

Report of the External Review Team for Broken Bow High School

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Table of Contents

Introduction 4

Results 10

 Teaching and Learning Impact 10

 Standard 3 - Teaching and Assessing for Learning 11

 Standard 5 - Using Results for Continuous Improvement 12

 Student Performance Diagnostic 12

 Effective Learning Environments Observation Tool (eleot™) 14

 eleot™ Data Summary 16

 Findings 19

 Leadership Capacity 22

 Standard 1 - Purpose and Direction 23

 Standard 2 - Governance and Leadership 23

 Stakeholder Feedback Diagnostic 23

 Findings 24

 Resource Utilization 27

 Standard 4 - Resources and Support Systems 27

 Findings 28

Conclusion 29

 Accreditation Recommendation 30

Addenda 31

 Team Roster 31

 Next Steps 33

 About AdvancED 34

 References 35

Introduction

The External Review is an integral component of AdvancED Performance Accreditation and provides the institution with a comprehensive evaluation guided by the results of diagnostic instruments, in-depth review of data and documentation, and the professional judgment of a team of qualified and highly trained evaluators. A series of diagnostic instruments examines the impact of teaching and learning on student performance, the capacity of leadership to effect continuous improvement, and the degree to which the institution optimizes its use of available resources to facilitate and support student success. The results of this evaluation are represented in the Index of Education Quality (IEQ™) and through critical observations, namely, Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools and designed primarily to distinguish schools adhering to a set of educational standards. Today the accreditation process is used at all levels of education and is recognized for its ability to effectively drive student performance and continuous improvement in education.

Institutions seeking to gain or retain accreditation must meet AdvancED Standards specific to their institution type, demonstrate acceptable levels of student performance and the continuous improvement of student performance, and provide evidence of stakeholder engagement and satisfaction. The power of AdvancED Performance Accreditation lies in the connections and linkages between and among the conditions, processes, and practices within a system that impact student performance and organizational effectiveness.

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED Standards were developed by a committee comprised of talented educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement. Prior to implementation, an internationally recognized panel of experts in testing and measurement, teacher quality, and education research reviewed the standards and provided feedback, guidance and endorsement.

The AdvancED External Review Team uses AdvancED Standards, associated indicators and criteria related to student performance and stakeholder engagement to guide its evaluation. The Team examines adherence to standards as well as how the institution functions as a whole and embodies the practices and characteristics expected of an accredited institution. The Standards, indicators and related criteria are evaluated using indicator-specific performance levels. The Team rates each indicator and criterion on a scale of 1 to 4. The final scores assigned to the indicators and criteria represent the average of the External Review Team members' individual ratings.

The External Review is the hallmark of AdvancED Performance Accreditation. It energizes and equips the institution's leadership and stakeholders to achieve higher levels of performance and address those areas that

may be hindering efforts to reach desired performance levels. External Review is a rigorous process that includes the in-depth examination of evidence and relevant data, interviews with all stakeholder groups, and extensive observations of learning, instruction, and operations.

Use of Diagnostic Tools

A key to examining the institution is the design and use of diagnostic tools that reveal the effectiveness with which an institution creates conditions and implements processes and practices that impact student performance and success. In preparation for the External Review the institution conducted a Self Assessment that applied the standards and criteria for accreditation. The institution provided evidence to support its conclusions vis a vis organizational effectiveness in ensuring acceptable and improving levels of student performance.

- an indicator-based tool that connects the specific elements of the criteria to evidence gathered by the team;
- a student performance analytic that examines the quality of assessment instruments used by the institution, the integrity of the administration of the assessment to students, the quality of the learning results including the impact of instruction on student learning at all levels of performance, and the equity of learning that examines the results of student learning across all demographics;
- a stakeholder engagement instrument that examines the fidelity of administration and results of perception surveys seeking the perspective of students, parents, and teachers;
- a state-of-the-art, learner-centric observation instrument, the Effective Learning Environments Observation Tool (eleot™) that quantifies students' engagement, attitudes and dispositions organized in 7 environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, reach acceptable levels of inter-rater reliability, and certified to use this research-based and validated instrument.

The External Review Team's findings and critical observations are shared in this report through the IEQ™ results as well as through the identification of Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Index of Education Quality

In the past, accreditation reviews resulted in an accreditation recommendation on status. Labels such as advised, warned, probation, or all clear were used to describe the status of a school relative to the AdvancED Standards and other evaluative criteria. Beginning in the 2013-14 school year, AdvancED introduced a new framework to describe the results of an accreditation review. Consistent with the modern focus of accreditation on continuous improvement with an emphasis on student success, AdvancED introduced an innovative and state-of-the-art framework for diagnosing and revealing institutional performance called the Index of Education Quality (IEQ™). The IEQ™ comprises three domains of performance: 1) the impact of teaching and learning on student performance; 2) the capacity of leadership to guide the institution toward the achievement of its

vision and strategic priorities; and 3) use of resources to support and optimize learning. Therefore, your institution will no longer receive an accreditation status. Instead, your institution will be accredited with an IEQ™ score. In the case where an institution is failing to meet established criteria, the accreditation will be under review thereby requiring frequent monitoring and demonstrated improvement.

