



# **Accreditation Report**

## **School City of Hobart**

Dr. Peggy Buffington, Superintendent  
32 E 7th St  
Hobart, IN 46342-5154

# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School System.....	3
System's Purpose.....	5
Notable Achievements and Areas of Improvement.....	8
Additional Information .....	9

## **Self Assessment**

Introduction.....	11
Purpose and Direction.....	12
Governance and Leadership.....	16
Teaching and Assessing for Learning.....	21
Resources and Support Systems.....	28
Using Results for Continuous Improvement.....	35
Report Summary.....	40

## **Assurances Report**

AdvancED Assurances.....	42
--------------------------	----

# Executive Summary

## **Introduction**

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School System

**Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?**

### School Context

The School City of Hobart serves a K-12 population of approximately 4,000 students. The district is comprised of four elementary schools (1 Early Learning Center for full day kindergarten, Early Childhood Development for toddlers with special needs, and Parents as Teachers (PAT) readiness program for parents birth to kindergarten, and 3 elementary schools serving 1st -5th grade), one middle school, and one high school.

### Family Context

The following information on the community of Hobart was obtained from the U.S. Census Bureau, Census 2010.

The Hobart community has a higher high school graduation rate (89.3%) than the national average (85.0%), yet the community has a percentage of 16.2 for those holding a bachelor's or higher degree. This percentage is well below the national average of 27.9 percent. There are 447 families recorded as below the poverty level within Hobart. This is equivalent to 4.0 percent, which is below the national percentage of 11.3%.

The community's statistics are consistent with the national levels for males and females married, but separated. Seventy percent of Hobart's population has families with 26.7 percent having children under age 18 years of age. The average Hobart household has 3.09 individuals in the family.

### Community Contexts

Hobart covers 28 square miles in Lake County, which is 497 square miles in size. It is part of the Gary Metropolitan Statistical Area. All the communities of northern Indiana are well-served by a modern network of roads, rail and air transportation. Over half of the population of the United States and Canada is within a day's drive. Here's how close (in miles) Hobart is to these major regional cities. Hobart is located 40 miles from Chicago, 250 miles from Detroit, and 155 miles from Indianapolis. Hobart is 0 miles from interstate highway access to I-65, 94, and 90. In addition, easy access is available to US and Indiana Highways 6 and 30 in town.

There is a wide range of civic organizations available in Hobart. Residents participate in the following organizations: Art League, Boys & Girls Scouts, Chamber of Commerce, Elks Club, Historical Society, Hobart Humane Society, Jaycees, Kiwanis Club, Rotary Club, YMCA, Partners in Contracting Corp., and the Hobart Industrial Economic Development Corp. In addition, parents are active within the schools by participating in each school's Parent Teacher Organization (PTO) and Booster clubs. Parent involvement has also been enhanced through the use of Harmony Parent Portal, an online portal that allows parents to view his/her child's grades, attendance, and discipline.

### General Characteristics

The total population of Hobart is 28,389 with 42.4 percent of the population ranging in age from 25 to 54 years of age. The median age is 39.3 years of age. The School City of Hobart can expect enrollment to continue to remain at current levels according to the statistics from the 2010 Census Bureau. Specifically, each range of ages or block of children from birth to 18 is a consistent percentage of 6% to 7% of the total population. Further, it could be assumed that the student population will stay consistent and/or rise as families move into Hobart.

### Ethnicity/Race

In combination with one or more other races listed. The six numbers may add to more than the total population and the six percentages may add to more than 100 percent because individuals may report more than one race.

According to the U.S. Census Bureau, Census 2000 Summary File, Hobart has a larger white population in comparison to other races. For example, the U.S has recorded 74.0% of its population as White, as Hobart has reported 84.4%. The U.S has a higher Black or African American population (12.50%) than Hobart (7.6%). Further, the Hispanic or Latino population in the U.S. is 15.7% of the population, and Hobart is lower at 12%. The Hispanic population ranks as the largest minority in the community.

### Housing

There is a wide range of housing choices in Hobart. The median value of a home in Hobart is \$132,400 compared to the national average of \$188,400. Within the Hobart community, there are 8,473 single-family owner-occupied homes.

75.7 percent of residents live in owner-occupied housing units, while 24.3 percent rent a home. The average family size in Hobart is 3.09.

### Economic Characteristics

The labor force in Hobart is slightly higher than the U.S. The median household and family income are higher in Hobart than the average in the U.S. Families and individuals that are below poverty are significantly lower than the country's average.

### Overall Strengths

- The Hobart community has a higher high school graduation rate (89.3%) than the national average (85.0%).
- The community has a more stable population than the state as a whole.
- The median household of \$54,301 and the family income of \$65,156 recorded in 2010, exceeds the national average of \$51,914 and \$62,982.
- The poverty level for families and individuals is less than the national average.

### Overall Challenges

- The Hobart community percentage for those holding a bachelor's or higher degree (16.2%) is well below the national average (27.9%).

## System's Purpose

**Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.**

Our School District's Beliefs:

- Learning is the shared responsibility of the school, student, parent and community.
  
- Learning occurs best in a safe, secure environment.
  
- Our schools value and respect diversity, creating an equal opportunity for all children to learn.
  
- Successful learners, whether students or adults, set goals and monitor progress in achieving them.
  
- Motivation to learn is influenced by a student's emotional state, beliefs, interests, and goals.
  
- Students learn best when they are actively engaged in meaningful, challenging work.
  
- Students learn best when the staff maintains high expectations for learning.
  
- Successful students create and use a variety of thinking and reasoning strategies and can communicate ideas.
  
- Interactions with adults, who serve as role models and mentors, contribute to student learning and achievement.
  
- Effective educators engage in learning communities that use research and best practices that support the ongoing improvement of teaching and student performance.

Vision for Student Learning:

The School City of Hobart Community will foster intellectual curiosity, natural abilities, critical thinking, and literacy in students while developing respectful and responsible citizens who are excited about the challenges of tomorrow, confident in their ability to chart the future, and dedicated to the pursuit of lifelong learning.

Mission:

The primary mission of the School City of Hobart and the Board of School Trustees is to continually provide effective community schools.

A. Our Schools Equip Children for Adulthood

Effective Community Schools adequately equip young people for adulthood in the 21st century. Our students must be prepared both for employment and for day-to-day living in a complicated and rapidly changing world. This necessitates that our schools provide students with the intellectual tools necessary for life-long learning. Among these tools must be: skills to facilitate participation in a democracy, communication skills, critical thinking, and other flexible learning skills as well as the ability to work both individually and in a team situation. It is expected that these skills be developed through all curricular areas.

**B. Our Schools Address the Needs of Individual Students**

Effective Community Schools address the needs of individual students and focus on individual development. Students bring to the schools a great diversity of interest, aptitudes, motivations and learning styles. Our schools must be able to address this diversity by identifying individual needs, responding with appropriate teaching strategies, flexibly meeting these needs and recognizing each individual student's ability to contribute to the school community.

**C. Our Schools Are Community Schools**

Effective Community Schools are necessary to a healthy community. Our schools must always recognize their affirmative duty to the entire community, including families, government, business and industry, other institutions, civic groups and individual citizens. Our schools must draw from the strengths of this community to identify and accomplish their goals.

