

Report of the External Review Team for Preston School District #201

105 East 2nd South Street
Preston
ID 83263
US

**Mr. Marc C Gee
Superintendent**

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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

The five-person AdvancED External Review Team (Team) assigned to Preston School District #201 (PSD), a system of 4 schools serving grades K-12, arrived at the system office in Preston, Idaho on Sunday late afternoon, April 9, 2017. The Team completed the visit by presenting an oral/exit report to system and school leadership mid-afternoon Wednesday, April 12, 2017. This was the second Idaho school system to pursue systems accreditation. The External Review Team consisted of five professionals including three from Idaho, one from Wyoming, and one from Nevada. The Team was a very experienced team with over 150 years of collective educational experience and rich and varied expertise.

A few days prior to the External Review, team members had access to the Accreditation Reports prepared by the system and each of the schools. Many pieces of evidence were provided through Google Docs giving the Team sufficient amounts of evidence to review in preparation for the External Review. Unfortunately, the Team did not have access to the documents earlier in the off-site preparation process. The system conducted an Internal Review as a part of the accreditation protocol process resulting in the documents and evidence prepared and shared with the Team. Individual telephonic meetings were held to orient team members to the system and confirm logistics of the External Review.

There were numerous emails and calls and a face-to-face meeting with the superintendent in preparation for the External Review. The schedule was coordinated by the superintendent and Lead Evaluator. Additional district staff assisted with preparations for the External Review by collecting and organizing evidence for Google Docs. Evidence was posted according to the AdvancED Standards and Indicators. The superintendent's office helped with the logistics related to travel and housing of the Team at a Holiday Inn Express hotel located in the northern part of Logan, UT. The Team had its initial meeting and subsequent on site team meetings in a conference room in the system office building. Support materials and quality technology were provided in the workroom and the hotel conference room provided an excellent work space for evening team meetings.

Team work sessions were supported by spontaneous discussions, probing questions and answers generated by team members across standards, domains, themes, and trends. These led to an even deeper understanding and reporting of trends and issues facing the system. During Team discussions special attention was paid to correlations between Domain scores, AdvancED Network (AEN) ratings, eleot™ scores and the perceptions of the Team.

On Sunday afternoon team members engaged in discussion to share the knowledge gained from a review of artifacts and evidences as well as the system's Accreditation Report. In addition, the Team reviewed the scheduled activities for Monday, April 10, 2017 and set the context for their work. The Team enjoyed a wonderful dinner and discussion with system leadership hosted at Franklin High School, the system's alternative school. The gathering enabled the team members and system leaders to learn about each other's professional experiences and allowed the Team to engage in discussion regarding the challenges of the system. The superintendent provided a brief overview of the Preston School District and the community where it is located.

On Monday, April 10, 2017 the Team participated in a variety of activities to gain the system's perspectives. These activities included an overview from the system's second year superintendent with a focus on why Preston School District embarked on using the AdvancED school improvement process. He spoke of focus on K-12 alignment, common goals and language among all schools, monitoring student performance, eliminating silo curriculum and finding balance between autonomy and efficiency. The system has 2503 students in four schools, a Pre-K -2 school, 3-5 school, 6-8 school, and a 9-12 school. The system employs 8 administrators, 134 teachers, 171 classified for a total of 313, and has a five member school board. The system also has a number of improvement projects underway shared by the superintendent during his overview of the current status of school system.

Additional interviews were held by the Team later in the afternoon with parents and central office staff. The groups represented the demographics of the system and allowed the Team to explore the unique circumstances in each of the buildings. Students and teachers were interviewed during school visits on Monday afternoon at the high school and on Tuesday April 11, 2017. To facilitate SAT and state testing scheduled at the high school on Tuesday morning, two team members completed classroom observations on Monday afternoon and remaining team members observed on Tuesday afternoon.

During the system review at PSD, team members interviewed 131 stakeholders; including staff, parents, students, and school board. The team members felt welcome during the visit and found staff members of the district to be forthcoming during interviews and in informal conversations. All four schools were visited and four of the five team members visited all four schools. Sixty-four classroom observations were conducted using the Effective Learning Environment Observation Tool™ (eleot™).

