

Report of the External Review Team for Jordan High School

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Introduction

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

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

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

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

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

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

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

Use of Diagnostic Tools

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

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

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

Index of Education Quality

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

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

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

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

Benchmark Data

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

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

Powerful Practices

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

Opportunities for Improvement

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

Improvement Priorities

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

The Review

Jordan High School, in Sandy, Utah is one of 43 schools in the Canyon School District which includes 29 elementary schools, 8 middle schools, and 6 high schools. The on-site review took place on Thursday, December 3 and Friday, December 4, 2015. The External Review Team is made up of seven educators who have significant experience in both public and private education, as well as experience as classroom teachers, school administration, and district experience.

The AdvancED process began with the invitation to serve on the accreditation team in late October. This alerts the Lead Evaluator to enter the workspace and write the Welcome and Review Team member's profiles. The Lead Evaluator sent out emails to team members asking them to update profiles and complete any required training. An email in late October asked team members for focus priorities, travel distances, and any additional information needed to complete the on-site review.

In early November External Review Team members were contacted again through email. They were given additional instructions, this time they were asked to review all information about the accreditation process including using the standards workbook, becoming familiar with the Effective Learning Observations Tool (eleot), and the Jordan High School Accreditation Report. Although team members were given a focus

standard, they were asked to give an initial rating for all standards. Team members studied and analyzed various pieces of evidence prior to the review and sent preliminary ratings to the Lead Evaluator prior to the first day. Additional evidence was sent through Google Docs the week of the accreditation review. Team members were asked to come with questions and requests for additional evidence.

The Lead Evaluator and principal were in contact the end of October and additional emails were sent to prepare for the on-site review. A draft of the schedule for the review was reviewed and approved during these emails and phone conversations.

The External Review Team would like to thank the administration, faculty, support staff, and students for their thorough preparation for the External Review. They were transparent and committed to the process of continuous improvement. In preparation for the review, surveys were conducted and analyzed, staff collaborated on determining indicator ratings, and evidence was gathered to support ratings of standards in the Self Assessment. When the Team arrived on-site, teachers, staff, and administrators welcomed the Team into the school and classrooms and willingly scheduled additional time to meet in small groups as well as individually. The principal provided the Team with access to agendas, documents, and policies through Google Docs prior to and during the review. Staff willingly provided additional information when requested, copies of agendas, common lesson plans and assessments were shared. Interviews and additional meetings with stakeholders were positive. Team members would like to thank the school and staff for their generous hospitality. They willingly provided the Team technical support, privacy and comfort, and arranged for the Team's physical comfort. The Team had access to classrooms, and schedules which made the on-site review pleasurable. It was a pleasure for the Team to experience the positive environment of acceptance and supportive staff, parents, and student body.

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
Administrators	3
Instructional Staff	47
Support Staff	16
Students	56
Parents/Community/Business Leaders	7
Total	129

Results

Teaching and Learning Impact

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

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

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

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

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

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

Standard 3 - Teaching and Assessing for Learning

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

Indicator	Description	Review Team Score	AdvancED Network Average
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	2.57	2.81
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	2.14	2.49
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2.57	2.60
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2.71	2.70
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	2.14	2.57
3.6	Teachers implement the school's instructional process in support of student learning.	2.29	2.57
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	3.00	2.54
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	2.29	3.06

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.	1.71	2.98
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2.57	2.75
3.11	All staff members participate in a continuous program of professional learning.	2.86	2.53
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	2.57	2.61

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.	2.00	2.66
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	2.37
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	1.43	2.06
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.	2.43	2.46
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.	2.57	2.71

