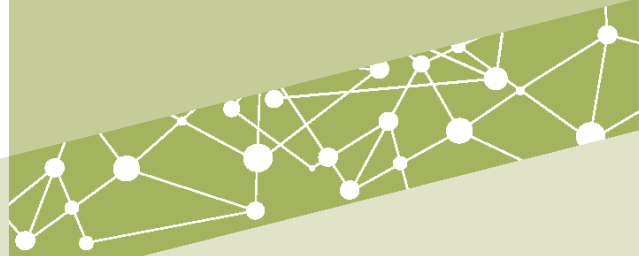


March 18-19, 2019

---



AdvancED®  
Engagement  
Review Report



**AdvancED® Performance Accreditation**

---

**Teton Middle School**  
935 North 5th East  
Driggs, Idaho 83422

## Table of Contents

<b>Introduction .....</b>	<b>3</b>
<b>AdvancED Performance Accreditation and the Engagement Review .....</b>	<b>3</b>
<b>AdvancED Standards Diagnostic Results .....</b>	<b>3</b>
<b>Leadership Capacity Domain .....</b>	<b>4</b>
<b>Learning Capacity Domain.....</b>	<b>5</b>
<b>Resource Capacity Domain.....</b>	<b>6</b>
<b>Effective Learning Environments Observation Tool® (eleot®) Results.....</b>	<b>7</b>
<b>Assurances .....</b>	<b>8</b>
<b>AdvancED Continuous Improvement System.....</b>	<b>9</b>
<b>Initiate .....</b>	<b>9</b>
<b>Improve .....</b>	<b>9</b>
<b>Impact.....</b>	<b>9</b>
<b>Findings.....</b>	<b>10</b>
<b>Accreditation Status and Index of Education Quality® (IEQ®).....</b>	<b>10</b>
<b>Insights from the Review .....</b>	<b>11</b>
<b>Next Steps.....</b>	<b>13</b>
<b>Team Roster .....</b>	<b>14</b>
<b>References and Readings .....</b>	<b>15</b>

## 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.	Exceeds Expectations
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.	Exceeds Expectations
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Meets Expectations
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.	Emerging
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Emerging
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.	Emerging
1.8	Leaders engage stakeholders to support the achievement of the institution’s purpose and direction.	Emerging
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Emerging
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Needs Improvement

## 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.	Meets Expectations
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Emerging
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.	Needs Improvement
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.	Emerging
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.	Emerging
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Emerging
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Emerging

## 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.	Meets Expectations
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.	Emerging
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.	Emerging
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		
<b>Total Number of eleot® Observations from the Engagement Review</b>	<b>13</b>	
<b>Environments</b>	<b>Rating</b>	<b>AIN</b>
<b>Equitable Learning Environment</b>	<b>2.19</b>	<b>2.86</b>
Learners engage in differentiated learning opportunities and/or activities that meet their needs	1.69	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	2.92	3.74
Learners are treated in a fair, clear and consistent manner	3.08	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	1.08	2.06
<b>High Expectations Environment</b>	<b>2.28</b>	<b>3.02</b>
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	1.92	3.17
Learners engage in activities and learning that are challenging but attainable	2.54	3.14
Learners demonstrate and/or are able to describe high quality work	2.31	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)	2.38	3.06
Learners take responsibility for and are self-directed in their learning	2.23	2.89
<b>Supportive Learning Environment</b>	<b>2.71</b>	<b>3.61</b>
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	2.85	3.66

eleot® Observations		
<b>Total Number of eleot® Observations from the Engagement Review</b>	<b>13</b>	
<b>Environments</b>	<b>Rating</b>	<b>AIN</b>
Learners take risks in learning (without fear of negative feedback)	2.38	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	2.77	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	2.85	3.66
<b>Active Learning Environment</b>	<b>2.33</b>	<b>3.08</b>
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.31	3.34
Learners make connections from content to real-life experiences	2.46	2.80
Learners are actively engaged in the learning activities	2.62	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	1.92	2.74
<b>Progress Monitoring and Feedback Environment</b>	<b>2.12</b>	<b>3.14</b>
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.00	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.23	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	2.31	3.37
Learners understand and/or are able to explain how their work is assessed	1.92	2.63
<b>Well-Managed Learning Environment</b>	<b>2.81</b>	<b>3.58</b>
Learners speak and interact respectfully with teacher(s) and each other	3.00	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	2.54	3.09
Learners use class time purposefully with minimal wasted time or disruptions	2.69	3.54
<b>Digital Learning Environment</b>	<b>1.49</b>	<b>1.50</b>
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.54	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.85	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.08	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
<b>Initiate</b> Priorities for Improvement	Standards: 1.6, 1.7, 1.10 Standards: 2.5, 2.6, 2.12 Standards: 3.3, 3.4, 3.6
<b>Improve</b> Opportunities for Improvement	Standards: 1.4, 1.5, 1.8, 1.9 Standards: 2.1, 2.3, 2.4, 2.7, 2.8, 2.10, 2.11 Standards: 3.1, 3.5, 3.7, 3.8
<b>Impact</b> Effective Practices	Standards: 1.1, 1.2, 1.3 Standards: 2.2, 2.9 Standard: 3.2