The Team reconvened in the evenings; meeting in the conference room at the hotel in Logan, UT where dinner was provided by PSD from local restaurants. Monday evening the Team held a debriefing and planning session. On Tuesday evening school review experiences were shared among the Team and findings of the day were discussed. The Team reviewed the scores resulting from the 64 classroom observations, deliberated over each of the Indicator scores and began reaching consensus with respect to Powerful Practices, Improvement Priorities and Opportunities for Improvement.

The External Review Team thanks the district and all staff members who prepared for the External Review. The Team had access to all needed materials, information, and personnel. The Team found the participation of all stakeholders to be thoughtful, committed, supportive, and honest. The accommodations and workspace for the Team at the office were comfortable and provided easy access to the system's schools. The drive to Logan allowed the Team to enjoy the beauty of the spring green and the snow covered surrounding mountains. The superintendent was always available to respond along with key staff members to questions and logistic needs throughout the External Review. An excellent array of refreshments including lunch and dinner items was provided for the Team's enjoyment.

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	5
Administrators	7
Instructional Staff	62
Support Staff	5
Students	43
Parents/Community/Business Leaders	8
Total	131

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

Indicator	Description	Review Team Score	AdvancED Network Average
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	2.40	2.69
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	2.80	2.49
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2.80	2.59
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	3.00	2.71
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	2.00	2.58
3.6	Teachers implement the system's instructional process in support of student learning.	2.20	2.48
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	2.00	2.60

Indicator	Description	Review Team Score	AdvancED Network Average
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	2.80	2.97
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	2.00	2.50
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2.00	2.47
3.11	All staff members participate in a continuous program of professional learning.	2.00	2.65
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	2.20	2.64

Standard 5 - Using Results for Continuous Improvement

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

Indicator	Description	Review Team Score	AdvancED Network Average
5.1	The system 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 that support learning.	2.00	2.49
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	1.40	2.15
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	2.00	2.50
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	2.40	2.75

Student Performance Diagnostic

The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of

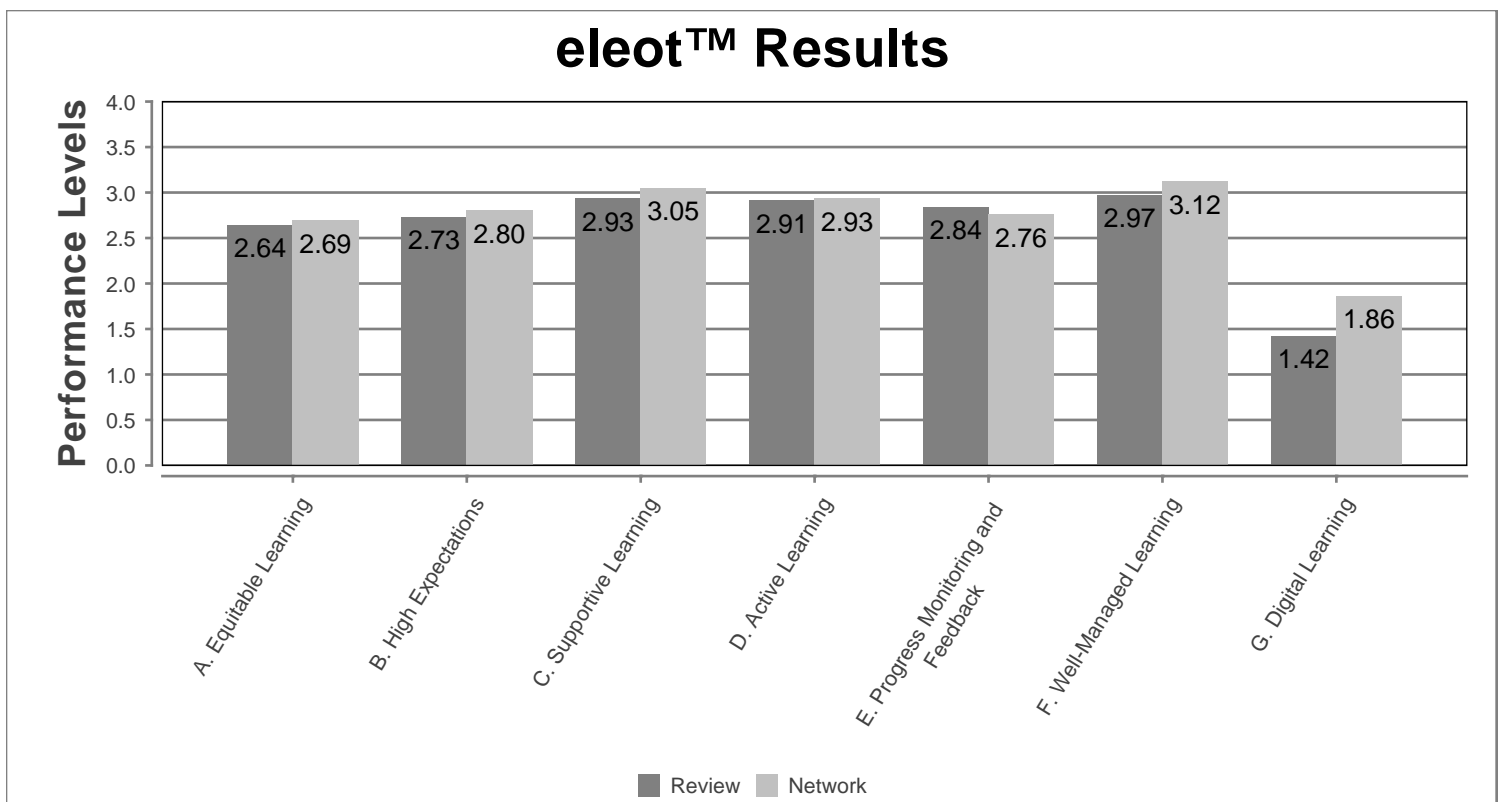
learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	3.20	3.33
Test Administration	3.80	3.52
Equity of Learning	3.00	2.54
Quality of Learning	2.00	2.96