The three domains of performance are derived from the AdvancED Standards and associated indicators, the analysis of student performance, and the engagement and feedback of stakeholders. Within each domain institutions can connect to the individual performance levels that are applied in support of the AdvancED Standards and evaluative criteria. Within the performance levels are detailed descriptors that serve as a valuable source of guidance for continuous improvement. Upon review of the findings in this report and building on their Powerful Practices, institutional leaders should work with their staff to review and understand the evidence and rationale for each Opportunity for Improvement and Improvement Priority as well as the corresponding pathway to improvement described in the performance levels of the selected indicator(s).

The IEQ™ provides a new framework that recognizes and supports the journey of continuous improvement. An institution's IEQ™ is the starting point for continuous improvement. Subsequent actions for improvement and evidence that these have had a positive impact will raise the institution's IEQ™ score.

Benchmark Data

Throughout this report, AdvancED provides benchmark data for each indicator and for each component of the evaluative criteria. These benchmark data represent the overall averages across the entire AdvancED Network for your institution type. Thus, the AdvancED Network average provides an extraordinary opportunity for institutions to understand their context on a global scale rather than simply compared to a state, region, or country.

It is important to understand that the AdvancED Network averages are provided primarily to serve as a tool for continuous improvement and not as a measure of quality in and of itself. Benchmark data, when wisely employed, have a unique capacity to help institutions identify and leverage their strengths and areas of improvement to significantly impact student learning.

Powerful Practices

A key to continuous improvement is the institution's ability to learn from and build upon its most effective and impactful practices. Such practices serve as critical leverage points necessary to guide, support and ensure continuous improvement. A hallmark of the accreditation process is its commitment to identifying with evidence, the conditions, processes and practices that are having the most significant impact on student performance and institutional effectiveness. Throughout this report, the External Review Team has captured and defined Powerful Practices. These noteworthy practices are essential to the institution's effort to continue its journey of improvement.

Opportunities for Improvement

Every institution can and must improve no matter what levels of performance it has achieved in its past. During the process of the review, the External Review Team identified areas of improvement where the institution is meeting the expectations for accreditation but in the professional judgment of the Team these are Opportunities for Improvement that should be considered by the institution. Using the criteria described in the corresponding rubric(s) to the Opportunity for Improvement, the institution can identify what elements of practice must be addressed to guide the improvement.

Improvement Priorities

The expectations for accreditation are clearly defined in a series of the rubric-based AdvancED Standards, indicators and evaluative criteria focused on the impact of teaching and learning on student performance, the capacity of the institution to be guided by effective leadership, and the allocation and use of resources to support student learning. As such, the External Review Team reviewed, analyzed and deliberated over significant bodies of evidence provided by the institution and gathered by the Team during the process. In the professional judgment of the Team as well as the results of the diagnostic process, the Team defined, with rationale, Improvement Priorities. The priorities must be addressed in a timely manner by the institution to retain and improve their accreditation performance as represented by the IEQ™. Improvement Priorities serve as the basis for the follow-up and monitoring process that will begin upon conclusion of the External Review. The institution must complete and submit an Accreditation Progress Report within two years of the External Review. The report must include actions taken by the institution to address the Improvement Priorities along with the corresponding evidence and results. The IEQ™ will be recalculated by AdvancED upon review of the evidence and results associated with the Improvement Priorities.

The Review

The conference call for the March 2-3, 2015, Broken Bow High School External Review was conducted on February 6, 2015. The External Review Team consisted of seven members including school teachers and administrators, an education service agency staff developer, and a department of education technology leader. All team members provided for a very balanced perspective. External Team Members who were unable to attend completed this exercise with the Lead Evaluator the following week. Logistics of the review were addressed, including the schedule, assignments, and tasks to be completed before arriving onsite on March 1, 2015, for Work Session 1, specifically the articulation of initial ratings, rationale, artifacts to review, and stakeholder questions. The Lead Evaluator shared all artifacts with the team via the Workspace.

The Lead Evaluator conducted a separate conference call with the Broken Bow administrative team on February 2, 2015, to review the proposed 2-day agenda and the logistics of the elect observations. Additional email communications between the Lead Evaluator and the building principal and co-chairs of the Continuous Improvement Process (CIP) committee were effective in finalizing the details of the External Review.

The evening before Day 1 of the External Review included an informal catered dinner at the hotel where the External Team was lodged. This meeting included administrators, CIP team leaders, board of education

members, and the External Team. Newly-created promotional videos that highlight the 'BOW' purpose statement of the school (Build Character, Optimize Learning, Widen Opportunities) were shared. External Team Work Session 1 followed with the sharing/updating of indicator ratings, the identification of stakeholder questions and artifacts to review, brainstorming of potential areas for acknowledgment and improvement, and a review of the Day 1 schedule and assignments.