Student Performance Diagnostic

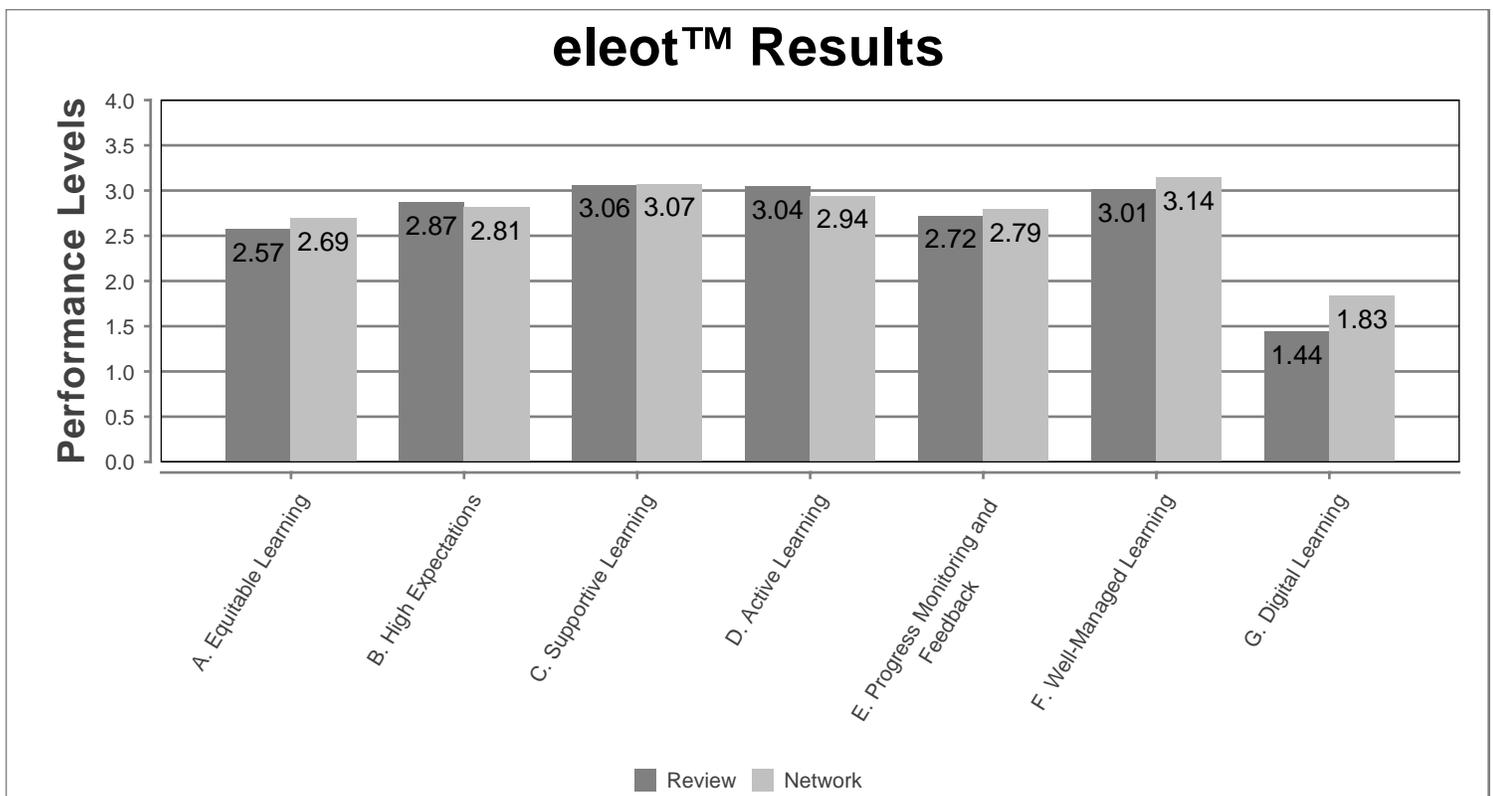
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	2.57	3.06
Test Administration	3.57	3.45
Equity of Learning	2.71	2.70
Quality of Learning	2.71	2.92

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 used the Effective Learning Environments Observation Tool (eleot) to evaluate the learning environment in 85 classrooms during the two day on-site review at Jordan High School. This represented 96% of the teachers who were present and teaching courses on campus during the dates of the review. The school scored slightly higher in High Expectations Environment, and Active Learning Environment and slightly lower in Equitable Learning Environment, Progress Monitoring and Feedback Environment, Well-

Managed Learning Environment, and Digital Learning Environment than the AdvancED network (AEN) averages. The highest average score is Supportive Learning Environment at 3.06 followed closely by Active Learning Environment at 3.04 and Well-Managed Learning Environment at 3.01. The lowest learning environment average was for Digital Learning Environment at 1.44.