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 Team conducted 64 observations in the four schools which equates to over 21 hours of instruction. The ratings for Preston School District #201 were lower than the Average Network Average (AEN) except in one domain, but consistent with the AEN average in six of the seven domains with Digital Learning Environment receiving the lowest score.

The highest scoring learning environments were Well- Managed Learning Environment at 2.97 (AEN 3.12), Supportive Learning Environment at 2.93 (AEN 3.05), Active Learning Environment at 2.91 (AEN 2.93), followed by Progress Monitoring and Feedback at 2.84 (AEN 2.76), High Expectations Learning Environment at 2.73 (AEN 2.80). Remaining domains were Equitable Learning Environment at 2.64 (AEN 2.69), and the lowest learning environment for PSD was Digital Learning with a score of 1.42 (AEN 1.86). The lower than average Digital Learning Environment score was determined by the Team observing very little student use of digital tools in the 64 observations.

Well-Managed Environment - Generally small class sizes and small schools translate to a well-managed environment. Teachers and administrators led with respect and positive reinforcement. Students were not observed in hallways during class time and when expected to be engaged and learning were very well behaved throughout the schools. Parents spoke of a supportive environment and accessible leadership within the district.

Supportive Learning Environment - Students demonstrated positive attitudes about the classroom procedures and their responsibilities for learning. One on one support and assistance were given to students as they asked questions. Many good student reminders were used. Students were seldom observed in small groups assisting each other, involved in pair-sharing or using manipulatives.

Active Learning Environment - Students were generally engaged in their assigned work in every classroom observed: however the work was usually at the fact and application level. Few complex learning tasks or inquiry activities were observed. The Team found few students being passive or inattentive. There were some opportunities for student interaction and team work as modeled in the classes where experiential learning was present. Where students were expected to listen to lecture or complete worksheets, students were not as active and seemed compliantly engaged.

Progress Monitoring and Feedback - Students were generally engaged and working on their assignments. The Team found little evidence of assessment results being used to drive instruction content.

High Expectations - Learning targets were seldom posted. Tasks were often repetitive and appeared to involve little complex thinking. In two observations the instructors indicated that they would not be doing anything during the hour. Students were visiting and playing games. In many classrooms there were multiple opportunities for engaging students and for teachers to respond by answering questions. Through interviews with parents and students the Team learned of concern regarding math progress in the secondary grades. Students and parents both stated extra tutoring was often needed to master the math concepts. A few comments included a need to consider attending another school for academics. Reports included too much focus on athletics and not enough focus on academics.