**D. Our Schools Are Committed to Success**

Effective Community Schools fully utilize the resources of the entire school community (administration, teachers, support personnel, families and students) in all aspects of school life. Our schools cannot succeed without the committed involvement of all.

**Learning Areas and High-Priority Expectations for Student Learning:**

**Learning Area - Language Arts**

**Expectations for Student Learning**

All students will read and comprehend a variety of genres and informational text, as well as communicate ideas through writing.

**Learning Area - Problem Solving**

**Expectations for Student Learning**

All students will use problem solving skills to think critically and apply knowledge and reason to solve problems.

**Learning Area - Careers**

**Expectations for Student Learning**

All students will demonstrate the skills and knowledge necessary for managing the dual role of productive and successful community member and wage earner by gaining employment in a career or by continuing education at the post-secondary level.

**Learning Area - Citizenship**

**Expectations for Student Learning**

All students will develop an understanding and commitment to the democratic ideals of human dignity, justice and equality by focusing on productive citizenship in a democratic society.

**Rationale for Learning Areas:**

Our district's vision for student learning envisions our students as respectful and responsible citizens who are excited about the challenges of tomorrow, confident in their ability to chart the future, and dedicated to the pursuit of lifelong learning.

Language Arts, Problem Solving, Careers, and Citizenship are the focus of accountability requirements for our district.

Our mission:

Our Schools Equip Children for Adulthood

Our Schools Address the Needs of Individual Students



# Accreditation Report

School City of Hobart

---

Our Schools Are Community Schools

Our Schools Are Committed to Success

## Notable Achievements and Areas of Improvement

**Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.**

The School City of Hobart believes the last accreditation visit yielded the most notable achievements about our district: A Caring School/Community Culture

- "If it is best for kids, they (school/community) find a way to make it happen."
- Systematic process for effective communication is in place and utilized.
- Because the caring culture listens and is responsive to student and staff needs, new programming and initiatives are implemented to impact student achievement.

The most notable as documented from stakeholders on the district team include the following strengths:

- Effective teachers (strong student staff relationships, Teacher Recognition - PBIS Teacher of the Month)
- Achievement (Increased Achievement Scores over last 5 years, "A" School Corp., ACT District, College & Career Readiness throughout District, ECA scores have increased over past two years at HS, 2011-2012 ISTEP scores increased at all levels at HMS, College & Career Ready - MS College Visits, MS - Hall of Academic Excellence , Overall level of student physical fitness has improved, JROTC)
- Strong Language Arts Programming (Reading Workshop - Students reading at their own ability levels, Writing Workshop, Technology Integration with Student Writing)
- Meeting Needs of Individual Students (SCOH cares for needs of students in all areas, Rtl, Early Intervention Programs (PAT) and Full Day Kindergarten, Great interventions - READ 180, System 44, High Ability Program, Utilization of the technology resources to meet students' individual needs (Compass, etc.), HHS Challenge Program Graduation Success at HS. Academic Success for Academy of Success - Significant Improvement at MS)
- School Safety (Partnerships with City Police and Fire, Table top exercises, PBIS)
- Support System (Support from Central Office for Everything, Apply and receive many grants, Hard Working SCOH Staff, Lowered Building Costs (NIPSCO Energy Star Award), Communication using technology has greatly improved, Hire Competent Employees, Foster Team Work)
- Professional Learning Communities (Encourages culture of professional development through mentoring programs, Increased use of formative assessment to guide instruction, Collecting data, analyzing it, intervening, progress monitoring and tracking, Late- In Wednesday for professional development)
- Technology (Wireless Access, New Technology - iPads & Doc Cameras, Harmony, Implements in all curricular areas, Google Applications)

The challenges we face for improvement we face for improvement include the following areas as designated by our district stakeholders:

- Student Behavior (Attendance, Rate of Expulsion)
- Math (Continue to Work at Improvement, More Interventions Needed)
- Technology (More training, Staying Ahead of Technology)
- Budget limitations for staff and professional development
- Data analysis (additional time to study and training desired)

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

The School City of Hobart has a rich tradition of Brickie Pride! Every teacher! Every student! The entire community supports the Brickies! Famous sayings include, "All my life I want to be a Brickie! Work, Work, Work!" and "Once a Brickie, Always a Brickie!"

The partnerships for students are quite overwhelming including the following:

- Early Learning (Parents As Teachers, Ready Set Go - Pre-Schools, the YMCA, Main Source Bank)
- Civic Groups (Hobart Educational Foundation, Kiwanis, The Food Pantry, Tri Kappa, Legacy Foundation, United Way, The Dean and Barbara White Family Foundation, Maria Reiner Fund, American Heart Association)
- The City and Chamber (Mayor and City Departments, DARE, Criminal Justice Class, Fire Safety, Labs for students, Table Top exercises, Downtown Banners celebrating kids, Teacher of the Year, Scholarships)
- Academic Partners (St. Mary's Medical Center, Porter County Career and Technical Education, Colleges/Universities [especially local ones], READY NWI, Local Scholarship Donors)
- Stewardships (Earthforce, Might Acorns, Shirley Heinze Foundation, Indiana Dunes, Field Museum, Challenger)
- Parents (PTOs, Booster Clubs)
- Youth Organizations (Athletics for youth like Pop Warner, Boy Scouts and Girl Scouts)
- Local Businesses (Too many to name and we are forever grateful)

The community embraces the youth of the schools because they care and are true to the Hobart Brickies! Brickie Pride! It is the best!

# Self Assessment

## **Introduction**

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

## Purpose and Direction

The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	The process for review, revision, and communication of the system's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	<ul style="list-style-type: none"> <li>•District purpose statements - past and present</li> <li>•Survey results</li> <li>•Written District Quality Assurance Review procedures and documents that monitor its schools' adherence to the district purpose and direction</li> <li>•Examples of communications to stakeholders about the district's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Communication plan to stakeholders regarding the district's purpose</li> <li>•Documentation or description of the process for creating the district's purpose including the role of stakeholders</li> <li>•Copy of strategic plan referencing the district purpose and direction and its effectiveness</li> </ul>	Level 4

# Accreditation Report

School City of Hobart

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	System policies and procedures clearly outline the expectations for schools regarding a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success. System personnel monitor and maintain data about each school and provide feedback and training for the improvement of the implementation of the process to school personnel.	<ul style="list-style-type: none"> <li>•Examples of school purpose statements if different from the district purpose statement</li> <li>•Survey results</li> <li>•Examples of written stakeholder communications or marketing materials that portray the school purpose and direction</li> <li>•Agendas and/or minutes that reference a commitment to the components of the schools' purpose statements</li> <li>•Written District Quality Assurance Review procedures and documents that monitor schools' adherence to the district purpose and direction and that of the school</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school leadership and staff at all levels of the system 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.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. System leadership and staff hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Examples of schools' continuous improvement plans</li> <li>•District Quality Assurance Review plans that document two-way communication on district and school effectiveness and learning, thinking, and life skills</li> <li>•The district strategic plan</li> <li>•Survey results</li> <li>•Statements of shared values and beliefs about teaching and learning</li> <li>•Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs</li> <li>•Communication plan and artifacts that show two-way communication to staff and stakeholders about educational programs and equitable learning experiences</li> </ul>	Level 4