Day 1 included a CIP presentation of highlights from the school improvement teams, eleot observations, and stakeholder interviews. Day 1 concluded with Work Session 2 in which ratings were updated, and additional artifacts were identified for review. Team members identified specific themes to be considered for Powerful Practices, Improvement Priorities, and Opportunities for Improvement.

Day 2 began with an interview of the administrative team. Work Session 3 included the finalization of indicator ratings, identification of Powerful Practices, Improvement Priorities, and Opportunities for Improvement, preparation of the Exit Report, and construction of narratives to accompany the Powerful Practices, Improvement Priorities, and Opportunities for Improvement that had been identified. The External Review Team met with the school administrators and the CIP co-chairs to review the Exit Report. The Exit Report was then shared publicly at 3:45 p.m. in the junior high auditorium.

Broken Bow Public Schools is to be commended for its timely responsiveness in providing the required documentation for the External Review, including supplementary artifacts that were essential to the discussion and deliberations of the External Team. The willingness and desire to be transparent in this process empowered the External Team to provide credible feedback to the institution, which authenticated its strengths as well as distinguished those areas that, when acted upon, will further enhance the institution's effectiveness.

During the External Review, Broken Bow Public Schools demonstrated exceptional hospitality in providing comfortable accommodations and catered meals, onsite support and flexibility of scheduling, and care for individual team members and the team as a whole. Professionalism and helpfulness were themes that the External Team experienced throughout the Review, evidence of how the purpose of the school district is exemplified through its people.

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

Stakeholder Interviewed	Number
Superintendents	1
Board Members	3
Administrators	4
Instructional Staff	21
Support Staff	4
Students	16
Parents/Community/Business Leaders	8
Total	57

Results

Teaching and Learning Impact

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

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

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

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

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

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

Standard 3 - Teaching and Assessing for Learning

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

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

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

Standard 5 - Using Results for Continuous Improvement

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

Indicator	Description	Review Team Score	AdvancED Network Average
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	3.00	2.72
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	2.00	2.44
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	3.00	2.09
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	2.00	2.53
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	2.14	2.78

Student Performance Diagnostic

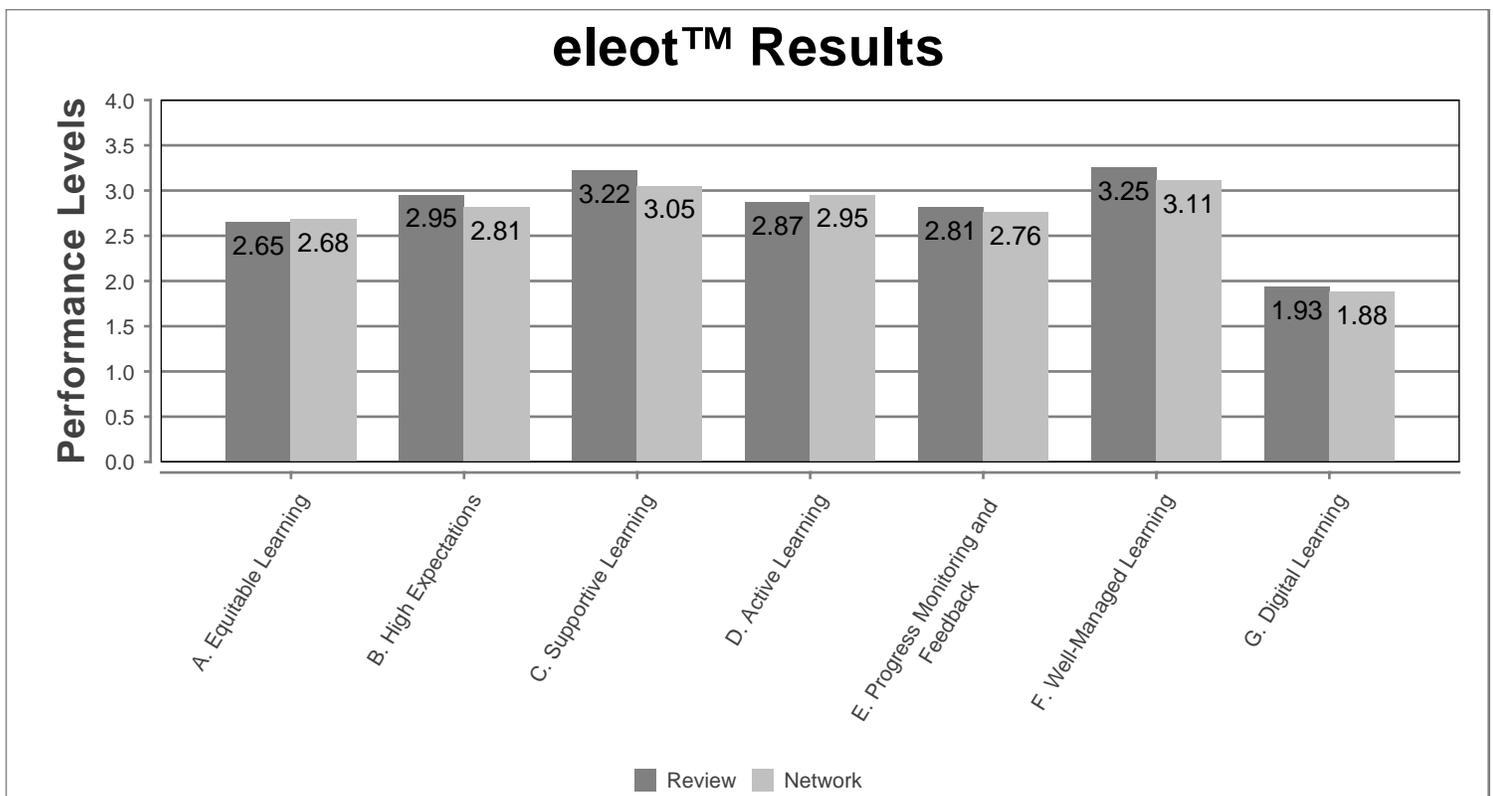
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	4.00	3.10
Test Administration	4.00	3.47
Equity of Learning	2.00	2.74
Quality of Learning	3.00	2.98