Equitable Learning Environment - Little differentiation of instruction was observed through the use of individualized work and group tasks in hands on classes. Student interviews revealed that students considered their teachers very approachable concerning extra help and support with difficult tasks. The technology and equipment provided by the school for student use was accessible, but reported to be often old and inadequate.

Digital Learning Environment - The External Review Team found little technology used by students throughout the system. Students that were observed using digital technology were experienced and knowledgeable as they approached digital assignments including research and creating original works.

The scores in the learning environments were consistent with the AdvancED Network scores by averaging only.11 below the AEN. The findings supported the final Team discussions related to Indicator performance, especially with regard to Standard 2 - Governance and Leadership, Standard 3 - Teaching and Assessing for Learning, and Standard 5 - Using Results for Continuous Improvement. The dynamic realizations that the Team learned about in numerous interviews and discussions is the dramatic decrease in assessment scores at the high school grades. Through increased and focused professional development for both administrators and teachers, teaching practices can be introduced and demonstrated for addressing Standards 3, 5 and eleot™ results.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.36	Has differentiated learning opportunities and activities that meet her/his needs	17.19%	31.25%	21.88%	29.69%
2.	3.28	Has equal access to classroom discussions, activities, resources, technology, and support	32.81%	62.50%	4.69%	0.00%
3.	3.17	Knows that rules and consequences are fair, clear, and consistently applied	31.25%	54.69%	14.06%	0.00%
4.	1.75	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	6.25%	18.75%	18.75%	56.25%
Overall rating on a 4 point scale: 2.64						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.89	Knows and strives to meet the high expectations established by the teacher	18.75%	53.13%	26.56%	1.56%
2.	2.91	Is tasked with activities and learning that are challenging but attainable	20.31%	56.25%	17.19%	6.25%
3.	2.38	Is provided exemplars of high quality work	14.06%	40.63%	14.06%	31.25%
4.	2.75	Is engaged in rigorous coursework, discussions, and/or tasks	23.44%	39.06%	26.56%	10.94%
5.	2.72	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	26.56%	37.50%	17.19%	18.75%
Overall rating on a 4 point scale: 2.73						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.06	Demonstrates or expresses that learning experiences are positive	26.56%	54.69%	17.19%	1.56%
2.	3.19	Demonstrates positive attitude about the classroom and learning	29.69%	59.38%	10.94%	0.00%
3.	2.73	Takes risks in learning (without fear of negative feedback)	23.44%	46.88%	9.38%	20.31%
4.	3.19	Is provided support and assistance to understand content and accomplish tasks	37.50%	45.31%	15.63%	1.56%
5.	2.47	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	23.44%	29.69%	17.19%	29.69%
Overall rating on a 4 point scale: 2.93						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.02	Has several opportunities to engage in discussions with teacher and other students	35.94%	34.38%	25.00%	4.69%
2.	2.53	Makes connections from content to real-life experiences	18.75%	32.81%	31.25%	17.19%
3.	3.17	Is actively engaged in the learning activities	34.38%	48.44%	17.19%	0.00%
Overall rating on a 4 point scale: 2.91						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.92	Is asked and/or quizzed about individual progress/learning	28.13%	40.63%	26.56%	4.69%
2.	2.95	Responds to teacher feedback to improve understanding	25.00%	46.88%	26.56%	1.56%
3.	2.98	Demonstrates or verbalizes understanding of the lesson/content	25.00%	51.56%	20.31%	3.13%
4.	2.61	Understands how her/his work is assessed	18.75%	43.75%	17.19%	20.31%
5.	2.73	Has opportunities to revise/improve work based on feedback	18.75%	48.44%	20.31%	12.50%
Overall rating on a 4 point scale: 2.84						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.30	Speaks and interacts respectfully with teacher(s) and peers	43.75%	43.75%	10.94%	1.56%
2.	3.22	Follows classroom rules and works well with others	40.63%	42.19%	15.63%	1.56%
3.	2.50	Transitions smoothly and efficiently to activities	18.75%	42.19%	9.38%	29.69%
4.	2.48	Collaborates with other students during student-centered activities	28.13%	26.56%	10.94%	34.38%
5.	3.34	Knows classroom routines, behavioral expectations and consequences	42.19%	50.00%	7.81%	0.00%
Overall rating on a 4 point scale: 2.97						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.47	Uses digital tools/technology to gather, evaluate, and/or use information for learning	9.38%	6.25%	6.25%	78.13%
2.	1.36	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	7.81%	3.13%	6.25%	82.81%
3.	1.44	Uses digital tools/technology to communicate and work collaboratively for learning	4.69%	10.94%	7.81%	76.56%
Overall rating on a 4 point scale: 1.42						