The high average scores in the Supportive Learning Environment demonstrated that teachers provide support and assistance to help students understand content and accomplish tasks. Students also have positive attitudes about the classroom and learning. One team member observed a teacher interacting with students in the ceramics room. The teacher showed students how to roll clay flat so students could create cups and containers. Another team member observed the math teacher taking a few minutes at the beginning of class to talk about what is going on in the school and discussing opportunities students can be involved in at JHS. There is a culture of acceptance and support throughout the school and a level of respect between both students and teachers. The Team observed positive student to student, student to teacher, teacher to teacher, and teacher to student interactions. During interviews, stakeholders expressed that this is a school where everyone feels supported and safe. Survey results support the observations and interviews that parents and students feel that JHS provides a safe and supportive learning environment.

The Digital Learning Environment average score was the lowest at 1.44 which is below the AEN average of 1.83. 'Uses of digital tools/technology to communicate and work collaboratively for learning' was the lowest average score in the Digital Learning category. Although the Team observed a modern technology infrastructure, numerous computer labs and Chrome book carts, the Team did not observe technology being used by students and content was primarily delivered through lecture and worksheets. The Equitable Learning Environment was the second lowest average score at 2.57 and lower than the AEN average of 2.69. The Team observed students participating in classroom work but most of the questions asked were at the knowledge level and did not require critical thinking or problem solving skills to complete. The low average scores in Equitable Learning Environment included, 'Has ongoing opportunity to learn about their own and other's backgrounds/cultures/differences', and 'Has differentiated learning opportunities and activities that meet her/his needs'. The Team observed a wide variety of backgrounds, cultures, and differences in students and interviews confirmed the positive acceptance of differences, but the Team did not observe teachers using this opportunity to educate and unite students.

