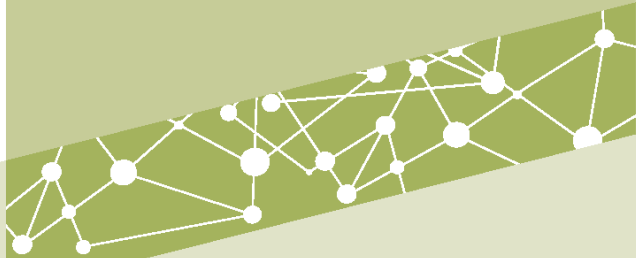


March 14 - 15, 2019



AdvancED® Engagement Review Report



AdvancED® Performance Accreditation

Teton High School
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Driggs, Idaho 83422

Table of Contents

Introduction	3
AdvancED Performance Accreditation and the Engagement Review	3
AdvancED Standards Diagnostic Results	3
Leadership Capacity Domain	4
Learning Capacity Domain	5
Resource Capacity Domain	6
Effective Learning Environments Observation Tool® (eleot®) Results	7
Assurances	8
AdvancED Continuous Improvement System	9
Initiate	9
Improve	9
Impact	9
Findings	10
Accreditation Status and Index of Education Quality® (IEQ®)	10
Insights from the Review	11
Next Steps	12
Team Roster	13
References and Readings	14

Introduction

AdvancED Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the AdvancED Accreditation Process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution’s performance against the research-based AdvancED Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. AdvancED provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions which helps to focus and guide each institution’s improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution’s effectiveness based on AdvancED’s Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Results are reported within four ranges identified by the colors. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its 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 implement strategies that improve learner and educator performance.

Leadership Capacity Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.	Needs Improvement
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.	Needs Improvement
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Emerging
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.	Needs Improvement
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Meets Expectations
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Emerging
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Meets Expectations
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.	Needs Improvement
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Needs Improvement
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Emerging

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services and adjusts accordingly.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Emerging
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Needs Improvement
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Meets Expectations
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.	Emerging
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Emerging
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.	Emerging
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Emerging
2.8	The institution provides programs and services for learners' educational futures and career planning.	Meets Expectations
2.9	The institution implements processes to identify and address the specialized needs of learners.	Meets Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Exceeds Expectations
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Needs Improvement
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Needs Improvement

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Emerging
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Emerging
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Emerging
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction	Emerging
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Meets Expectations
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.	Emerging
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	Meets Expectations
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	Emerging

Effective Learning Environments Observation Tool® (eleot®)

Results

The AdvancED eProve™ Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. Classroom observations are conducted for a minimum of 20 minutes. Trained and certified observers take into account the level of embeddedness, quality, and complexity of application or implementation; number of students engaged and frequency of application. Results from the eleot are reported on a scale of one to four based on the students' engagement in and reaction to the learning environment. In addition to the results from the review, the AdvancED Improvement Network (AIN) results are reported to benchmark your results against the network averages. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning.

The insights eleot data provide are an invaluable source of information for continuous improvement planning efforts. Although averages by eleot Learning Environment are helpful to gauge quality at a higher, more impressionistic level, the average rating for each item is more fine-grained, specific and actionable. Institutions should identify the five to seven items with the lowest ratings and examine patterns in those ratings within and across environments to identify areas for improvement. Similarly, identifying the five to seven items with the highest ratings also will assist in identifying strengths within and across eleot Learning Environments. Examining the eleot data in conjunction with other institution data will provide valuable feedback on areas of strength or improvement in institution's learning environments.

eleot® Observations		
Total Number of eleot® Observations from the Engagement Review	14	
Environments	Rating	AIN
Equitable Learning Environment	2.86	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.57	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.29	3.74
Learners are treated in a fair, clear and consistent manner	3.36	3.77
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	2.21	2.06
High Expectations Environment	2.93	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.71	3.17
Learners engage in activities and learning that are challenging but attainable	3.14	3.14
Learners demonstrate and/or are able to describe high quality work	2.79	2.83
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	3.14	3.06
Learners take responsibility for and are self-directed in their learning	2.86	2.89
Supportive Learning Environment	3.11	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.00	3.66

eleot® Observations		
Total Number of eleot® Observations from the Engagement Review	14	
Environments	Rating	AIN
Learners take risks in learning (without fear of negative feedback)	3.14	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.07	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.21	3.66
Active Learning Environment	3.09	3.08
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.14	3.34
Learners make connections from content to real-life experiences	2.79	2.80
Learners are actively engaged in the learning activities	3.57	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.86	2.74
Progress Monitoring and Feedback Environment	2.77	3.14
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.86	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.00	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	2.79	3.37
Learners understand and/or are able to explain how their work is assessed	2.43	2.63
Well-Managed Learning Environment	3.07	3.58
Learners speak and interact respectfully with teacher(s) and each other	3.57	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.00	3.83
Learners transition smoothly and efficiently from one activity to another	2.86	3.09
Learners use class time purposefully with minimal wasted time or disruptions	2.86	3.54
Digital Learning Environment	1.90	1.50
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.93	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.93	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.86	1.46