## 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.

<b>Institution IEQ</b>	<b>281.50</b>	<b>AIN 5 Year IEQ Range</b>	<b>278.34 – 283.33</b>
------------------------	---------------	-----------------------------	------------------------

## 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 Middle School to grow in their continuous improvement journey.

Teton Middle School has developed purpose statements that define the school's mission and beliefs about teaching and learning. These statements were developed through a collaborative effort with internal and external stakeholders. The commitment to these statements could be heard through the team's interviews with stakeholders. The statements centered on five ideals - Innovation, Empower, Grit and Resilience, Self-Efficacy, and Overcome Challenges. As the team visited with staff, reviewed documents and observed school efforts, these themes permeated the culture. The students talked about projects and activities that represented the embedded nature of these beliefs. The internal and external stakeholders talked about joining the school in the commitment to improve the student learning through the lens of these statements. Each department, including English, math, social studies, literacy, specialist and electives wrote and adhere to written descriptions that deepen the implementation of the purpose statements specific for their area. All of these written efforts are displayed throughout the school. Stakeholders talked at length about the school's positive and ongoing actions to insure the student learning and outcomes matched these principles. Parents talked about school assemblies that promoted student success in areas that reflect positive efforts within this school culture.

The school has developed three opportunities, incorporated into each day, to focus on meeting the student needs. Grade level teams meet every day; during the week, they are involved with deep discussions about individual student needs, improving learning strategies and cross-curricular articulation. In observations of grade level team meetings, the Engagement Review Team saw teams talking about individual student's grades, their work effort, reasons for possible obstacles and how each class was being affected. The special education coordinator talked about these team discussions and how they lead to focused weekly meeting with each team to identify students that should be placed in the Response to Intervention (RTI) protocol. The students meet with their teacher in two advisory periods. Each time period gives the teacher and students opportunities to create a positive environment around academics and work efforts in their classes. Teachers and students talked about these times as being critical to increasing the opportunities for success in the overall school experience. In the interviews, students were asked about having an adult on campus that they could go to for help, have a conversation with or get advice. Students yelled, raised hands and began to identify staff members (to include names of most of the faculty) before the question had been completely asked. Parents indicated that their students were in a culture that developed positive beliefs and attitudes for success because of these interactions with the school faculty. This

school has structures in place to ensure learners have a sense of safety and an adult is available to support their educational experiences.

Teton Middle School has developed “big” projects, like the Criminal Scene Investigation project and the Smithsonian project, where students participate in life-connecting activities. These cross-curricular experiences were discussed with a strong sense of pride by the teachers and students. In classroom observations, the area of high expectations was below the AdvancED Improvement Network (AIN) average. The students were more often than not engaged in activities that were attainable, but not challenging, unable to describe teacher expectations on the work assigned, and were involved in coursework, discussions and tasks that were in lower order thinking areas, knowledge and comprehension. Most of the observations had teacher dominated activities with little to some collaboration with peers. The leadership describe a walkthrough plan that focused on cultural issues in the classroom as per the district’s goal. Culture is a positive aspect of this school that is driven by the efforts to match the school’s purpose. The school personnel indicated that this observation was an easy area to achieve and therefore classroom teachers were not often given feedback about areas that are mentioned above. With school efforts to address curriculum alignment, raising rigor and addressing implementation in the beginning stages, the school has day-to day experiences that leadership indicated need to be a closer learning match to their “big” project experiences.

The school has used data to demonstrate growth with their students. The district had an acceptable focus for growth that was based on the Measures of Academic Progress (MAP). Individual students and school progress were shown to be growing in academic areas of math and English language with the MAP data. The resulting growth model did not match well with the Idaho Standards Achievement Test (ISAT). The school was assigned a capacity builder as a result of the lack of improvement with ISAT results. The school was gathering, analyzing and using data to drive student improvement, however, the MAP and ISAT were not aligned to match growth patterns. With the cooperation of the capacity builder, Teton Middle School is in development to produce a growth model to include screener, progress, and summative data. This “triangulation” look at student growth should be able to be presented in easy to read and understandable reports for stakeholders to see. While in its infancy, the initial data analysis will be used to fine tune the schools effort and understanding of growth as its effect on the ISAT. The teachers are using team periods to discuss curricular alignment and use of additional sources of data like Standardized Test for the Assessment of Reading (STAR), to focus the strategies needed in the classroom. Departments talked about looking at vertical and horizontal alignment to match the ISAT expectations for student’s improvement. Pre and post assessments are a part of the discussions with students and teachers. Parents were impressed with the student led conferences that allowed the student to talk about progress made from pre to post assessments. Stakeholders told the Engagement Review Team, that while the news about “low performing” was a surprise, they conveyed that this school has the attitude of “can do” and “we will overcome.” There is a high expectation among the external stakeholders that the school will be able to demonstrate academic progress with this new model. The stakeholders have a belief that this school had been academically successful for their students over the past years and look, with confidence, to the school’s current and future efforts. The Engagement Review Team was impressed by the willingness of stakeholders to engage in our polling sessions.