# Accreditation Report

School City of Hobart

Indicator	Statement or Question	Response	Evidence	Rating
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	Leaders at all levels of the system require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the system's purpose and direction. Personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student, school, and system performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. System personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and conditions that support student learning is available and communicated to stakeholders.	<ul style="list-style-type: none"><li>•District Quality Assurance Review plans that document two-way communication on district and school effectiveness and learning, thinking, and life skills</li><li>•The district strategic plan</li><li>•Survey results</li><li>•The district data profile</li><li>•Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs</li><li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li><li>•Agenda, minutes from continuous improvement planning meetings</li><li>•Examples of schools continuous improvement plans</li></ul>	Level 4

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.**

Student Achievement: We truly have a shared system of beliefs where student learning comes first. There is always a continuous striving for what can be done for the students in our school system to improve their learning by also considering learning styles, to bring the best programs to our students that will improve their academic success, to meet the needs of all students, to continuously update and use technology in order to have our students ready for the 21st century, and to always being open to change when it is prudent to do so. Our entire school district works together to make sure that the STUDENTS are always the primary target market. All of our efforts focus on this goal and for every school employee to work cooperatively to achieve this purpose. The areas of strength present in the School City of Hobart are the commitment to a quality education for our students. The district has an established vision and mission for providing high student expectations of learning. Evidence of these expectations is available and communicated in various ways to all stakeholders. The staff stays focused on common goals for students including college and career readiness and character development through TeamLEAD and guest presenters. The School City of Hobart staff and leadership work well to create learning experiences for all students that include achievement of learning, thinking, and life skills. The areas of strength noted were our school system provides clear direction for improving conditions that support student learning. We meet on students through our RtI process to develop what they need in order to promote their growth, such as the interventions within the classroom or in programs such as Read180, System 44 and Leveled Learning Interventions (LLI).

Data: All areas are backed by data. The district meets regularly to monitor and update actions and expectations for student and staff performance. We have strategic plans for success of the district, the individual schools, and the students. In order to continue in an upward direction, we must continue to analyze our data in order to make sound judgments on curriculum and the ability to implement new curriculum with fidelity. We collect meaningful data which provides excellent snapshots of student performance and valuable information to drive instruction.



**Leadership:** The area of strength noted was that of leadership throughout the district from the Superintendent to the building level principals. School leadership at all levels has a strong commitment to a culture based on shared values and beliefs about teaching and learning and supports challenging educational programs. The message that is clearly being conveyed and promoted is that staff collaborate their ideas and work diligently with all of the stakeholders to ensure our students' academic success. The School City of Hobart central administrative staff is diligent in preparing building administrators and teachers to lead with commonality and a shared vision. Our leadership keeps us well informed on resources and upcoming plans relating to our goals and areas of teaching. The district has a very clear vision of how it wants to deliver educational services to students. The leadership of the district clearly not only cares about developing strong strategic plans and following them, but also demonstrates a true nature of caring for children in their district.

**Communication:** Our district does a great job of promoting our purpose and direction to all stakeholders. The communication between the administration, staff, students, and community members is a great asset. Through district wide meeting and communication we are all able to stay on the same page and work towards our common goals. Our district does an excellent job of communicating areas of student growth and needs with parents and community members. Our biggest strength is the communication between administrators and staff about what our goals are, both district and our individual school, and we all work together to meet those goals. We all believe in success for all students, and administrators work side by side with teachers to ensure we are doing everything possible to support all our students. Parents and other stakeholders are kept well informed through newsletters, websites, and School Messenger phone messages.

**Continuous Improvement:** Continuous improvement and professional development are strength as found on the Teacher Resource Center. Opportunities for improvement are made readily available for ALL stakeholders. The review of the mission included individuals from all stakeholder groups, to ensure that the mission does in fact match what we as a district strive to accomplish, and is properly communicated to all levels of stakeholders, including external sources. Programs are constantly reviewed and modified and data is consistently analyzed.

**Professional Development:** The school district and individual schools have a very effective system of professional development and collaboration in the use of weekly professional development sessions, informative podcasts, teacher self-evaluations, and interdepartmental collaboration. Summer administrative retreats and teacher mentoring programs and ongoing district and school professional development ensure that much time is spent teaching leaders to be leaders. Teachers regularly attend professional development in order to increase student learning so we can continue to be strong in this area. Hobart has an excellent staff development plan. This plan is roughed in before school starts in August and is modified as the year goes on to meet staff needs.

**Improvement:** The obvious weakness is lack of minutes taken at each meeting. Perhaps keeping notes would be of some help. But once committees have met and made decisions, our implementation process is responsible, understandable, and supportive.

## Governance and Leadership

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

Overall Rating: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	Policies and practices clearly and directly support the system's purpose and direction and the effective operation of the system and its schools. Policies and practices require and have mechanisms in place for monitoring conditions that support student learning, effective instruction, and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management at all levels of the system.	<ul style="list-style-type: none"> <li>•School handbooks</li> <li>•District operations manuals</li> <li>•Governing body policies, procedures, and practices</li> <li>•Communications to stakeholder about policy revisions</li> <li>•Staff handbooks</li> <li>•Professional development plans</li> <li>•Student handbooks</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of effective system operation and student learning.	<ul style="list-style-type: none"> <li>•List of assigned staff for compliance</li> <li>•Governing authority minutes relating to training</li> <li>•Proof of legal counsel</li> <li>•Historical compliance data</li> <li>•Governing code of ethics</li> <li>•Assurances, certifications</li> <li>•Governing authority training plan</li> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•Governing authority policies on roles and responsibilities, conflict of interest</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> </ul>	Level 4

# Accreditation Report

School City of Hobart

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of system and school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the system and its schools. The governing body maintains a clear distinction between its roles and responsibilities and those of system and school leadership.	<ul style="list-style-type: none"> <li>•District strategic plan</li> <li>•Stakeholder input and feedback</li> <li>•Survey results regarding functions of the governing authority and operations of the district</li> <li>•Social media</li> <li>•Roles and responsibilities of school leadership</li> <li>•Roles and responsibilities of district leadership</li> <li>•Examples of school improvement plans</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Agendas and minutes of meetings</li> <li>•Communications regarding governing authority actions</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	Leaders and staff throughout the system deliberately and consistently align their decisions and actions toward continuous improvement to achieve the system's purpose. They encourage, support, and expect all personnel to maintain high standards and to hold students to high standards in all courses of study. All stakeholders are collectively accountable for maintaining and improving conditions that support student learning. Leaders throughout the system actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	<ul style="list-style-type: none"> <li>•Examples of decisions in support of the schools' continuous improvement plans</li> <li>•Examples of decisions aligned with the district's purpose and direction</li> <li>•Examples of collaboration and shared leadership</li> <li>•Survey results</li> <li>•Examples of decisions aligned with the district's strategic plan</li> <li>•Examples of decisions aligned with the school's purpose statement</li> <li>•Examples of improvement efforts and innovations in the educational programs</li> <li>•Professional development offerings and plans</li> </ul>	Level 4