Findings

Improvement Priority

Design, implement and monitor a district assessment plan that comprehensively and systematically addresses the use of data to drive instruction.

(Indicator 5.1, Indicator 5.2, SF2. Stakeholder Feedback Results and Analysis, SP1. Assessment Quality , SP2. Test Administration)

Primary Indicator

Indicator 5.1

Evidence and Rationale

Interviews, artifacts and evidence clearly identified the need for a comprehensive assessment plan. The Team observed pockets of teachers effectively acquiring, disaggregating and using student data to make instructional decisions, however this practice did not appear to be building or system wide. There is little evidence that locally developed or standardized assessments are being used to inform instruction or measure student progress. Individual schools have identified key indicators and assessments which lead to disconnect when a student moves from one level to another. For example, several teachers indicated that student assessment data did not follow students as they moved from building to building. During the administrative interviews principals voiced a desire to design a comprehensive assessment system that would inform and guide both curriculum and instruction for the system.

A comprehensive assessment system guides continuous improvement and provides a focus on student learning and success.

Improvement Priority

Develop and implement a professional development plan for instructional staff including the use and interpretation of data for ongoing improvement of instruction and to inform student learning.

(Indicator 3.5, Indicator 3.11, Indicator 5.3, SP4. Equity of Learning)

Primary Indicator

Indicator 3.11

Evidence and Rationale

The External Review Team learned through discussion with the superintendent as well as interviews with the administrative and teaching staff that there is no formal and systematic professional development plan in the district. Through artifacts and interviews the External Review Team learned that professional development is offered in the district, however; it is not systematically focused on student data and achievement. It did not appear to the Team that professional development is focused on vertical alignment of best practices that would increase student achievement.

Interviews and observations highlighted a critical need for professional development for school administrators in instructional leadership techniques that would assist them in leading building instructional staff and supporting teachers in continuous improvement of instructional strategies.

Administrators and teachers identified the need to create common vocabulary and best practices to be used to increase student achievement at all levels. Parents voiced a concern about the difference in instruction between the various levels and the critical need to use instructional strategies that ensured their student learned the content and skills necessary for graduation.

Effective professional development for principals and instructional staff provides a systemic foundation for improving teaching and learning.

Opportunity For Improvement

Design and implement a rigorous district wide curriculum that is based on shared values and beliefs, and provides an equitable and challenging learning experience for all students.

(Indicator 3.1, Indicator 3.2)

Primary Indicator

Indicator 3.1

Evidence and Rationale

The Team learned through staff interviews and review of evidence provided that the curriculum of the Preston School District appears to be, in fact, the Idaho State Standards along with the particular textbooks used in various classes. While there was evidence that teachers utilize the Standards in developing lesson plans, this is not adequate for the provision of a comprehensive learning foundation for all students. There was little evidence of the use of curriculum maps and there is no unifying district structure to guide what is taught and why. The Team recognizes the challenges of developing curriculum that integrates the three different organizational grade level structures that are in the system's schools. There is no process in place for communication among leaders and staff for the Preston School District to develop a curriculum that reflects its commitment to shared values and beliefs about teaching and learning. The Team did not find consistent

commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills.

A school district with a well-designed and dynamic curriculum provides an instructional foundation in which it is much more likely that all students are challenged, and are provided equitable learning experiences. A strong curriculum sets goals and timelines, a process for assessment of results, and has sufficient opportunities for students to meet their learning goals.