The Learning Environment averages evidence the fact that school leaders and teachers are working to provide a teaching environment that is supportive, active, and well-managed for students. There is a culture of mutual respect among teachers, leaders, students and parents. Students are actively engaged in assigned work but the work is primarily focused on Depth of Knowledge levels one and two. There was little evidence that students are being asked to think critically or are challenged to engage in collaborative problem solving. Technology is a strength as far as infrastructure, and equipment, but the Team saw little evidence of student use in their daily classroom activities. Teachers are encouraged to develop strategies to use technology to challenge and expand critical thinking processes of students. The Team also recommends that the school use the diversity of student backgrounds, cultures, and differences to unite and educate students.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.34	Has differentiated learning opportunities and activities that meet her/his needs	17.65%	30.59%	20.00%	31.76%
2.	3.32	Has equal access to classroom discussions, activities, resources, technology, and support	40.00%	52.94%	5.88%	1.18%
3.	2.98	Knows that rules and consequences are fair, clear, and consistently applied	22.35%	57.65%	15.29%	4.71%
4.	1.64	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	2.35%	17.65%	21.18%	58.82%
Overall rating on a 4 point scale: 2.57						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.00	Knows and strives to meet the high expectations established by the teacher	23.53%	57.65%	14.12%	4.71%
2.	3.18	Is tasked with activities and learning that are challenging but attainable	34.12%	52.94%	9.41%	3.53%
3.	2.19	Is provided exemplars of high quality work	15.29%	27.06%	18.82%	38.82%
4.	3.12	Is engaged in rigorous coursework, discussions, and/or tasks	30.59%	52.94%	14.12%	2.35%
5.	2.87	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	30.59%	37.65%	20.00%	11.76%
Overall rating on a 4 point scale: 2.87						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.20	Demonstrates or expresses that learning experiences are positive	25.88%	68.24%	5.88%	0.00%
2.	3.27	Demonstrates positive attitude about the classroom and learning	35.29%	56.47%	8.24%	0.00%
3.	3.19	Takes risks in learning (without fear of negative feedback)	32.94%	55.29%	9.41%	2.35%
4.	3.31	Is provided support and assistance to understand content and accomplish tasks	36.47%	57.65%	5.88%	0.00%
5.	2.32	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	15.29%	32.94%	20.00%	31.76%
Overall rating on a 4 point scale: 3.06						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.01	Has several opportunities to engage in discussions with teacher and other students	29.41%	47.06%	18.82%	4.71%
2.	2.93	Makes connections from content to real-life experiences	37.65%	35.29%	9.41%	17.65%
3.	3.19	Is actively engaged in the learning activities	31.76%	55.29%	12.94%	0.00%
Overall rating on a 4 point scale: 3.04						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.94	Is asked and/or quizzed about individual progress/learning	30.59%	44.71%	12.94%	11.76%
2.	2.92	Responds to teacher feedback to improve understanding	16.47%	65.88%	10.59%	7.06%
3.	3.11	Demonstrates or verbalizes understanding of the lesson/content	29.41%	57.65%	7.06%	5.88%
4.	2.24	Understands how her/his work is assessed	15.29%	31.76%	14.12%	38.82%
5.	2.39	Has opportunities to revise/improve work based on feedback	15.29%	38.82%	15.29%	30.59%
Overall rating on a 4 point scale: 2.72						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.36	Speaks and interacts respectfully with teacher(s) and peers	42.35%	51.76%	5.88%	0.00%
2.	3.14	Follows classroom rules and works well with others	34.12%	50.59%	10.59%	4.71%
3.	2.95	Transitions smoothly and efficiently to activities	31.76%	47.06%	5.88%	15.29%
4.	2.41	Collaborates with other students during student-centered activities	24.71%	29.41%	8.24%	37.65%
5.	3.19	Knows classroom routines, behavioral expectations and consequences	35.29%	50.59%	11.76%	2.35%
Overall rating on a 4 point scale: 3.01						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.62	Uses digital tools/technology to gather, evaluate, and/or use information for learning	15.29%	5.88%	4.71%	74.12%
2.	1.44	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	11.76%	1.18%	5.88%	81.18%
3.	1.25	Uses digital tools/technology to communicate and work collaboratively for learning	7.06%	1.18%	1.18%	90.59%
Overall rating on a 4 point scale: 1.44						

Findings

Improvement Priority

Continue the process of implementing Professional Learning Communities (PLC). PLCs should focus on monitoring curriculum, instruction and assessments to improve student learning. Additionally implement an assessment system that is consistent within PLCs. Curriculum, instruction, and assessments need to be monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

(Indicator 3.2, Indicator 3.5)

Primary Indicator

Indicator 3.5

Evidence and Rationale

All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occurs across grade levels and content areas. Staff members are being trained to implement a formal process through the Canyons district to promote discussion about student learning. They are learning to use curriculum maps and pacing strategies to help ensure equitable and challenging learning experiences for all students.

Use of data from multiple assessments of student learning, examining professional practice, and monitoring and adjusting curriculum, instruction, and assessments will ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction. Use of a systematic, collaborative process will also ensure alignment of curriculum, instruction, and assessments. This continuous improvement process of teacher collaboration through data will ensure that vertical and horizontal alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.

Improvement Priority

Create 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.

(Indicator 3.9)

Primary Indicator

Indicator 3.9

Evidence and Rationale

School personnel can have long term interactions with individual students by developing a formal structure that will enable at least one adult advocate to build strong relationships over time. The Team recommend that current student programs such as Link Crew, AVID, Latinos In Action, Student Government, Advanced Placement, Concurrent Enrollment, and extra-curricular activities be evaluated for student/teacher relationships to obtain insight towards developing an appropriate formal structure to meet student needs.

The need for a student advocacy protocol was reflected in the Self Assessment as well as student interviews. Jordan High School tried an advisory period a few years ago but it was not well received by the faculty or community. With an effective formal structure in place, school personnel will gain significant insight into student needs, learning, thinking, and life skills.