Effective Learning Environments Observation Tool (eleot™)

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

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



The External Review Team completed 21 classroom observations. The environments that received the highest averages included Supportive Learning Environment (3.22) and Well-Managed Learning Environment (3.25). The environment that received the lowest average was Digital Learning Environment (1.93). All averages were within 0.2 of the network average with one (Supportive Learning Environment) scoring only 0.03 off the network average.

In a high school social studies classroom, students were asked to search the internet for similarities and differences between the Soviet Union and the United States for a "bell ringer" activity. After a few minutes the students were asked to partner with a nearby student and share what they had found. After a few minutes of collaboration, the students were asked to share with a new partner. The instructor then involved the students in a sharing exercise to find the most common similarities and differences. This was common practice in the classroom, and all of the students were engaged in the activity. Indicators.

In the eighth grade civics classroom, the teacher used several the Adolescent Literacy Project (ALP) strategies of specific vocabulary instruction--choral responses, giving examples and nonexamples. A whole class review and short quiz were given. APL instructional strategies were also evident in this classroom with objectives and an agenda posted for students and use of check for understanding and wait time. The students were asked a wide variety of questions requiring different levels of thinking. Students were asked to do current research using their computers to access the Democrat and Republican webpages. They discussed with partners and the teacher the different party platforms. In this discussion they talked about various groups of people including immigrants. They used the party website to read and discuss the information. When students shared information, the teacher offered feedback along with suggestions for the next part of their research. Some students started looking for and discussing third parties. Students were transitioned from review, discussion, quiz, research, and discussion very quickly and quietly. Students followed a set procedure for turning in work. Conversations were respectful and on-topic. One student was corrected for not putting everything away during the quiz. He apologized, said he knew better, and corrected his behavior. Indicators.

Students created vocabulary memes for a civics word wall. Each poster tied a picture to social studies vocabulary list and definition. ALP SLANT (Sit-up, lean-in/listen, ask/answer questions, nod head, and track the speaker) posters and the grading policy were also posted. Indicators.

The district has committed to providing instructional staff with training opportunities that target student engagement in order to improve student learning (ALP, APL), which was highly evident across classroom observations. Exemplars related to the school improvement goal were not generally observed. Student use of technology as a learning tool in the classroom was observed on a limited basis.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.35	Has differentiated learning opportunities and activities that meet her/his needs	15.00%	35.00%	20.00%	30.00%
2.	3.30	Has equal access to classroom discussions, activities, resources, technology, and support	45.00%	40.00%	15.00%	0.00%
3.	3.15	Knows that rules and consequences are fair, clear, and consistently applied	35.00%	50.00%	10.00%	5.00%
4.	1.80	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	10.00%	15.00%	20.00%	55.00%
Overall rating on a 4 point scale: 2.65						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.15	Knows and strives to meet the high expectations established by the teacher	35.00%	45.00%	20.00%	0.00%
2.	3.20	Is tasked with activities and learning that are challenging but attainable	40.00%	45.00%	10.00%	5.00%
3.	2.30	Is provided exemplars of high quality work	20.00%	25.00%	20.00%	35.00%
4.	3.30	Is engaged in rigorous coursework, discussions, and/or tasks	40.00%	50.00%	10.00%	0.00%
5.	2.80	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	25.00%	40.00%	25.00%	10.00%
Overall rating on a 4 point scale: 2.95						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.50	Demonstrates or expresses that learning experiences are positive	60.00%	30.00%	10.00%	0.00%
2.	3.55	Demonstrates positive attitude about the classroom and learning	65.00%	25.00%	10.00%	0.00%
3.	3.25	Takes risks in learning (without fear of negative feedback)	50.00%	35.00%	5.00%	10.00%
4.	3.35	Is provided support and assistance to understand content and accomplish tasks	50.00%	35.00%	15.00%	0.00%
5.	2.45	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	25.00%	20.00%	30.00%	25.00%
Overall rating on a 4 point scale: 3.22						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.05	Has several opportunities to engage in discussions with teacher and other students	40.00%	30.00%	25.00%	5.00%
2.	2.30	Makes connections from content to real-life experiences	25.00%	20.00%	15.00%	40.00%
3.	3.25	Is actively engaged in the learning activities	40.00%	45.00%	15.00%	0.00%
Overall rating on a 4 point scale: 2.87						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.80	Is asked and/or quizzed about individual progress/learning	30.00%	30.00%	30.00%	10.00%
2.	3.15	Responds to teacher feedback to improve understanding	40.00%	40.00%	15.00%	5.00%
3.	3.20	Demonstrates or verbalizes understanding of the lesson/content	40.00%	40.00%	20.00%	0.00%
4.	2.20	Understands how her/his work is assessed	15.00%	20.00%	35.00%	30.00%
5.	2.70	Has opportunities to revise/improve work based on feedback	30.00%	35.00%	10.00%	25.00%
Overall rating on a 4 point scale: 2.81						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.60	Speaks and interacts respectfully with teacher(s) and peers	65.00%	30.00%	5.00%	0.00%
2.	3.45	Follows classroom rules and works well with others	60.00%	25.00%	15.00%	0.00%
3.	3.20	Transitions smoothly and efficiently to activities	50.00%	25.00%	20.00%	5.00%
4.	2.75	Collaborates with other students during student-centered activities	40.00%	15.00%	25.00%	20.00%
5.	3.25	Knows classroom routines, behavioral expectations and consequences	45.00%	35.00%	20.00%	0.00%
Overall rating on a 4 point scale: 3.25						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.10	Uses digital tools/technology to gather, evaluate, and/or use information for learning	35.00%	0.00%	5.00%	60.00%
2.	2.25	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	30.00%	15.00%	5.00%	50.00%
3.	1.45	Uses digital tools/technology to communicate and work collaboratively for learning	10.00%	5.00%	5.00%	80.00%
Overall rating on a 4 point scale: 1.93						