# Accreditation Report

School City of Hobart

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts, and provide and support meaningful leadership roles for stakeholders. System and school leaders' proactive and persistent efforts result in measurable, active stakeholder participation, positive engagement in the system and its schools, a strong sense of community, and ownership.	<ul style="list-style-type: none"><li>•Communication plan</li><li>•Copies of surveys or screen shots from online surveys</li><li>•Survey responses</li><li>•Involvement of stakeholders in a school improvement plan</li><li>•Examples of stakeholder input or feedback resulting in district action</li><li>•Involvement of stakeholders in district strategic plan</li></ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice in all areas of the system and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice throughout the system and ensure student learning.	<ul style="list-style-type: none"><li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li><li>•Supervision and evaluation documents with criteria for improving professional practice throughout the system and student success noted</li><li>•Governing body policy on supervision and evaluation</li><li>•Representative supervision and evaluation reports</li><li>•Job specific criteria</li></ul>	Level 4

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.**

Governance and Leadership: There is strong agreement that our school system operates under governance and leadership that promotes and supports student performance and system effectiveness. The governing body supports and allows the district leadership the autonomy to accomplish their daily achievements and instructional goals. The district leaders align their goals within the framework of the districts expectations. The leadership is totally focused on success for all students. The School City of Hobart is very strong in this area. The superintendent is very active in the community and is involved in every local endeavor of educators and the community working together, including Ready NWI and One Region, One Vision. The School City of Hobart is fortunate to have a strong Central Office leadership team, which is constantly looking for ways to support the district as a whole, and support the individual needs of each school. The Central Office staff maintains regular communication with the leadership at each school, in addition to reaching out to individuals throughout the corporation on a more one-to-one basis. School City of Hobart should be proud of the vertical management structure, which constantly involves stakeholders from all levels in strategic planning, and new initiatives. This management style greatly benefits SCOH more so than the typical top-down structure that is present in many school corporations. In addition, all building principals exhibit leadership skills that help lead our

schools in the right direction. Another strength would be that all of our leaders make decisions that will increase student success -again going back to our purpose. There has been shared leadership with many stakeholders of all levels and subjects chairing or co-chairing committees.

**Policy and Roles:** Board Policy, as well as Administrative guidelines, are used and updated regularly, as well as respecting and following state and federal guidelines. Code of ethics, support for PTOs are evident. Handbooks are used by everyone in the school, and policies and procedures are taught and followed. The school board is very considerate and reflects upon decisions that affect the entire school corporation. The superintendent works in a collaborative effort with her building principals and the school board. Likewise, the principals and other administrators also collaborate effectively with teachers and staff members. We all know our roles and responsibilities as a school and district and we have a new evaluation process in place that evaluates all teachers. Legal counsel advises policy and guidelines.

**Communication and Collaboration:** Communication and collaboration between our leaders and our staff is our greatest strength. Plans are communicated very well at all levels. The continual use of the improvement plan and the TRC guide improvement. Collaboration of all stakeholders ensures a strong sense of community here in Hobart. Stakeholders have been given more than ample opportunity to take part in developing school improvement plans, handbooks, and policy. Members from a variety of backgrounds have all contributed on a regular basis, as well as parents were asked to fill out surveys to provide them with decision making as stakeholders. We all know our district and our school plans, and we regularly and openly meet and discuss what we can do for our students to be successful. Our leaders have allowed us to research and choose curriculum resources we feel will best meet the needs of all our students, as it all reflects back to our plan. Our leaders presented various teacher evaluation models, and the staff was given the opportunity to vote for the model we wanted. Our school staff works constantly and consistently with the community to provide the very best for our students. We strive to use all available resources to the greatest of their potential.

**Continuous Improvement:** The School City of Hobart works diligently to ensure that all coordinating school systems are working effectively. To ensure that each aspect of its educational community is supporting student learning, the district undergoes continual performance monitoring, evaluation, and when necessary, system revision. The SCOH regularly involves and seeks input from all stakeholders in its quality assurance areas. Areas of strength at School City of Hobart are the leadership and staff continually has high expectations of students. Holding staff accountable for continuous improvement is clearly evident. The initiatives are clearly driven and reflected by the board, superintendent and teachers. The areas of strength begin with our leaders and staff throughout our system deliberately and consistently working toward continuous improvement to achieve our system's purpose. As a system we put into action what we say we do.

**Professional Development:** Using late in days administration allows for the professional development of the staff. We build professional growth with opportunities that include technology classes on our website. We have curriculum grade level days in which all participants at each grade level develop grade level curriculum. Continuing education opportunities are readily available and provided by all departments for their staff. School leaders are currently implementing a new evaluation tool that will help ensure that our teachers are highly effective. Paraprofessionals meet all requirements and are trained by the appropriate staff.

**Improvement:** More stakeholder involvement from the community would be beneficial, especially at the individual school level. Our latest challenge will be to transition into the Core Standards and new assessment without losing the autonomy of each individual school and its staff. One of the areas that we need to continue to work on would be educating teachers on our new teacher evaluation tool. Minutes are a weakness, but agendas are set and followed.



## Teaching and Assessing for Learning

The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Overall Rating: 3.58

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The system'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.	Curriculum and learning experiences in each course/class throughout the system provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the system's and school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations across the system. Teachers in all schools individualize learning activities for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>•Course or program descriptions</li> <li>•Learning expectations for different courses and programs</li> <li>•Survey results</li> <li>•Student work across courses or programs</li> <li>•Lesson plans</li> <li>•Enrollment patterns for various courses and programs</li> <li>•Posted learning objectives</li> <li>•Course, program, or school schedules</li> <li>•Descriptions of instructional techniques</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from multiple assessments of student learning and an examination of professional practice, system and school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Lesson plans aligned to the curriculum</li> <li>•Profile of educational model or delivery system</li> <li>•Standards-based report cards</li> <li>•Surveys results</li> <li>•Common assessments</li> <li>•Program descriptions</li> <li>•Curriculum guides</li> <li>•A description of the systematic review process for curriculum, instruction, and assessment</li> <li>•Curriculum writing process</li> <li>•Products – scope and sequence, curriculum maps</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers throughout the district are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Interdisciplinary projects</li> <li>•Surveys results</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs</li> <li>•Authentic assessments</li> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Findings from supervisor formal and informal observations</li> <li>•Examples of student use of technology as a learning tool</li> </ul>	Level 4



# Accreditation Report

School City of Hobart

Indicator	Statement or Question	Response	Evidence	Rating
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> <li>•Supervision and evaluation procedures</li> <li>•Recognition of teachers with regard to these practices</li> <li>•Surveys results</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Documentation of collection of lesson plans, grade books, or other data record systems</li> <li>•Curriculum maps</li> <li>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Administrative classroom observation protocols and logs</li> <li>•Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices, and student success</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	All system staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels, content areas, and other system divisions. Staff members implement a formal process system-wide that promotes productive discussion about student learning and the conditions that support student learning. Learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of all staff members. System personnel can clearly link collaboration to improvement results in instructional practice, system effectiveness, and student performance.	<ul style="list-style-type: none"> <li>•Calendar/schedule of learning community meetings</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> <li>•Survey results</li> <li>•Common language, protocols and reporting tools</li> <li>•Examples of cross curricular or program projects, interdisciplinary instruction, and classroom action research projects</li> <li>•Evidence of informal conversations that reflect collaboration about student learning</li> </ul>	Level 4

