

External Review Exit Report

Meade School District
January 22-25, 2017



AdvancED is the global leader in providing continuous improvement and accreditation services to over 32,000 institutions serving 20 million students worldwide.

Accreditation

- An international protocol for institutions committed to systemic, systematic and sustainable improvement
- Builds capacity of the system and its schools to increase and sustain student learning
- Stimulates and improves effectiveness and efficiency throughout the system

External Review

A diagnostic process to stimulate and guide continuous improvement with a focus on:

- Impact of teaching and learning
- Capacity of leadership
- Use of resources

External Review

Professional judgment by the External Review Team results in:

- Powerful Practices
- Opportunities for Improvement
- Improvement Priorities
- Index of Education Quality
- Accreditation Recommendation

Stakeholders

Stakeholder Interviewed	Number
Superintendent	1
Board Members	8
Administrators	11
Instructional Staff	44
Support Staff	11
Students	57
Parents	7
Total	139

Domain

Teaching and Learning Impact

The External Review Team examined:

- Student performance results
- instructional quality
- Learner and family engagement
- Support services for student learning
- Curriculum quality and efficacy
- College and career readiness data

Findings

Powerful Practice:

- Meade School District has developed and implemented a comprehensive process that drives a powerful staff development program.

Findings

Powerful Practice:

- Career and Technical Education programs provide students with relevant learning experiences that promote success beyond high school and creates unique opportunities for community involvement.

Findings

Improvement Priority:

- Develop and apply a process to ensure curriculum across grade levels and subjects is vertically and horizontally aligned.

Findings

Opportunity for Improvement:

- Research and implement instructional strategies district wide to ensure common instructional language is used and understood by all stakeholders.

Findings

Opportunity for Improvement:

- Increase the capacity for professional and support staff to independently interpret and effectively utilize student achievement data to inform instructional decisions.

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	Learning Environments	Meade School District	AEN
1	Equitable Learning Environment	2.87	2.69
2	High Expectations Environment	3.01	2.80
3	Supportive Learning Environment	3.29	3.05
4	Active Learning Environment	3.04	2.93
5	Progress Monitoring and Feedback Environment	2.93	2.76
6	Well-Managed Learning Environment	3.28	3.12
7	Digital Learning Environment	2.26	1.86

Domain

Leadership Capacity

The External Review Team examined:

- Institutional purpose and direction
- Governance and leadership effectiveness
- Stakeholder engagement
- Improvement capacity
- Results

Findings

Powerful Practice:

- Throughout Meade School District, there is a strong commitment to equity and support which contributes to a positive culture that is evident at every level from the governing board to the students.

Findings

Powerful Practice:

- Meade School District leaders engage stakeholders, utilize shared leadership and foster collaboration to promote student learning and staff success.

Findings

Opportunity for Improvement:

- Develop and utilize a framework for continuous improvement that includes comprehensive school-level plans that align to the district strategic plan and include student achievement measures and a process for communicating results to stakeholders.

Domain

Resource Utilization

The External Review Team examined:

- Allocation and use of resources
- Equity of resource distribution to need
- Level and sustainability of resources
- Long range capital and resource planning effectiveness

Findings

Powerful Practice:

- Meade School District has a comprehensive process to coordinate, monitor and evaluate learning and support services for all students to meet their academic, physical, social and emotional needs.

Findings

Powerful Practice:

- Meade School District has demonstrated an on-going commitment to providing a comprehensive technology infrastructure that supports the needs of staff and students throughout the district.

Conclusions

Index of Education Quality™ (IEQ™)

- Impact of teaching and learning on student performance
- Capacity of leadership to guide and ensure effectiveness in carrying out strategic direction of institution
- Utilization of resources to meet diverse needs of students and institution
- Use as a tool for formative analysis and continuous improvement
- Connection for the conditions, processes, and practices to evidence including student performance

IEQ Results

	Meade School Distrct	AE Network Average
Overall Score	304.39	278.94
Teaching and Learning Impact	288.57	268.48
Leadership Capacity	318.33	293.71
Resource Utilization	325	286.27

IEQ Results

The IEQ results indicate that the institution is performing within acceptable ranges as compared to expected criteria as well as other institutions in the AdvancED network.

Recommendation

The External Review Team recommends to the AdvancED Accreditation Commission that the Meade School District maintain the distinction of accreditation by AdvancED.

Continuous Improvement

- Improvement Priorities must be addressed within two years
- Beginning of a journey of improvement
- Deliberate and strategic actions to ensure that every child, *every day is being prepared and achieving success for their future*

Final Thoughts

The External Review Team:

- Appreciates *your hospitality, support and professionalism.*
- Respects and acknowledges the *efforts to improve the quality of your institution.*
- Congratulates your system and community on *completing the requirements for AdvancED Systems Accreditation.*

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< Back to Results Summary (/workspace/s/work/observations/summary?reviewId=9763&surveyConfigurationId=662987&certificateId=1)

ELEOT: Results Summary

Meade School District		Reporting 60 submitted observations
Observations	Average Score	
A. Equitable Learning Environment:	2.87	
1. Has differentiated learning opportunities and activities that meet her/his needs	2.73	
2. Has equal access to classroom discussions, activities, resources, technology, and support	3.65	
3. Knows that rules and consequences are fair, clear, and consistently applied	3.28	
4. Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	1.82	
B. High Expectations Environment:	3.01	
1. Knows and strives to meet the high expectations established by the teacher	3.27	
2. Is tasked with activities and learning that are challenging but attainable	3.22	
3. Is provided exemplars of high quality work	2.47	
4. Is engaged in rigorous coursework, discussions, and/or tasks	3.03	
5. Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	3.08	
C. Supportive Learning Environment:	3.29	
1. Demonstrates or expresses that learning experiences are positive	3.52	
2. Demonstrates positive attitude about the classroom and learning	3.53	
3. Takes risks in learning (without fear of negative feedback)	3.23	
4. Is provided support and assistance to understand content and accomplish tasks	3.35	
5. Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	2.80	
D. Active Learning Environment:	3.04	

Meade School District	Reporting 60 submitted observations
Observations	Average Score
1. Has several opportunities to engage in discussions with teacher and other students	3.07
2. Makes connections from content to real-life experiences	2.60
3. Is actively engaged in the learning activities	3.47
E. Progress Monitoring and Feedback Environment:	2.93
1. Is asked and/or quizzed about individual progress/learning	2.82
2. Responds to teacher feedback to improve understanding	3.08
3. Demonstrates or verbalizes understanding of the lesson/content	3.18
4. Understands how her/his work is assessed	2.50
5. Has opportunities to revise/improve work based on feedback	3.07
F. Well-Managed Learning Environment:	3.28
1. Speaks and interacts respectfully with teacher(s) and peers	3.57
2. Follows classroom rules and works well with others	3.48
3. Transitions smoothly and efficiently to activities	3.38
4. Collaborates with other students during student-centered activities	2.53
5. Knows classroom routines, behavioral expectations and consequences	3.42
G. Digital Learning Environment	2.26
1. Uses digital tools/technology to gather, evaluate, and/or use information for learning	2.58
2. Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	2.13
3. Uses digital tools/technology to communicate and work collaboratively for learning	2.07