Findings

Improvement Priority

Incorporate a data committee into the existing school improvement structure that focuses on and communicates school-wide (district) data trends related to student performance school improvement goals. that are specific, measurable, achievable, realistic, and timely and that emphasizes continued growth over time of all student populations including grade level, cohort, and student subgroups (e.g., male/female, English language learners/non-English language learners, students with disabilities/students without disabilities, low income/non-low income).

(Indicators 1.3, 3.2, 3.11, 3.12, 5.1, 5.2)

Evidence and Rationale

School improvement goals should be specific, measurable, achievable, realistic, and timely and emphasizes continued growth over time of all student populations including grade level, cohort, and student subgroups (e.g., male/female, English language learners/non-English language learners, students with disabilities/students without disabilities, low income/non-low income). Through interviews, the steering committee presentation, and data documentation, the team determined that, while teacher-led school improvement is a powerful practice, the focus on the school improvement goal of improving vocabulary lost an overall focus. Each curricular/grade level group focused on what worked in their subject area; however, there was no evidence demonstrating growth over time by grade level, cohort groups, and subgroups which would have allowed the district to quantify its overall progress toward the stated school improvement goal: “All students will improve vocabulary performance across the curriculum.”

Activities implemented according to the improvement plan and interviews include the adoption of a systematic vocabulary program and the maintenance of this adoption, e.g., the creation of vocabulary lists and professional development of Adolescent Literacy Project.

Observations and interviews indicate that vocabulary lists strategies and quizzes are implemented. Teachers and administrators did indicate that vocabulary interventions were specifically improving ACT scores and local classroom assessments. However, when asked about the vocabulary data, neither teachers nor administrators beyond the elementary level spoke of trends or cohort group achievement.

Interview responses indicated that no specific procedures for collecting, monitoring, and disaggregating districtwide data focused on vocabulary improvement are in place. Interview responses to the question “What improvement are you seeing toward your improvement goal?” typically resulted in the identification of the strategies that have been implemented and anecdotal evidence of their effectiveness. No response indicated that “we are clearly seeing across-the-board improvement trends in vocabulary.” Documentation and interview responses typically indicated that “we are above the state average,” which does not specifically address that overall, continuous improvement is occurring.

Since the local curriculum and statewide assessments are both aligned to the same academic standards, the current recommended process regarding data analysis could include, but not be limited to, charting trends that focus on local student performance on statewide assessments. The inclusion of tables that identify specific percentages of proficiency as well as charts and graphs would provide a dynamic visual representation of data trends of various student groups and subgroups, and would be more informative and transparent than simply indicating whether students at Broken Bow Public Schools are performing "below, at, or above state averages". The data committee could generate this type of information to be shared with various stakeholder groups, e.g., internally with teachers during CIP sessions and externally with patrons via the Annual Report.

Developing and implementing a systematic, district-wide procedure for collecting, analyzing, and disseminating local data will provide the district and its stakeholders with valuable insight into student achievement and progress toward its student improvement goal.

Powerful Practice

The district has established a culture of collaborative, systemic improvement that is teacher-driven, promotes buy-in and ownership, and develops teacher leaders.