# Accreditation Report

School City of Hobart

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the system's instructional process in support of student learning.	All teachers throughout the system use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of learning expectations and standards of performance</li> <li>•Examples of assessments that prompted modification in instruction</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	System personnel are engaged in mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all system personnel and include measures of performance.	<ul style="list-style-type: none"> <li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li> <li>•Records of meetings and informal feedback sessions</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> <li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to district and school beliefs and values about teaching and learning</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated at the system level and in all schools. Families have multiple ways of staying informed of their children's learning process.	<ul style="list-style-type: none"> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li> <li>•Survey results</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•Performance-based report cards</li> <li>•Volunteer program with variety of options for participation</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	School personnel implement and participate in a structure designed and evaluated by the system that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Description of formalized structures for adults to advocate on behalf of students</li> <li>•List of students matched to adults who advocate on their behalf</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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.	Teachers across the system use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented in all schools across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> <li>•Sample report cards for each program or grade level and for all courses and programs</li> <li>•Survey results</li> <li>•Policies, processes, and procedures on grading and reporting</li> <li>•Sample communications to stakeholders about grading and reporting</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the system's purpose and direction. Professional development is based on assessment of needs of the system. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Crosswalk between professional learning and district purpose and direction</li> <li>•Survey results</li> <li>•Evaluation tools for professional learning</li> <li>•District professional development plan involving the district and all schools</li> <li>•District quality control procedures showing implementation plan for professional development for district and school staff</li> </ul>	Level 3

## Accreditation Report

School City of Hobart

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	System and school personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). System and school personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	<ul style="list-style-type: none"><li>•Data used to identify unique learning needs of students</li><li>•Survey results</li><li>•Training and professional learning related to research on unique characteristics of learning</li><li>•List of learning support services and student population served by such services</li></ul>	Level 4

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.**

**Teachers:** Students in the SCOH are very fortunate to be taught by forward thinking teachers under the supervision of forward thinking administrators who are constantly implementing new programs to further enhance the education of all students. These programs and interventions are implemented after a rigorous review and research process to ensure that the program will not only fit into the mission and goals of the SCOH, but that the program will also greatly benefit the students that need it most. Teachers within Hobart have high expectations of their students and personalize instruction to ensure a quality education that prepares students for life after high school. Teachers are fantastic and work hard to help students. As the new evaluation process continues to become implemented, data will be analyzed and used more often and with more consistency.

**Curriculum:** A major strength within the SCOH is a challenging curriculum for our students. Goals and Common Core Standards are a priority. One of our strengths is quickly becoming the way that our teachers implement, teach, and assess learning goals. We will continue to improve in this regard, as we are training on a new evaluation tool. Teachers and the Directors of Curriculum meet regularly, and teachers are given professional development time to work on curriculum mapping. Our curriculum, individual lessons and report cards are all aligned to the Common Core Standards. Students in the SCOH are offered a challenging, varied curriculum that offers many opportunities to prepare for college and career readiness. The curriculum includes pre-engineering through Purdue University's Project Lead the Way, bio-med, EMT training, Child Development to name just a few. The joint effort between the SCOH and the Porter County Cooperative offers many additional classes. Hobart HS has a nationally-renowned ROTC program as well. Fast ForWord and Scholastic's Expert 21, Read 180, and System 44 allow students the opportunity to improve reading scores. The SCOH uses technology in many ways to help and stimulate student success. Grade levels meet informally and formally to discuss curriculum decisions and to make each team member's teaching stronger. Teachers do a great job of collaborating daily/monthly on how to meet the needs of every student.

**Leadership:** School leaders monitor and support efforts of staff to improve instructional practices. Teachers meet on a regular basis to collaborate in learning communities. Our school district coordinates all available resources to provide for teachers to coordinate their efforts and assess all learning styles/tests/professional growth. Communication of state and local information is outstanding.

**Data:** The SCOH takes assessment and data collection very seriously. Our data drives our instruction. We meet with grade levels in order to analyze data and put in place the next steps to continue growth of our students. Our school system is truly student-centered. The RtI (Response to Intervention) process has made us even more cognizant of looking at each child to see what his/her needs are to make sure learning occurs. Systems for monitoring student performance, encompassing all tiers of instruction, are established and effectively utilized to offer each student the best opportunity to succeed. Through RtI meetings we collaborate with a team concerning a child's progress and individual plan. We collect data points and also communicate with parents. We have shown much growth in the area of using data to identify areas of students' needs and appropriately address these areas. Mentoring, a student connection to someone, is in its beginning stage to strengthen achievement.

**Professional Development:** The SCOH has great induction workshops for new teachers so they are able to learn about the curriculum, programs, grading system, and more about the district and the individual schools. The professional development offered in the SCOH is on-going. Areas of strength include curriculum mapping, Late Start Wednesdays with district goals, and evaluation/observations of teachers.

**Continuous Improvement:** The ability to continuously maintain professional development throughout our district is a challenge, but our district consistently offers opportunities to stay abreast of the current trends in education, while still maintaining the current needs of our students.

Success is measured in ability and growth, of not only our students, but of all of our stakeholders. Our district is constantly assessing data to improve and inform our teaching practices. We have strong collaborative teams across the district.

**Families:** The district does an exceptional job of including families in everyday activities that support improved academic success. They feel connected to the goals established by the district, and there is enormous pride in being a Brickie. We keep parents informed daily/weekly/monthly on what we are teaching and expectations. This can be easily seen by looking at each school's mentoring programs. We enjoy family nights, working very closely with parents in the community in order to maximize our students' success. Parents are constantly in communication with teachers via phone and email and can also use our online system to check their child's grades. We pride ourselves on the fact that we build positive relationships with students by teachers serving as mentors, coaches, and advocates for students.

**Improvement:** Support for all personnel in regards to student performance is dependent on time and fiscal resources. More work needs to be done with curriculum mapping and corresponding formative assessment, grading practices are not consistent between classrooms, departments and schools, and more attention is needed for individual student mentoring plans. A challenge is having time to analyze the data and challenging the students at the higher levels. Student mentoring programs are loosely structured.