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

Indicator	Description	Review Team Score	AdvancED Network Average
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	2.20	2.68
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	2.20	2.68
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	2.80	2.90
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.00	2.65

Standard 2 - Governance and Leadership

The system operates under governance and leadership that promote and support student performance and system 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 system and its schools.	3.00	2.97
2.2	The governing body operates responsibly and functions effectively.	3.60	2.96
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	3.20	3.17
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	3.00	3.03
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	2.80	2.74

Indicator	Description	Review Team Score	AdvancED Network Average
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	3.00	2.70

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	3.42
Stakeholder Feedback Results and Analysis	3.00	3.03

Findings

Improvement Priority

Develop and implement a district strategic improvement plan and program evaluation process that is used to measure the effectiveness of the district and schools.

(Indicator 1.4, Indicator 3.12, Indicator 5.4, SP3. Quality of Learning)

Primary Indicator

Indicator 1.4

Evidence and Rationale

During interviews with the superintendent, principals, and Board members the External Review Team learned that there is not a comprehensive, cohesive strategic plan for the district and schools. There were several points outlined in a Preston School District Strategic Plan Framework, but it was indicated that the system improvement team was waiting for the results of the External Review to help guide the revision/implementation process. While there were several topics discussed that needed to be in the plan, there was not a guiding document providing direction (i.e., specific goals, implementation steps, and expected outcomes) for all administrators.

Focused efforts to maximize resources for improvement (i.e., time, energy, finances) and to provide guidance throughout the process will yield focused direction and anticipated outcomes for the schools and the system. While strategic plan development is critical, the process by which the plan is evaluated and revised is just as important. Strategic plans are living documents that require constant review and revision based on current data and progress.

Opportunity For Improvement

Develop and implement a formal process to revise and communicate system-wide purpose for student success and system effectiveness.

(Indicator 1.1, Indicator 1.2)

Primary Indicator

Indicator 1.1

Evidence and Rationale

The External Review Team learned during the opening presentation by the superintendent that the Preston School District does not have a well-defined vision, mission, and purpose statement that serves as a guide for decision making processes. While the principals agreed that there is an underlying philosophy of focusing on doing what is best for students, there has been no formal process for reviewing and updating the district's purpose statements and developing an action plan for implementation of a process. During interviews with individual school leadership teams, it was repeatedly noted that there was not a known, formal, system-wide purpose statement to help guide their decisions.

A clear, concise purpose will guide instructional leaders to make decisions that will improve effectiveness of instruction. Communicating this purpose to all stakeholders will create a shared vision for expected outcomes.

Powerful Practice

The governing body collectively understands and functions within governance and judicial roles providing a structure to support staff and student success.

(Indicator 2.2)

Primary Indicator

Indicator 2.2

Evidence and Rationale

The External Review Team was able to interview all five members of the Preston School Board. There was a clear commitment to collective accountability for following board policies and procedures. New and experienced board members have a shared belief in the importance of ethical decision making. Members cited various examples of how they maintain their role as a member of the governing board. The board clearly respects the chain of command and has protocol for handling patron concerns. The Team learned from one board member that the protocol is posted on the refrigerator at home. Board members emphasized that one of

their roles is to encourage both students and staff, for example, a board member usually attends the graduations held at the Alternative School every three weeks as students complete their program. A governing board that operates responsibly and functions effectively creates a foundation and culture that fosters trust and support for continuous improvement.

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

Indicator	Description	Review Team Score	AdvancED Network Average
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	3.40	2.87
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	3.00	2.87
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.00	3.06
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	2.00	2.76

Indicator	Description	Review Team Score	AdvancED Network Average
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	2.60	2.73
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	2.80	2.72
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	2.20	2.58
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	2.20	2.60

Findings

Powerful Practice

The staff is seen by the community as one of the strengths of the Preston School District.
(Indicator 4.1)

Primary Indicator

Indicator 4.1

Evidence and Rationale

The External Review Team learned through interviews with parents that the Preston School District staff is noted as one of the strengths of the district. Parents are pleased that their students attend the school in the district. Parents report that the administrators in the schools are accessible with open door “policies” and help resolve issues. The Team found a number of teachers who provide student centered instruction and are dedicated to improving their methodologies. The system supports improving communication with teachers and providing opportunities for teacher involvement. The Team learned that there are ample opportunities for parents to communicate with staff via email, text, and face to face at schools and in the community. Open communication with school staff provides the basis for trust and support among the community for its schools.