(Indicators 1.3, 2.4, 3.5)

Evidence and Rationale

The continuous improvement process “is how we do business” at Broken Bow Public Schools. A teacher-driven, ground-up approach has provided an avenue for building and sustaining teacher leadership capacity in the district, ongoing implementation of best practice related to teaching and learning strategies, and a strong commitment to continuous improvement resulting in a culture of excellence.

Administration and staff members are enthusiastic as they implement innovative and robust programs and instructional techniques that enhance student engagement and promote success. A step-by-step process that begins with exploration of potential holistic student and staff development initiatives and evolves into committee recommendations ultimately leads to administrative consideration for approval. These steps are

instrumental in generating proprietorship that is unique to Broken Bow Public Schools.

Leadership Capacity

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

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

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

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

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

Standard 1 - Purpose and Direction

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

Indicator	Description	Review Team Score	AdvancED Network Average
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	2.86	2.75
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	3.00	3.04
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	3.00	2.61

Standard 2 - Governance and Leadership

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

Indicator	Description	Review Team Score	AdvancED Network Average
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	3.00	2.98
2.2	The governing body operates responsibly and functions effectively.	3.00	2.96
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	2.00	3.18
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	4.00	3.13
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2.00	2.82
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	3.00	2.82

Stakeholder Feedback Diagnostic

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

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

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

Findings

Improvement Priority

Incorporate a data committee into the existing school improvement structure that focuses on and communicates school-wide (district) data trends related to student performance school improvement goals. that are specific, measurable, achievable, realistic, and timely and that emphasizes continued growth over time of all student populations including grade level, cohort, and student subgroups (e.g., male/female, English language learners/non-English language learners, students with disabilities/students without disabilities, low income/non-low income).

(Indicators 1.3, 3.2, 3.11, 3.12, 5.1, 5.2)

Evidence and Rationale

School improvement goals should be specific, measurable, achievable, realistic, and timely and emphasizes continued growth over time of all student populations including grade level, cohort, and student subgroups (e.g., male/female, English language learners/non-English language learners, students with disabilities/students without disabilities, low income/non-low income). Through interviews, the steering committee presentation, and data documentation, the team determined that, while teacher-led school improvement is a powerful practice, the focus on the school improvement goal of improving vocabulary lost an overall focus. Each curricular/grade level group focused on what worked in their subject area; however, there was no evidence demonstrating growth over time by grade level, cohort groups, and subgroups which would have allowed the district to quantify its overall progress toward the stated school improvement goal: "All students will improve vocabulary performance across the curriculum."

Activities implemented according to the improvement plan and interviews include the adoption of a systematic vocabulary program and the maintenance of this adoption, e.g., the creation of vocabulary lists and professional development of Adolescent Literacy Project.

Observations and interviews indicate that vocabulary lists strategies and quizzes are implemented. Teachers and administrators did indicate that vocabulary interventions were specifically improving ACT scores and local classroom assessments. However, when asked about the vocabulary data, neither teachers nor administrators beyond the elementary level spoke of trends or cohort group achievement.

Interview responses indicated that no specific procedures for collecting, monitoring, and disaggregating districtwide data focused on vocabulary improvement are in place. Interview responses to the question “What improvement are you seeing toward your improvement goal?” typically resulted in the identification of the strategies that have been implemented and anecdotal evidence of their effectiveness. No response indicated that “we are clearly seeing across-the-board improvement trends in vocabulary.” Documentation and interview responses typically indicated that “we are above the state average,” which does not specifically address that overall, continuous improvement is occurring.

Since the local curriculum and statewide assessments are both aligned to the same academic standards, the current recommended process regarding data analysis could include, but not be limited to, charting trends that focus on local student performance on statewide assessments. The inclusion of tables that identify specific percentages of proficiency as well as charts and graphs would provide a dynamic visual representation of data trends of various student groups and subgroups, and would be more informative and transparent than simply indicating whether students at Broken Bow Public Schools are performing "below, at, or above state averages". The data committee could generate this type of information to be shared with various stakeholder groups, e.g., internally with teachers during CIP sessions and externally with patrons via the Annual Report.

Developing and implementing a systematic, district-wide procedure for collecting, analyzing, and disseminating local data will provide the district and its stakeholders with valuable insight into student achievement and progress toward its student improvement goal.

Opportunity for Improvement

Develop a professional working relationship within the governing body (board of education) that promotes awareness and execution of its key roles, recognizes the autonomy of the administration in managing the day-to-day operations of the school, and strives to build trust and confidence with the patrons of the district.

(Indicators 2.3)

Evidence and Rationale

Interviews with school board members, system/building level administrators, and a review of surveys from patrons and staff members revealed that there is a desire to build a stronger working relationship to move the district forward with the focus of student achievement at the forefront of the discussion.

Through appropriate communication and trust, the adopted policies of the district will function as designed and intended to support the day-to-day operations of the district. Patron questions and concerns will need to continually funnel back to the administration for investigation and action.

Powerful Practice

The district has established a culture of collaborative, systemic improvement that is teacher-driven, promotes buy-in and ownership, and develops teacher leaders.