Improvement Priority

Provide professional and support staff training in the evaluation, interpretation, and use of data. Professional and support staff continuously need to 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. The school needs to establish and maintain a clearly defined and comprehensive student assessment system.

(Indicator 5.1, Indicator 5.2, Indicator 5.3)

Primary Indicator

Indicator 5.3

Evidence and Rationale

Staff members need formal and explicit training on the collection, analysis and use of data. Learning to utilize data from multiple assessments of student learning will help teachers examine professional practice as well as monitor and adjust curriculum, instruction, and assessments. Using data collaboratively will also ensure vertical and horizontal alignment with the school's goals for achievement and instruction.

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.	2.29	2.73
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	2.71	2.96
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.86	2.56

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.	3.43	2.96
2.2	The governing body operates responsibly and functions effectively.	3.14	2.91
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	3.15
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	3.29	3.09
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2.71	2.79
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	3.43	2.74

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	3.86	3.35
Stakeholder Feedback Results and Analysis	3.00	3.04

Findings

Powerful Practice

The implementation of the CTESS (Canyon Teacher Evaluation System) evaluation tool by administrators has resulted in improved professional practice and student success. Strengths of the evaluation process include observations by instructional coaches and mentors and a focus on collecting data student performance data. This evaluation tool has helped the school build their leadership team and has strengthened their commitment to the implementation of collaborative Professional Learning Communities.

(Indicator 2.1, Indicator 2.6)

Primary Indicator

Indicator 2.6

Evidence and Rationale

The strength of the evaluation process is reflected in the school's Self Assessment, interviews, observations, accreditation report, professional development offerings and plans, governing body policy on supervision and evaluation, and a common vision from the district with a focus on college, careers, and citizenship. Jordan High follows Canyon School District's vision of commitment to equality and fairness through a focus on the constitutional rights of all individuals, effective communication to all stakeholders, and implementation of Canyon School District's teacher evaluation tool. The governing body establishes policies and supports practices that ensure effective administration of the school. The leadership and staff supervision and evaluation processes result in improved professional practice and student success.

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.	3.29	2.95
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	3.00	2.96
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.29	3.11
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	2.86	2.78
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	3.14	2.52

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.	2.86	2.81
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	3.14	2.75

Findings

Powerful Practice

School leaders actively seek information and data from all stakeholders to determine the allocation of all resources within Jordan High School's control. Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and educational program. The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

(Indicator 4.1, Indicator 4.3)

Primary Indicator

Indicator 4.3

Evidence and Rationale

Canyon School District has clearly defined policies, processes, and procedures to ensure that school leaders have the ability to hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.

The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. The district is supportive of Jordan High School's goals of creating a technology infrastructure that supports the school's teaching, learning, and operational needs. Jordan High School considers itself one of the most updated and progressive schools in the state.

Conclusion

Jordan High School is located in Sandy, Utah a community south of Salt Lake City in the heart of Canyons School District. Although Jordan High is located in Sandy, the school population of 2150 (grades 9-12) includes over 500 students on special permits from the Salt Lake Valley. Today, Jordan's student body is a mixture of urban, suburban, and rural lifestyles and varied socioeconomic levels. JHS reports their demographics as 29% minorities, 35% low socio-economic, and a 28% mobility rate. The school currently has over 100 students who are classified as homeless, and employs a part time assistant to help address these student's unique needs.

Because of its growing diversity, Jordan High School's challenges include a significant achievement gap between ethnic minority population and white population, and a larger gap between the low socioeconomic students. Attendance and mobility are also significant challenges. According to recent PACE data, chronic absenteeism doubled from 7% to 14% from 2014 to 2015. Data suggests that poor attendance is having a significant negative impact on school performance.