## Resources and Support Systems

The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

Overall Rating: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	Clearly defined policies, processes, and procedures ensure that system and school leaders have access to, hire, place, and retain qualified professional support staff. System and school leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement throughout the district. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the system, individual schools, and educational programs.	<ul style="list-style-type: none"> <li>•Assessments of staffing needs</li> <li>•District quality assurance procedures for monitoring qualified staff across all schools</li> <li>•School budgets or financial plans for last three years</li> <li>•Survey results</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff for the district and schools</li> <li>•Documentation of highly qualified staff</li> <li>•District budgets or financial plans for the last three years</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is fiercely protected in policy and practice in all schools. System and school leaders exhaust every option to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and school leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the purpose and direction of the system and its schools.	<ul style="list-style-type: none"> <li>•Examples of school schedules</li> <li>•District strategic plan showing resources support for district</li> <li>•Survey results</li> <li>•Alignment of district budget with district purpose and direction</li> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•District quality assurance procedures showing district oversight of schools pertaining to school resources</li> <li>•Examples of school calendars</li> <li>•Alignment of school budgets with school purpose and direction</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	System and school leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with all stakeholders. All system and school personnel as well as students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> <li>•Example school records of depreciation of equipment</li> <li>•School safety committee responsibilities, meeting schedules, and minutes</li> <li>•District quality control procedures showing the monitoring of compliance with district expectations for school facilities and learning environments</li> <li>•Survey results</li> <li>•Policies, handbooks on district and school facilities and learning environments</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Example systems for school maintenance requests</li> <li>•Example maintenance schedules for schools</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	The system has clearly defined policies and procedures for strategic resource management. The system employs a systematic, long-range, strategic planning process in the areas of budget, facilities, and other strategic system components. The strategic planning process is regularly evaluated for effectiveness, and improvement plans related to the process are developed and implemented when necessary. All strategic plans are implemented with fidelity by the governing body, and system leaders and have built-in measures used to monitor and ensure successful implementation and completion.	<ul style="list-style-type: none"> <li>•District quality control procedures showing the monitoring of compliance with district expectations for school facilities, learning environments</li> <li>•District strategic plan showing the areas of budget, facilities, quality control, and other strategic systems</li> <li>•Survey results</li> <li>•Policies, handbooks on district and school facilities and learning environments</li> <li>•Evaluation results of the effectiveness of the district strategic plan or indicators of changes resulting in the evaluation of the effectiveness of the strategic plan</li> </ul>	Level 4

**Accreditation Report**

School City of Hobart

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to ensure that all students, school, and system personnel have access to an exceptional collection of media and information resources to achieve the educational programs of the system and its schools. The system designs, implements, and evaluates processes to ensure highly qualified personnel are recruited, hired, and retained in sufficient numbers to assist students, school, and system personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"><li>•Evaluation procedures and results of education resources</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> <li>•Data on media and information resources available to students and staff</li> <li>•Survey results</li> <li>•District education delivery model intended for school implementation including media and information resources to support the education program</li></ul>	Level 4



**Accreditation Report**

School City of Hobart

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	The system provides a modern, fully functional technology infrastructure, state-of-the-art equipment, and a highly qualified technical support staff to meet the teaching, learning, and operational needs of all stakeholders throughout the system. System and school personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.	<ul style="list-style-type: none"> <li>•Brief description of technology or web-based platforms that support the education delivery model</li> <li>•District quality control procedures that monitor the effectiveness of technology services at the district-level and school-level</li> <li>•Assessments to inform development of district and school technology plans</li> <li>•Survey results</li> <li>•Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness</li> <li>•District technology plan and budget to improve technology services and infrastructure for the district-level and school-level</li> <li>•Policies relative to technology use at the district-level and school-level</li> <li>•Examples of school-level technology plans and budgets to improve technology services and infrastructure to students and staff</li> </ul>	Level 4

# Accreditation Report

School City of Hobart

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	The system has designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of each student in the system. Valid and reliable measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly and comprehensively evaluate all programs. Improvement plans related to these programs are designed, implemented, and evaluated to more effectively meet the needs of all students.	<ul style="list-style-type: none"> <li>•Examples of improvements made to education program and delivery models based on results of program effectiveness evaluations</li> <li>•Schedule of family services, e.g., parent classes, survival skills</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•Survey results</li> <li>•Student assessment system for identifying student needs</li> <li>•Agreements with school community agencies for student-family support</li> <li>•Rubrics on developmentally appropriate benchmarks; e.g. early childhood education</li> <li>•List of support services available to students</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	The system has designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students and then selects or designs and implements programs to meet the needs of each student in the system. Valid and reliable measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly and comprehensively evaluate all programs. Improvement plans related to these programs are designed, implemented, and evaluated to more effectively meet the needs of all students.	<ul style="list-style-type: none"> <li>•Description of referral process</li> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Survey results</li> <li>•District quality assurance procedures that monitor program effectiveness of student support services</li> <li>•Budget for counseling, assessment, referral, educational and career planning</li> <li>•Description of IEP process</li> </ul>	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

Resources: The School City of Hobart has outstanding support services. From Central Office support all the way to the Food Service Department, all employees in support positions strive to provide the highest quality support for students. Our administrative team has done

an outstanding job with the incredible budget limitations faced each year. We haven't had to cut teachers or programs. The district is very efficient in maintaining a balanced budget. The district also practices cost saving measures, such as energy conservation, to save money for programs. The district is also well known for having one of the best technology programs in the area, with every classroom having ample access to computers, laptops, and projectors. We have terrific facilities that are maintained well and constantly being improved upon. The SCOH Technology Department and Maintenance Department do an excellent job of ensuring we have everything we need to run efficiently for the staff and students' benefit. As a district we invest wholeheartedly in our students' well-being. We put a lot of programs, resources and staff in place to meet their needs. When new topics rise we make sure to put new things in place to address areas of concern. Continual assessment of systems is ongoing. We have a wonderful organization called Hobart Educational Foundation that awards grants to teachers to purchase and try programs and materials for their classrooms.

**Staff:** The district engages in a systematic approach in its efforts to hire the most gifted and qualified individuals. We utilize the technology to track student numbers so that we can make informed, appropriate decisions regarding hiring. Employees are highly qualified and trained well to do their jobs. Our school system likes to hire teachers and staff that have graduated from our school system. We also hire student teachers who have done an outstanding job. We feel fully supported by our administrators. Our teachers are provided with a week-long orientation before school starts each year, taught by various staff members. Administrators have an induction program. The SCOH definitely attracts and maintains qualified personnel through evaluation and the provision of continuing education and material resources that keep teachers motivated in performing at the highest level.

**Student Supports:** Students at School City of Hobart are offered a wide variety of support services to help them with so many issues that students face today. We work very hard to support all students and their academic, social, and emotional needs through opportunities birth through high school to promote parenting and counseling. We use technology to track student progress. There is a strong emphasis on college and career readiness with many curriculum opportunities and a strong guidance department at the secondary level. Our district has a process that is easily accessible for students in need of counseling. Parents/teachers know our referral processes whether educational or behavioral and are part of the decision making for their child. Counselors are a part of the RtI team when behavior issues are discussed for specific kids and the interventions that will be implemented. We implement modern programs such as Read 180, System 44, and Raz-Kids which are taught by trained and qualified teachers, as well as used for interventions by many children. The implementation of student health programs are updated and implemented based on need.

**Technology:** The district provides an excellent technology infrastructure and equipment to support its teachers, students and operational needs. We utilize the latest technology and give our students the information they need to succeed in the real world. Our staff is trained in the current techniques as best as can be achieved in our ever-changing world. The technology provided to students and staff is state of the art. The school recently provided all teaching staff with iPads to use to improve daily instruction and use for professional development. We also have an excellent Technology Team, a technician at each building, to help us with any technology needs that arise. Our technology department works tirelessly to keep us running!

**Facility:** The SCOH continues to provide for a safe, clean and healthy environment for all of its staff and students. The SCOH also maintains its buildings to a high standard and quickly makes repairs. A long term plan is always in place for capital projects. Hobart HS is one of the nicest schools in the state of Indiana, and all other buildings have been remodeled. All of our buildings are in great shape. Our support services are second to none.

**Communication:** One indicator of our strength would be that our website is comprehensive of all information that an employee or community member or student would need. Accolades for students and faculty are always posted. Social media such as Facebook and HobartCommunity.com is used to communicate events and achievements.

