), 220-236.
- Horng, E., Klasik, D., & Loeb, S. (2010). Principal time-use and school effectiveness. *American Journal of Education* 116, (4) 492-523.
- Lafee, S. (2002). Data-driven districts. *School Administrator*, 59(11), 6-7, 9-10, 12, 14-15.
- Leithwood, K., & Sun, J. (2012). The Nature and effects of transformational school leadership: A meta-analytic review of unpublished research. *Educational Administration Quarterly*, 48 (387). 388-423.
- Marks, H., Louis, K.S., & Printy, S. (2002). The capacity for organizational learning: Implications for pedagogy and student achievement. In K. Leithwood (Ed.), *Organizational learning and school improvement* (p. 239-266). Greenwich, CT: JAI Press.
- McIntire, T. (2002). The administrator's guide to data-driven decision making. *Technology and Learning*, 22(11), 18-33.
- Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L. (2003). Examination of resource allocation in education: connecting spending to student performance. Austin, TX: SEDL.