Change in demographics increases the importance of focusing on preparing all students for the next step, whether it is college or career. The culture of JHS is one of acceptance, safety, and support. Students feel safe both academically and physically and are supported in their learning through a variety of intervention programs and support systems that school leaders have put in place. They have started several programs to support their population including, Advancement Via Individual Determination (AVID), Latinos in Action, Positive Behavioral Interventions and Supports (PBIS), Link Crew, Math lab, and an after school tutoring program. The AVID program helps traditionally underrepresented students have access to college through an organized system of supports. Of the 134 students involved in grades 9-12, 100% of these students completed a college application last year. Other programs include, Latinos in Action, which supports elementary feeder programs, and Utah College Application Week where 84% of JHS's seniors completed and submitted a college application last year. JHS calls one of their programs, "HEART" which stands for Honesty, Effort, Accountability, Respect, and Tolerance. HEART awards are given at school, by sending HEART postcards home, and by reminding students what it means to have HEART at Jordan High. Another program that was instituted as a result of 9th grade being added to JHS is the freshmen mentoring program called Link Crew, which gives junior and senior students a leadership role in mentoring freshman students. Every freshman student is assigned a mentor to help students navigate the nuances of high school life. JHS offers a free afterschool tutoring program two days a week in the library, which focuses on math and science. A Math lab has also been integrated in the schedule to help struggling math students.

While JHS's demographics have changed over the past years, ethnic minority population increasing 4% and low socioeconomic increasing 1% the overall proficiency remained constant or increased in all three tested categories with a significant improvement of 12% in math. Since administering the ACT to all students in 2012, JHS has improved both in overall test average score as well as in the percent of students meeting all four ACT benchmark areas. Even with these results, JHS remains below the state averages in all tested areas, with the most significant deficiency in math.

When Canyons School District was formed in 2009 they developed a district-wide mission statement "All students will be College, Career, and Citizenship Ready" and Jordan High's focus is on Preparing for Post-High School Success. The school has identified focus areas for their school improvement efforts. They have a qualified staff, 50% with masters' degrees, 5 full time counselors and 1 intern counselor, a full time school psychologist, CTE coordinator, four full time administrators, with one full time intern, and an effective support staff. They have the technology infrastructure and have instituted a weekly planning time for implementing Professional Learning Communities (PLC). This PLC process gives staff members two uninterrupted hours a week to work collaboratively and focus on student success.

The External Review Team enjoyed visiting with the stakeholders, school leadership team, faculty, staff, and students. The Team found the environment at the school to be one of acceptance, support, and safety for students of all backgrounds and cultures. The staff is caring, and willing to improve. The school was thorough with their internal review and preparations for the External Review. By addressing the Improvement Priorities identified through the External Review process the school will improve curriculum, instruction, and assessment, focus on improving student learning and achievement. Strategic instruction should increase student abilities to think critically and to collaboratively solve complex problems. Teachers need to implement the school's instructional process in support of student learning. Integrating continuous improvement through the PLC process will help ensure student learning and achievement.

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:

- Continue the process of implementing Professional Learning Communities (PLC). PLCs should focus on monitoring curriculum, instruction and assessments to improve student learning. Additionally implement an assessment system that is consistent within PLCs. Curriculum, instruction, and assessments need to be monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.
- Create 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.
- Provide professional and support staff training in the evaluation, interpretation, and use of data. Professional and support staff continuously need to 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. The school needs to establish and maintain a clearly defined and comprehensive student assessment system.

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	271.06	278.34
Teaching and Learning Impact	244.90	268.94
Leadership Capacity	297.40	292.64
Resource Utilization	308.16	283.23