This report identifies areas that have needs. The Engagement Review Team was very impressed by the work accomplished in the area of school culture. Teton Middle School has a well-constructed infrastructure and willingness to cultivate the continuous improvement cycle to find solutions and move the school community in a positive direction. These areas can be used to assist in the school’s continuous improvement process.

## 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
<b>Richard Webb, Lead Evaluator</b>	Richard Webb recently retired as a principal of a grades 10-12 high school in Boise, Idaho. Rich has a B.S. degree in math; secondary education from Boise State and a M.Ed. in educational leadership from the University of Idaho. Rich's 34 year career in education included eight years as a secondary math teacher, 10 years as a high school assistant principal, eight and a half years as a grades 7-9 junior high principal and seven and a half years as principal of a grades 10-12 high school. Rich has served on several AdvancED Engagement Reviews in Idaho and recently, systems reviews in South Carolina and Wyoming. Rich will be a Lead Evaluator for AdvancED Teams in Idaho.
<b>Kevin Schultz</b>	Kevin Schultz is currently the principal at Sugar-Salem Junior High in Sugar City, Idaho. He oversees the curricular and extra-curricular operations of the school, which serves 265 seventh and eighth grade students. Additionally, he serves as the district's safety coordinator. Mr. Schultz earned both his Bachelor of Arts and his Masters of Education degrees from Idaho State University. Mr. Schultz has taught language arts/English in grades 8-12 before becoming a principal. He served on two AdvancED Engagement Reviews in 2014.

## References and Readings

- AdvancED. (2015). *Continuous Improvement and Accountability*. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/source/continuousimprovement-and-accountability>
- Bernhardt, V., & Herbert, C. (2010). *Response to intervention and continuous school improvement: Using data, vision, and leadership to design, implement, and evaluate a schoolwide prevention program*. New York: Routledge.
- Elgart, M. (2015). *What a continuously improving system looks like*. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/source/what-continuously-improving-system-looks-like>
- Elgart, M. (2017). *Meeting the promise of continuous improvement: Insights from the AdvancED continuous improvement system and observations of effective schools*. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/sites/default/files/CISWhitePaper.pdf>
- Evans, R. (2012). *The Savvy school change leader*. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/source/savvy-school-change-leader>
- Fullan, M. (2014). *Leading in a culture of change personal action guide and workbook*. San Francisco: Jossey-Bass.
- Hall, G., & Hord, S. (2001). *Implementing change: Patterns, principles, and potholes*. Needham Heights, MA: Allyn and Bacon.
- Hargreaves, A., & Fink, D. (2006). *Sustainable leadership*. San Francisco: Jossey-Bass.
- Kim, W., & Mauborne, R. (2017). *Blue ocean shift: Beyond competing*. New York: Hachette Book Group.
- Park, S, Hironaka, S; Carver, P, & Nordstrum, L. (2013). *Continuous improvement in education*. San Francisco: Carnegie Foundation. Retrieved from [https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation\\_continuous-improvement\\_2013.05.pdf](https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation_continuous-improvement_2013.05.pdf)
- Sarason, S. (1996). *Revisiting the culture of the school and the problem of change*. New York: Teachers College.
- Schein, E. (1985). *Organizational culture and leadership*. San Francisco: Jossey-Bass.
- Von Bertalanffy, L. (1968). *General systems theory*. New York: George Braziller, Inc.



[advanc-ed.org](http://advanc-ed.org)

Toll Free: 888.41EDNOW (888.413.3669) Global: +1 678.392.2285, ext. 6963

9115 Westside Parkway, Alpharetta, GA 30009



## 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.

---

*©Advance Education, Inc. AdvancED® grants to the Institution, which is the subject of the Engagement Review Report, and its designees and stakeholders a non-exclusive, perpetual, irrevocable, royalty-free license, and release to reproduce, reprint, and distribute this report in accordance with and as protected by the Copyright Laws of the United States of America and all foreign countries. All other rights not expressly conveyed are reserved by AdvancED.*