**Safety:** The School City of Hobart provides a safe learning environment by training staff, using the Raptor system for volunteers, requiring background checks and by hiring three very qualified security officers. We are using state of the art technology on our buses, such as GPS and digital cameras, and implement a program to prevent bullying on buses. We do tabletop exercises to be ready for a crisis. We do many presentations on substance abuse, sex education, Internet safety and bullying.

**Improvement:** Budget limitations are the only obstacle in the School City's efforts including the upkeep of equipment and buildings and the ever-increasing operational costs. There is not always enough instructional time to utilize technology, and personnel hours needed to

maintain the technology. We are limited in personnel to provide services to our students with social and emotional needs. We are also limited in resources for professional development for all staff.

## Using Results for Continuous Improvement

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

Overall Rating: 3.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	All system and school personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance. The comprehensive assessment system ensures consistent measurement across all classrooms, courses, educational programs and system divisions. All assessments are proven reliable and bias free. The comprehensive assessment system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Brief description of technology or web-based platforms that support the education delivery model</li> <li>•Brief description of student assessment system including range of data produced from standardized and local or school assessments on student learning and school performance</li> <li>•Evidence that assessments are reliable and bias free</li> <li>•Survey results</li> <li>•Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness</li> <li>•Documentation or description of evaluation tools/protocols</li> </ul>	Level 4

# Accreditation Report

School City of Hobart

Indicator	Statement or Question	Response	Evidence	Rating
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 that support learning.	Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff throughout the district. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All system personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•Survey results</li> <li>•List of data sources related to district effectiveness</li> <li>•Examples of data used to measure the effectiveness of the district systems that support schools and learning</li> <li>•District quality control procedures that monitor schools in effectively using data to improve instruction and student learning</li> <li>•Examples of changes to the district strategic plan based on data results</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> <li>•Written protocols and procedures for data collection and analysis</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Policies and written procedures specific to data training</li> <li>•Professional learning schedule specific to the use of data</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> <li>•Survey results</li> <li>•Documentation of attendance and training related to data use</li> </ul>	Level 3

**Accreditation Report**

School City of Hobart

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and system and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"><li>•Examples of use of results to evaluate continuous improvement action plans</li><li>•Agendas, minutes of meetings related to analysis of data</li><li>•Policies and procedures specific to data use and training</li><li>•Evidence of student readiness for the next level</li><li>•Evidence of student success at the next level</li><li>•Evidence of student growth</li><li>•Description of process for analyzing data to determine verifiable improvement in student learning</li></ul>	Level 4

# Accreditation Report

School City of Hobart

Indicator	Statement or Question	Response	Evidence	Rating
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	System and school leaders monitor comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"> <li>•District quality control procedures for monitoring district effectiveness</li> <li>•Minutes of meetings regarding achievement of student learning goals</li> <li>•Executive summaries of student learning reports to stakeholder groups</li> <li>•Survey results</li> <li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li> <li>•Examples of district marketing tools and websites that cite student achievement results or that make promises regarding student achievement</li> <li>•District quality control procedures for monitoring information about student learning, systems that support learning, and the achievement of school improvement goals</li> <li>•Communication plan regarding student learning, systems that support learning, and achievement of school improvement goals to stakeholders</li> </ul>	Level 4

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.**

Assessments and Data: A strength of the SCOH is the use of multiple assessments for continuous improvement, as documented on the School City of Hobart's Balanced Assessment System Framework (SCOH BASF), to ensure that enough data is collected on student achievement, in order to effectively analyze data to ensure that our instructional methods and programs are functioning as they were intended to and providing superior results. The School City of Hobart excels in its ability to collect, generate, and interpret data. This data is utilized at various staffing levels, to guide the improvement of educational practice throughout the district. We are very data driven. One of our greatest strengths would be our use of technology and the comprehensive, easy to use website. We use data to drive instruction and support student learning. Students are assessed on a regular, scheduled basis. Fidelity is very important. The assessment system is evaluated regularly to determine the effectiveness and ensure it is producing a rigorous learning experience. Policies and procedures for all students are clearly defined to ensure college and career readiness. Strengths that we have in this area include conducting data meetings for grade levels or cross grade levels on state and local standardized assessments. We analyze the data of our students that are listed on our district's Balanced Assessment System Framework for each grade level. We implement the needed interventions or curriculum adjustments that are signaled on assessments. Teachers are always assessing how their students are progressing and if they are meeting the learning



goals associated with these assessments. Our schools use multiple assessments to know exactly what our students' strengths and weaknesses are, and these assessments are given multiple times during the school year, so we are constantly monitoring their progress. In our RtI meetings we take all of the student's data and analyze it even further for needed interventions, and how we will collect more data points on specific goals that a student needs to succeed. Data is analyzed and used for instructional decisions. Individual student data is analyzed for differentiation of curriculum. The responses to those assessments include a host of appropriate interventions to ensure student success. The School City of Hobart has made great improvements in the use of data to drive student achievement and also to help teachers assess themselves in a formative manner. This is also an area in which the SCOH will continue to improve. With the new evaluation tool and focus on data meetings, we will continue to improve.

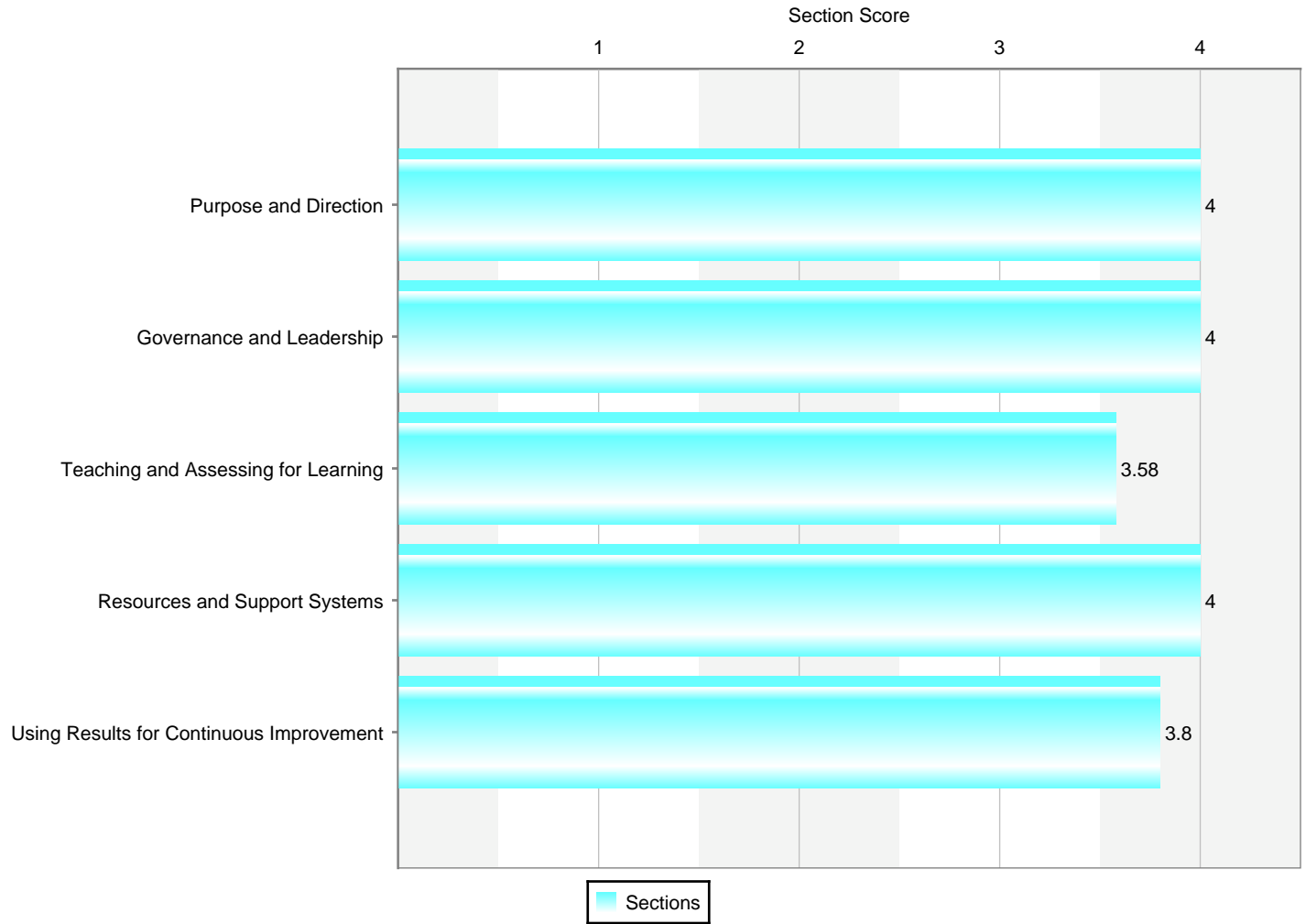
**Communication:** The district communicates the data involving student learning to all of its stakeholders. We have a wealth of assessments that are formal and informal that helps us communicate to parents about their child's educational process. We communicate assessment results at board meetings.