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
Ms. Jeanne Andersen	<p>Currently working as Assistant Principal at Adele C. Young Intermediate. Worked 30 years in education; in the secondary schools, Administration 6-12 experience, CTE coordinator, taught Business Ed and Marketing Ed. Certified in Administration, Business and Marketing Education, and Level One Reading Endorsement. EdS Degree in Curriculum and Development with Literacy Emphasis at USU, Masters in Leadership and Policy from U of U, Bachelors degree in Marketing Education. Current Comprehensive Career Guidance Certification.</p>
Mrs. Dottie H Alo	<p>I am currently an assistant principal at Cyprus High School over curriculum and instruction and the master schedule. I developed the Newcomer Academy program for refugees, worked as an assistant for Granite Park Junior High School, and the Coordinator for one of the satellite locations for Granite Peaks Adult Education. I was also an assessment and accountability coordinator for Utah State Office of Education for a couple of years before returning to granite district.</p> <p>I have extensive experience working with the community, writing grants, and developing programs serving at-risk students and their families. I have been a Utah resident since the 1960s and have enjoyed raising 5 children in this beautiful state.</p>
Melody Apezteguia	<p>Melody has been a professional educator for 22 years. She has a bachelors in Mathematics Teaching and a masters of education in Curriculum and Instruction with an emphasis in mathematics. She has taught in three states, each providing unique experiences.</p> <p>Melody has worked as a mentor teacher for over 13 years assisting teachers with content understanding, best teaching practices, and classroom management. She has worked as a professional development teacher instructing at the district and school level. Melody is currently the PLC Coordinator for American Fork High School, providing professional development, support, and leadership training for each of their 22 team leaders. She has worked as a team member for two accreditation reviews and as a team lead for a review under the AdvancEd system.</p>
Mrs. Janice Comer-Miller	<p>As an instructor for the Alpine School District and TAA (Teacher on Administrative Assignment) for 34 years, Janice was responsible for overseeing the CTE Department at American Fork High School as well as serving as the AFHS CTE Coordinator for the district. She served as the district Business Specialist in coordinating professional development, overseeing PLC teams, forming and overseeing advisory committees, and mentoring new business teachers to the district. Janice developed and oversaw the mentoring of provisional teachers in a comprehensive program which included professional development, observations and feedback, and portfolio development. She has served as the team lead for the accreditation team for American Fork High School for the past four accreditation reviews.</p>

Member	Brief Biography
Mr. Stephen Jolley	<p>Stephen Jolley was the founding/current Principal of Itineris Early College High School (2003-20016) a charter school located in West Jordan, UT. Stephen has been a high school administrator for twenty years; prior to that taught high school English for fifteen years. He has been a district teacher specialist, a state activity chair, adjunct English/Education faculty for Salt Lake Community College, USOE Accreditation Team member, and USOE Curriculum Standards Writing Team. Stephen participated in a one year Fullbright Teacher Exchange program; teaching in a comprehensive school in the United Kingdom. Stephen received his BFA in English from Utah State University and his MEd in Educational Leadership from Brigham Young University. Stephen owned and operated his own business for two years and worked in the private business sector for an additional three years.</p>
Ms. Rachel Peterson	<p>Rachel Peterson is currently a mathematics teacher at Granger High School, her alma mater, in Granite School District. She holds a Master of Arts in Secondary Education, and a Bachelor of Arts from the University of Utah in Sociology. Before teaching, she spent many years in the business world, working mostly in operations management and human resources. She serves on the accreditation team for her school, and is new to serving on an external team.</p>
Mr. Bryan Veazie	<p>Upon graduation from Weber State University with a Bachelors Degree in Lifestyle Management, I went to work as an Executive Director in the Assisted Living industry. I ran both large and small facilities for silent investors in Utah, Arizona, and Nevada. During the 7-8 years I worked in Assisted Living, I coached high school football as a para-professional. Having participated in athletics for 16 years, I had developed a passion for teaching and coaching. I loved working with young people and decided to make it my career. I left the Assisted Living industry, went back to school to get my Masters Degree in Education, and started teaching and coaching. I spent 8 years in the classroom as a CE/CTE teacher providing instruction in Sports Medicine/Exercise Science and Emergency Medical Response. During that time I served as an assistant coach and head coach in basketball and football. I decided that I wanted an opportunity to expand my sphere of influence in education and to position myself where I could be of service to even more students and teachers. I completed my endorsement in Administration and Supervision and was hired by the Jordan School District. I spent my first three years as an assistant principal at Copper Hills High and was recently transferred to Bingham High for the 2015-16 school year.</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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