Assurances

Assurances are statements accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances			
Met	X	Unmet	

AdvancED Continuous Improvement System

AdvancED defines continuous improvement as “an embedded behavior rooted in an institution’s culture that constantly focuses on conditions, processes, and practices to improve teaching and learning.” The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team will be organized by the Levels of Impact within i3: Initiate, Improve and Impact. The organization of the findings is based upon the ratings from the Standards Diagnostic and the i3 Levels of Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency stakeholders are engaged in the desired practices, processes, or programs within the institution. Implementation is the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. Standards identified within Initiate should become the focus of the institution’s continuous improvement journey to move toward the collection, analysis and use of data to measure the results of engagement and implementation. A focus on enhancing the capacity of the institution in meeting the identified Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results represents the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and using results over time to demonstrate the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is **Impact** where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within the culture of the institution. Institutions should continue to support and sustain these practices that are yielding results in improving student achievement and organizational effectiveness.

Findings

The findings in this report represent the degree to which the Accreditation Standards are effectively implemented in support of the learning environment and the mission of the institution. Standards which are identified in the **Initiate** phase of practice are considered Priorities for Improvement that must be addressed by the institution to retain accreditation. Standards which are identified in the **Improve** phase of practice are considered Opportunities for Improvement that the institution should consider. Standards which are identified in the **Impact** phase of practice are considered Effective Practices within the institution.

I3 Rubric Levels	STANDARDS
Initiate Priorities for Improvement	Standards: 1.1, 1.2, 1.4, 1.6, 1.8, 1.9 Standards: 2.1, 2.2, 2.5, 2.11, 2.12 Standard: 3.1
Improve Opportunities for Improvement	Standards: 1.3, 1.10 Standards: 2.4, 2.6, 2.7 Standards: 3.2, 3.3, 3.4, 3.6, 3.8
Impact Effective Practices	Standards: 1.5, 1.7 Standards: 2.3, 2.8, 2.9, 2.10 Standards: 3.5, 3.7

Accreditation Status and Index of Education Quality® (IEQ®)

AdvancED will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. AdvancED provides the Index of Education Quality® (IEQ®) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within the Initiate level. An IEQ in the range of 225-300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all AIN institutions evaluated for accreditation in the last five years. The range of the annual AIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	259.00	AIN 5 Year IEQ Range	278.34 – 283.33
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Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, examples of programs and practices and provide direction for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team deliberations and provide information about the team's analysis of the practices, processes, and programs of the institution from the levels of Initiate, Improve, and Impact. The Insights from the Review narrative should provide next steps to guide the improvement journey of the institution in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The Engagement Review Team identified four themes that represent the strengths and opportunities to guide Teton High School to grow in their continuous improvement journey.

The Engagement Review Team's classroom observations at Teton High School showed performance in the area of Well-Managed Learning. Students had difficulty in their classroom with respectful interactions with their teacher and peers, knowing or following classroom expectations with consistency, and using class time with purpose, particularly during classroom transitions. Students were seen coming and going during class time, without any concerns. Most classes had late students. Teachers took attendance and reference knowledge of these issues, but students told the Engagement Review Team that school rules, while were understood, were enforced by teachers in different ways. The students verbalized that since there are inconsistencies, in the end, "rules are not that important." Activities in the classroom that showed as indicators of unengaged learners were the use of cell phones outside the bounds of the lesson, and the use of earbuds during lectures or demonstrations, and eating and drinking during class time activities. Teachers' lessons were observed to be organized, meaningful, interactive for most of the students, and effective in presenting content. Teachers talked about the pros and cons of each being responsible for the enforcement of school rules; however, most were adamant that there is a need to have defined shared policies (and consequences) in student behaviors, including a cell phone policy and student "in-school" attendance issues.