**Continuous Improvement:** Because the School City of Hobart central administrative staff is very focused on school improvement, principals and teachers are also diligent in seeking to continuously improve Hobart schools and student academic achievement. Hobart schools are always evolving, implementing most current research-based strategies and joining forces with local schools and community resources to further education. The SCOH provides continuous professional development for staff that leads to school improvement. Every Wednesday is Late Start Wednesday for professional development for all teachers in the district, and each school has additional development at least one other day of the week. We do use multiple sources of data to determine new strategies and/or programs that will aid in student learning and better student performance. Each school year, data is examined to see what areas of the curriculum need to be examined for the purpose of finding out student needs and deciding on new ways to make improvements in the curriculum. It is a continuing process. We are constantly collecting, analyzing and applying data to drive our instruction. Therefore, we know our students' strengths and weaknesses and build instruction around this. We also have many opportunities to be trained or train others in assessment tools. For us to improve, we have to be able to measure our programs. We do a good job of that. Hobart is committed to the process of continuous growth. We are constantly analyzing data to seek improvement in instruction so that our students can succeed. We also use this data analysis to identify students with greater needs and refer for special education. The district uses data from multiple sources and that measures multiple aspects of student performance to guide and monitor success and improvement. Teachers, staff and administrators regularly review and monitor student performance with an intent to improve success and monitor trends. Professional and support staffs are trained to evaluate, interpret and use this data. Each year we improve on the way we use data to improve instruction and student success.

**Improvement:** Our district strives to drive our instruction based on data from valid assessments. We are in a challenging position as the assessments we are using keep changing which makes it hard to keep longitudinal data that reflects the changes in our curriculum. In order to see true patterns which can be pinpointed to changes in curriculum, we must be able to look across time. More time is needed for all staff to analyze data. The time and resources to train support staff and the time available to staff to analyze data is limited, but we do our best to support students and drive instruction. A challenge is to build in systematic formative assessment for all teachers. Our challenge will be to educate stakeholders (especially teachers, parents, and students) on the new assessments and the analysis of the current data and what it means to our district as a whole.

## Report Summary

### Scores By Section



# Assurances Report

## AdvancED Assurances

Assurance	Certified	Comment/Attachment
<p>The institution has read, understands, and complies with the AdvancED Policies and Procedures.</p>	<p>Yes</p>	<p>We reviewed the AdvancED Policies and Procedures at the beginning of the school year with district and school teams.</p>
<p>The system verifies that all institutions within its jurisdiction meet the AdvancED Standards for Schools. Attach a description of the quality assurance process used to monitor the institutions.</p>	<p>Yes</p>	<p>The School City of Hobart uses the Breakthrough process for quality assurance. Establishing shared purpose and direction-Vision. Profiling student performance and school effectiveness. Planning and implementation of interventions to improve student performance. Determining results of improvement efforts. The district will meet with schools and service departments to review implementation of the school improvement process. Each school's AdvancED Leadership Team will meet regularly by goal areas to monitor implementation of their AdvancED Action Plan. Review and revisions occur annually. <a href="#">breakthrough.pdf</a></p>

**Accreditation Report**

School City of Hobart

<p>The institution monitors all financial transactions through a recognized, regularly audited accounting system.</p>	Yes	<p>The School City of Hobart operates under the laws of the State of Indiana. Every two years, the State Board of Accounts performs a financial and compliance audit. The audit is inclusive of corporation financial/payroll records and school building extracurricular accounts and a review of internal accounting controls and procedures. Audits are made public. The Board of School Trustees are provided monthly financial reports and vouchers for their approval. Communication is constant in monitoring appropriation balances and advisement on the proper use of resources according to state guidelines.</p> <p><a href="#">NCA Financial Monitoring.pdf</a></p>
<p>The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).</p>	Yes	<p>The School City of Hobart use Breakthrough School Improvement by NSSE to create its strategic plan.</p> <p><a href="#">SCOH_District Strategic Plan.pdf</a></p>
<p>The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)</p>	Yes	<p>The School City of Hobart has a Director of School Safety. He conducts table top exercises with crisis teams at every school. In addition, he coordinates two district wide table top exercises with local authorities. Emergency plan is attached.</p> <p><a href="#">Hobart EPG.pdf</a></p>

## Accreditation Report

School City of Hobart

<p>The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to:</p> <ul style="list-style-type: none"><li>•Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction</li><li>•Mission and purpose of the institution</li><li>•Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership</li><li>•Grade levels served by the institution</li><li>•Staffing, including administrative and other non-teaching professionals personnel</li><li>•Available facilities, including upkeep and maintenance</li><li>•Level of funding</li><li>•School day or school year</li><li>•Establishment of an additional location geographically apart from the main campus</li><li>•Student population that causes program or staffing modification(s)</li><li>•Available programs, including fine arts, practical arts and student activities</li></ul>	Yes	<p>In the 2009 school year, Governor Daniels announced a 300 million dollar cut to K-12 education. The School City of Hobart was facing difficult times due to this unfortunate decision. This reduced our budget by more than a million dollars a year in state tuition for the general fund. We restructured the elementary schools and offered a retirement package to cut staffing needs but not cut programming. We now have an Early Learning Center for full day kindergarten, and the other three elementary schools are first through fifth. Staff was maximized. See attached file. 7 new admin in 2012.</p> <p><a href="#">Parent Presentation.pdf</a></p>
--	-----	---