(Indicators 1.3, 2.4, 3.5)

Evidence and Rationale

The continuous improvement process “is how we do business” at Broken Bow Public Schools. A teacher-driven, ground-up approach has provided an avenue for building and sustaining teacher leadership capacity in the district, ongoing implementation of best practice related to teaching and learning strategies, and a strong commitment to continuous improvement resulting in a culture of excellence.

Administration and staff members are enthusiastic as they implement innovative and robust programs and instructional techniques that enhance student engagement and promote success. A step-by-step process that begins with exploration of potential holistic student and staff development initiatives and evolves into committee recommendations ultimately leads to administrative consideration for approval. These steps are instrumental in generating proprietorship that is unique to Broken Bow Public Schools.

Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students served. Institutions must ensure that resources are aligned with the stated mission and are distributed equitably so that the needs of students are adequately and effectively addressed. The utilization of resources includes an examination of the allocation and use of resources, the equity of resource distribution to need, the ability of the institution to ensure appropriate levels of funding and sustainability of resources, as well as evidence of long-range capital and resource planning effectiveness.

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the more than 32,000 institutions in the AdvancED Network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness and ensures compliance with applicable governmental regulations.

Standard 4 - Resources and Support Systems

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

Indicator	Description	Review Team Score	AdvancED Network Average
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	3.00	2.95
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	3.00	3.00
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.00	3.11
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	3.00	2.83
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	2.00	2.56

Indicator	Description	Review Team Score	AdvancED Network Average
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	2.14	2.89
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	2.86	2.80

Findings

Opportunity for Improvement

Organize and develop a long-range building-level technology integration plan that articulates strategies that all staff members will integrate into their instruction.

(Indicators 4.5)

Evidence and Rationale

Observations and interviews with staff members, students, and system/building level administrators indicate that a need exists for systematic planning to optimize technology integration to enhance learning at all grade levels.

All evidence indicates that a strong technology infrastructure is in place; however, discussions regarding applicable student learning that begins with adequate teacher preparation are needed to utilize the technology to its fullest potential.

Conclusion

Instructional staff members have completed APL and ALP training and are implementing those strategies, as well as others, to further support and improve student success at all levels. Within grade level and department level groups, student data is reviewed, strategies are shared, and evidence of improvement is noted both anecdotally and through data sources.

The institution must begin the process of reviewing data through a district "lens" in order to establish a systemic process to address current and future school improvement goals targeting student performance.

The institution must also develop a long-range building-level technology integration plan that articulates strategies that all staff members will integrate into their instruction. Empowering teachers to become proficient users and facilitators of technology tools will heighten student engagement and student learning.

The incorporation of a data committee into the existing school improvement structure will enable and encourage the district to see itself as a system rather than an association of connected components. Developing and implementing a systematic, districtwide procedure for collecting, analyzing, and disseminating local data will provide the district and its stakeholders with valuable insight into overall student achievement and progress toward its student improvement goal.

Improvement Priorities

The institution should use the findings from this review to guide the continuous improvement process. The institution must address the Improvement Priorities listed below:

- Incorporate a data committee into the existing school improvement structure that focuses on and communicates school-wide (district) data trends related to student performance school improvement goals. that are specific, measurable, achievable, realistic, and timely and that emphasizes continued growth over time of all student populations including grade level, cohort, and student subgroups (e.g., male/female, English language learners/non-English language learners, students with disabilities/students without disabilities, low income/non-low income).

Accreditation Recommendation

Index of Education Quality

The Index of Education Quality (IEQ™) provides a holistic measure of overall performance based on a comprehensive set of indicators and evaluative criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus.

The IEQ™ comprises three domains: 1) the impact of teaching and learning on student performance; 2) the leadership capacity to govern; and 3) the use of resources and data to support and optimize learning.

The overall and domain scores can range from 100-400. The domain scores are derived from: the AdvancED Standards and indicators ratings; results of the Analysis of Student Performance; and data from Stakeholder Feedback Surveys (students, parents, and staff).

	External Review IEQ Score	AdvancED Network Average
Overall Score	292.31	282.79
Teaching and Learning Impact	291.16	274.14
Leadership Capacity	307.79	296.08
Resource Utilization	271.43	286.32