The school is beginning to look at formative ways to assess student learning. Focusing and establishing a better than average graduation rate is important for the school. Maintaining that level of achievement will reflect the work being established, collectively, by the school to increase student learning. Teachers talked about the efforts in many departments to collect formative and summative data to drive the outcomes for student learning improvement. The Measures of Academic Progress (MAP) and Standardized Test for the Assessment of Reading (STAR) data are being used to aid in the evaluation of individual needs. Idaho Standards Achievement Test (ISAT), ACT and SAT information is collected and shared by the counselor with parents, students, and teachers to give feedback into their student's areas of need to improve the classroom experiences. Leadership and teachers talked about the lack of this type of information or feedback that would positively elevate the classroom engagement. Parents and students talk about getting grade reports and failure notices but were unable to articulate how individual learning progress was being improved with this information. The use of grading is the primary method that is gathered, communicated, and used by the teachers to monitor student learning. The leadership talked about the need to coordinate additional sources to aid in curriculum alignment and implementation, analysis of

skills and development, and direct instruction to improve state-wide assessments. The Engagement Review Team was given documentation, and what was described in interviews, that some isolated efforts by teachers are making progress in these areas. Teachers and parents were unable to articulate, to the team, the specifics of academic goals or a vision of the expectations of student achievement. The leadership talked about the continuous improvement plan and their vision about student growth. It appeared that stakeholders and leadership have a communication gap within this area.

During interviews, teachers, parents and students shared that there are informal opportunities for input, such as emails, one-on-one conferencing, visits in passing, or scheduling an office visit. It was said the school leadership does listen; however, more often than not, feedback from the informal opportunities is missing. In terms of collaboration with items such as the mission and vision development, goal setting, cultural expectations, processes and school procedures, stakeholders shared that they, most often, felt left out of the conversations. The resulting effect of this conversational piece was described as an environment that lacks a system-wide “buy-in.” Stakeholders are not able to articulate their role or any expectations in the discussion of school improvement.

Teton High School has developed a program that provides a formal structure to ensure learners develop positive relationships with their teachers who support their educational experiences. This program is called *Advocacy Time*. Parents and students describe the time spent in Advocacy Time as a positive opportunity to connect with the teachers around the topic of academics. The students described the time as valuable to catch-up on school work, get support for academic understanding, and to focus on material with an expert for an extended period of time. Some of the parents were not sure how Advocacy Time was structured or its purpose but talk positively about their student’s reactions to this added period in the schedule. The students were motivated to use this time to get work completed so they could participate in the “reward” assemblies. One of the hiccups with the Advocacy Time had to do with the Monday time slots. Mondays are designed for teachers to provide information that was important for the social and emotional aspect of being a high school student. The leadership and teachers indicated that this curriculum needs a make-over. It is the desire of the stakeholders that the development of this curriculum will be collaborative in nature resulting in a system-wide buy-in and fidelity in the implementation.

The Engagement Review Team was impressed by the willingness of stakeholders to engage us in the polling sessions. The review team was impressed by the work being accomplished “where the rubber meets the road” in the classroom. Teton High School has the infrastructure in place to cultivate the continuous improvement cycle that will determine a positive collaborative path and move the school community in a positive direction.

Next Steps

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Priorities for Improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution’s continuous improvement efforts.
- Celebrate the successes noted in the report
- Continue the improvement journey

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete AdvancED training and elect certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
Richard Webb, Lead Evaluator	Richard Webb recently retired as a principal of a 10-12 high school in Boise, Idaho. Richard Webb has a B.S. degree in math; secondary education from Boise State and a M.Ed. in educational leadership from the University of Idaho. Mr. Webb's 34-year career in education included 8 years as a secondary math teacher and 10 years as a high school assistant principal, 8 ½ years as 7-9 junior high principal and 7 ½ years as principal of 10-12 high school. He has served on several AdvancED Engagement Reviews in Idaho and recently a systems review in South Carolina and Wyoming
Rustan K. Bradshaw	Rustan K. Bradshaw is the current superintendent for the North Gem School District, in Bancroft Idaho. The superintendent at North Gem serves grades K-12. Superintendent Bradshaw has a master's in education administration and a Bachelor of Science degree in recreation management, physical education with a minor in health, wellness and fitness. He has served on several AdvancED Engagement Review Teams and on the AdvancED Leadership Team for several school districts.

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About AdvancED

AdvancED is a non-profit, non-partisan organization serving the largest community of education professionals in the world. Founded on more than 100 years of work in continuous improvement, AdvancED combines the knowledge and expertise of a research institute, the skills of a management consulting firm and the passion of a grassroots movement for educational change to empower Pre-K-12 schools and school systems to ensure that all learners realize their full potential.

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