Conclusion

The Preston School District #201 is to be highly commended for embarking on systems accreditation for the purpose of utilizing the results to support its focus on the improvement needs in the system. The new superintendent and the school board have determined a need to engage in a systems thinking improvement process to support increasing student achievement. Effort to engage staff has been generally well-received and the community is interested in an increase of academic results.

The focus for the system has centered on creating an environment for all stakeholders to support students learning at their greatest potential and opportunities for post-secondary education and careers. The system has identified a college and career planning approach that is underway with support provided through an additional staff position in the high school, development of a school literacy program implemented at the elementary level, and increasing communication among leadership and staff. A strategic focus titled Preston School District Strategic Plan Framework has been introduced but recognized to be only a starting point which outlines engagement strategies for content and future focus of PSD. The framework with its five system-wide improvement goals provides a strong basis for completing a formal system wide strategic plan. K-12 vertical alignment and an increase rigor in high school classes to meet college level expectations supports the input the Team learned through its interviews with stakeholders throughout the system.

The implementation of system planning has given the system's stakeholders a common thread of encouragement for improving student performance. Additionally, there is a rich heritage with many of the students' parents being former students in the same community. But parents are asking for increased opportunities for their children including fine arts opportunities, an increase in student technology support, college and career programs, and focus on academics along with the emphasis on sports.

A flagship program at PSD is Franklin High School, its alternative program housed in a unique building designed as an alternative approach of "last chance for students." The program has met with tremendous success and utilizes a strong structure and academic focus for those who attend.

There are a number of challenges facing Preston School District #201 to reach the potential as outlined in their Strategic Plan. The System's Accreditation Report outlines specific issues to be addressed including professional learning for staff, training on the use of assessment data to drive instructional practices, strengthening grading practices, increased use of technology, and the exploration of how teacher evaluation results are used to support instructional performance. Staffing is an additional area to consider as the Team learned of no human resources person and support for principals who serve in that role. Additionally, the system does not have a curriculum director or method to engage a systemic focus on K-12 curriculum alignment and focus. This forces school administrators to increase responsibilities away from instructional leadership within their buildings.

A comprehensive Professional Development Plan would allow the Preston School District to organize trainings and professional support programs into one central source. It can be used as a tool for comparing and contrasting professional development topics, and status of efforts for checking alignment with the strategic

plan, curriculum, student assessment results, teacher evaluation findings, and school based and system initiatives.

Moving away from a method of traditional "sit and get" instruction and the use of worksheets toward a plan for engaging students in their learning through the use of experiential learning strategies, principals and teachers will need professional development around student-centered instruction techniques. The most important enduring take-away for the Team is that instruction is very traditional especially at the high school.

Preston School District #201 is an effective school district by many measures. The energy and dedication toward improving schools and student performance is commendable. An effort to improve the strategic planning process has fostered strong support from stakeholders, enabling the opportunity to engage in a strong community relationship with the school system. The Improvement Priorities provided by the External Review Team in this report and listed here are intended to help the district clarify and focus on a path of continuous improvement, and begin with the development and implementation of a formal process to revise and communicate system-wide purpose for student success. The next steps are to develop and implement a district strategic improvement plan and a program evaluation process to measure the effectiveness of the district and schools, develop an assessment plan that comprehensively and systematically addresses the use of data to drive instruction, and develop a professional development plan for school administrators and instructional staff which includes the use and interpretation of data for ongoing improvement of instruction. Attention to these areas will strengthen professional development with strategies to focus on meeting the academic needs of all students. These priorities supported by the continued efforts to implement a viable strategic plan will enable teachers to focus on quality instructional programs and engage students. Combining the district's current plans and goals along with the Team's recommendations will empower the Preston School District #201 to meet the educational needs of its students.

Improvement Priorities

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

- Design, implement and monitor a district assessment plan that comprehensively and systematically addresses the use of data to drive instruction.
- Develop and implement a district strategic improvement plan and program evaluation process that is used to measure the effectiveness of the district and schools.
- Develop and implement a professional development plan for instructional staff including the use and interpretation of data for ongoing improvement of instruction and to inform student learning.