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

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

Addenda

Team Roster

Member	Brief Biography
Mr. Jeffrey S McQuistan	<p>Jeff McQuistan is in his 10th year as Staff Development Director at Educational Service Unit #17 in Ainsworth, Nebraska where his main roles are to coordinate CIA (curriculum, instruction, and assessment) activities, support continuous school improvement processes, coordinate high ability and Carl Perkins grant activities, and to manage student performance data. He also serves as the coordinator of agency improvement.</p> <p>Jeff began his career in education as an instrumental music director (18 years) and elementary principal (4 years) prior to his current position. He has an MA degree in Educational Administration (K-12 Principal) and a BME degree (K-12 Music).</p>
Mr. Brent Gaswick	<p>Currently Brent is serving as the Senior Administrator in charge of the Network, Education and Technology team for the Nebraska Department of Education. Brent has worked for the Department of Education since July of 2008. Prior to the Department of Education Brent was an Elementary Principal at Gordon elementary for 5 years working with the Gordon-Rushville Public Schools. Prior to being a Principal Brent taught Special Education K-8, 5th grade, served as a Technology Coach for Elementary and was a Dean of Students for the Rapid City Area School district in Rapid City, SD. Brent has also taught middle grades at Wolf Creek school which is part of the Shannon County School system on the Pine Ridge Indian Reservation. Brent received his undergraduate BS from Charon State College in 1998 and his Masters in Elementary Administration from South Dakota State in 2003.</p>
Mr. Donald E Loseke	<p>Don Loseke is currently in his fifth year as a Management Consultant on the Accreditation and School Improvement team at the Nebraska Department of Education. Don completed a Bachelor of Arts degree, a Master's degree, and administrative certification from the University of Nebraska-Lincoln. His professional experience spans 32 years serving as a secondary special education instructor, special education director, and director of student services. Don serves as an AdvancED Associate Director for the state of Nebraska and has served as a lead evaluator and team member on several external reviews.</p>
Mr. Jason Alexander	<p>Jason Alexander is in his 4th year as Superintendent at Ord Public Schools, and his 21st year in education. Mr. Alexander began his teaching career in Sargent, NE where he taught 6th grade and coached all sports. Mr. Alexander earned his M.A. and Ed.Specialist Degrees at the University of Nebraska at Kearney. Mr. Alexander has three children, Megan 20, Morgan 16 and Jackson 12. His wife Wendy teaches Chemistry, Physics and is the Head Volleyball Coach at Ord. He enjoys outdoor activities when not working.</p>
Mr. Gale R Dunkhas	<p>My name is Gale Dunkhas. I grew up in southwest Nebraska and have spent the last 28 years as a teacher, coach, A.D., and Principal. This is my 11th year as a principal and 8th at Falls City.</p> <p>I have two children, Cayden -9 , Carlea - 7.</p> <p>Hobbies are any outdoor activity, traveling, family.</p>

Member	Brief Biography
Ms. Jill Ferguson	<p>Jill Ferguson is an 8th Grade Reading Teacher at Seward Middle School. She is in her 17th year of teaching. She is K-12 endorsed and has taught all levels. Ms. Ferguson also spent 10 years serving as a Title I Teacher. She has two children, Josie 13 and Ellie 11. Ms. Ferguson loves spending time with her family, the outdoors, college sports, and watching her husband Sam perform (Owner & Player of Fun Pianos).</p>
Mr. Rod Foley	<p>Rod Foley graduated from the University of Kansas and began his career in education as a teacher with the North Kansas City Public School system at Maple Park Middle School. During his time at Maple Park, he taught middle school Social Studies and directed the 21st Century afterschool program. After earning his Master's Degree in Administration at the University of Missouri - Kansas City, Rod accepted a position as assistant principal at Walnut Middle School in Grand Island, Nebraska in 2001. In 2008 Rod was named Principal at Walnut Middle School and in 2013 began working on his Specialist degree at Doane College.</p>
Ms. Becky Keilig	<p>Becky Keilig serves as assessment and continuous improvement coordinator at Ravenna Public Schools where she is the librarian/media specialist, creative writing teacher, elementary library and information technology teacher, and middle school HAL coordinator. Her current interests include assessment, standards, school improvement and curriculum along with a love of all things technological. Becky completed the 'Assessment and Leadership for Learning' cohort at the University of Nebraska at Lincoln in 2009. She has also completed several school improvement trainings with NDE and ESU #10, and has also served on several AdvancED External Teams.</p>

Next Steps

1. Review and discuss the findings from this report with stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the Powerful Practices section to maximize their impact on the institution.
3. Consider the Opportunities for Improvement identified throughout the report that are provided by the team in the spirit of continuous improvement and the institution's commitment to improving its capacity to improve student learning.
4. Develop action plans to address the Improvement Priorities identified by the team. Include methods for monitoring progress toward addressing the Improvement Priorities.
5. Use the report to guide and strengthen the institution's efforts to improve student performance and system effectiveness.
6. Following the External Review, submit the Accreditation Progress Report detailing progress made toward addressing the Improvement Priorities. Institutions are required to respond to all Improvement Priorities. The report will be reviewed at the appropriate state, national, and/or international levels to monitor and ensure that the system has implemented the necessary actions to address the Improvement Priorities. The accreditation status will be reviewed and acted upon based on the responses to the Improvement Priorities and the resulting improvement.
7. Continue to meet the AdvancED Standards, submit required reports, engage in continuous improvement, and document results.

About AdvancED

AdvancED is the world leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 public and private schools and school systems – enrolling more than 20 million students - across the United States and 70 countries.

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 became part of AdvancED.

Today, NCA CASI, NWAC and SACS CASI serve as accreditation divisions of AdvancED. The Accreditation Divisions of AdvancED share research-based quality standards that cross school system, state, regional, national, and international boundaries. Accompanying these standards is a unified and consistent process designed to engage educational institutions in continuous improvement.

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