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	258.54	278.94
Teaching and Learning Impact	238.10	268.48
Leadership Capacity	290.00	293.71
Resource Utilization	265.00	286.27

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

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

Addenda

Other System Institutions

The following institutions did not utilize ASSIST to complete the Accreditation Report for this External Review. Therefore self-reported results are not included as part of this report. Some institutions appearing below may have been required to submit the Accreditation Report outside of ASSIST.

Institution	Institution
Franklin County High School	Preston High School
Oakwood Elementary	Preston Junior High School
Pioneer Elementary School	

Team Roster

Member	Brief Biography
Leonard D. Paul	Leonard Paul is the Vice President, Pacific USA for AdvancED. Prior to this assignment, he served as the Associate Director for the Northwest Accreditation Commission. Prior to the accreditation positions, he served with the Clark County School District as Region Superintendent, Superintendent Secondary Schools, High School Principal, Curriculum Specialist, and teacher. He was named the Nevada Principal of the year in 1991, received the Las Vegas Chamber of Commerce Community Achievement in Education Award in 2001 and received the Northwest Accreditation Distinguished Service award in 2004. His early career experience was a scene designer and scenic artist for the Las Vegas entertainment industry. He received degrees from Northeastern College, Colorado State University and an advanced degree from the University of Nevada, Las Vegas.
Steve Copmann	Steve has been the principal at Burley Jr. High School for 20 years. He has been involved with the Idaho state accreditation systems for many years.
Dr. Sharon A Knudson	Dr. Knudson has worked with children in a variety of capacities from professional storyteller to teacher/principal in schools. A summary of her professional experience is 2010-present---Lead Evaluator with AdvancED; 1993-2010---Laramie School District #1,WY-Director, Non-tenured Teacher programs; Director, Professional Development; principal; teacher; and UW graduate instructor. Her WY Certification is Superintendent K-12, Principal K-12, Elementary Education-highly qualified, Speech Pathologist, Ex.-Gen. K-12. Her professional activities related to AdvancED include Lead Evaluator/team member to twenty-three states, DoDEA and International Schools---Japan, Europe, Egypt, Diagnostic Review Lead Evaluator, and Lead Evaluator Mentor. Dr. Knudson has received several national and state leadership and teacher awards. She recently participated as a district observer in a national Teacher & Leader Evaluation Systems research study.
Dr. Fiona Hinds	Dr. Fiona Hinds currently serves as the AdvancED Director of Strategic Partnerships. She began her work with AdvancED in August, 2008. Fiona has provided leadership for external reviews in California, Florida, Michigan, Navajo Nation, Pennsylvania, Illinois, and Egypt. Prior to joining AdvancED Dr. Hinds served as a Principal, Assistant Principal, and Teacher. She worked as an administrative and executive team leader for a K-12 charter school system. Dr. Hinds has been recognized for innovative educational practices including Teaching Excellence and Mentoring for Success; business partnerships; strategic planning; and motivational leadership.
Dr. David D Marotz	David graduated from the University of Idaho with a bachelor's degree in Secondary Education-History with a minor in art. He taught U.S. History, American Government, and Yearbook for two years at North Fremont High School, where he also coached volleyball and supervised the Youth Legislature program. He spent the next 10 years working as the Curriculum Coordinator for Fremont School District supervising the curriculum, assessment, professional development, technology, and mentoring programs. During this time, he earned his master's and educational specialist degrees in educational leadership. He also served simultaneously as the assistant principal and athletic director of North Fremont for four years. The following years, he was assigned to South Fremont Junior High as principal (1 year) and North Fremont JH/HS (3 years). David has returned to South Fremont Junior High as principal (4 years), where he has also resumed his responsibilities as curriculum and professional development coordinator. He also earned his doctorate degree in educational leadership.

Member	Brief Biography
<p>Ms. Marjean McConnell</p>	<p>Marjean McConnell graduated from Boise State University with a bachelor's degree in elementary education. She taught grades K - 6 in Idaho Falls and Bonneville School Districts. She received her master's and educational specialist degrees from Idaho State University. Marjean began her administrative career in 1991 and has served as an elementary principal, middle school principal, Human Resources Director, Assistant Superintendent and is currently the Deputy Superintendent of Bonneville School 93.</p> <p>Ms. McConnell currently serves of the Idaho Advanced Ed Council and on the State of Idaho Professional Standards Commission.</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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