

Report of the External Review Team for Carlin Combined School

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Introduction

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

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

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

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

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

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

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

Use of Diagnostic Tools

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

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

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

Index of Education Quality

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

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

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

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

Benchmark Data

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

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

Powerful Practices

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

Opportunities for Improvement

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

Improvement Priorities

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

The Review

The External Review for Carlin Combined School's AdvancEd Accreditation occurred over two days, on March 17 and 18, 2015. The External Review Team was comprised of the Lead Evaluator and four additional team members. Prior to the visit, the Team reviewed the school's Accreditation Report and the artifact files provided to the Team on flash drives. Introductory and preparatory information was provided to the Team through phone calls and emails from the Lead Evaluator. The External Review Team was introduced to the faculty at an early morning meeting on March 17, 2015. Following the opening session, the school principal provided background information and an overview of the highlights from the school's self assessment. The External Review Team conducted twenty-eight classroom observations using the eleot™ tool. The working lunch session provided an opportunity for the External Review Team members to meet with small groups of stakeholders to ask questions specific to the various standards. Six students and five parents actively participated in the discussions. In the afternoon, focus group discussions were conducted with thirty five members of the staff. The External Review Team engaged in three work sessions to review evidence, and reach conclusions on findings. On March 18, 2015, the Lead Evaluator returned to the school and completed additional staff interviews. When completed, the Exit Report was presented and discussed with the principal.

The External Review Team would like to thank the Carlin Combined School for their hospitality, transparency,

and commitment to the accreditation process. The Team would also like to recognize the assistance provided to them by the administration, office and teaching staff, as well as the students and parent representatives. Each entity provided insight as to the history, accomplishments, goals, mission, learning outcomes and the processes by which these were collaboratively developed. Stakeholder surveys were completed as part of the review process. The diagnostics and information submitted in advance indicated thoughtful preparation throughout the internal review process prior to the visit. The school was very forthcoming in their self-appraisal in that they identified clear areas to address in their Action Plan.

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

Stakeholder Interviewed	Number
Administrators	2
Instructional Staff	35
Support Staff	2
Students	12
Parents/Community/Business Leaders	5
Total	56

Results

Teaching and Learning Impact

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

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

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

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

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

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

Standard 3 - Teaching and Assessing for Learning

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

Indicator	Description	Review Team Score	AdvancED Network Average
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	3.00	2.88
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	2.00	2.53
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	3.00	2.67
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	3.00	2.78
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	3.00	2.63
3.6	Teachers implement the school's instructional process in support of student learning.	3.00	2.66
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	3.00	2.58
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	3.00	3.12

Indicator	Description	Review Team Score	AdvancED Network Average
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	4.00	3.07
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	3.00	2.77
3.11	All staff members participate in a continuous program of professional learning.	3.00	2.57
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	3.00	2.71

Standard 5 - Using Results for Continuous Improvement

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

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

Student Performance Diagnostic

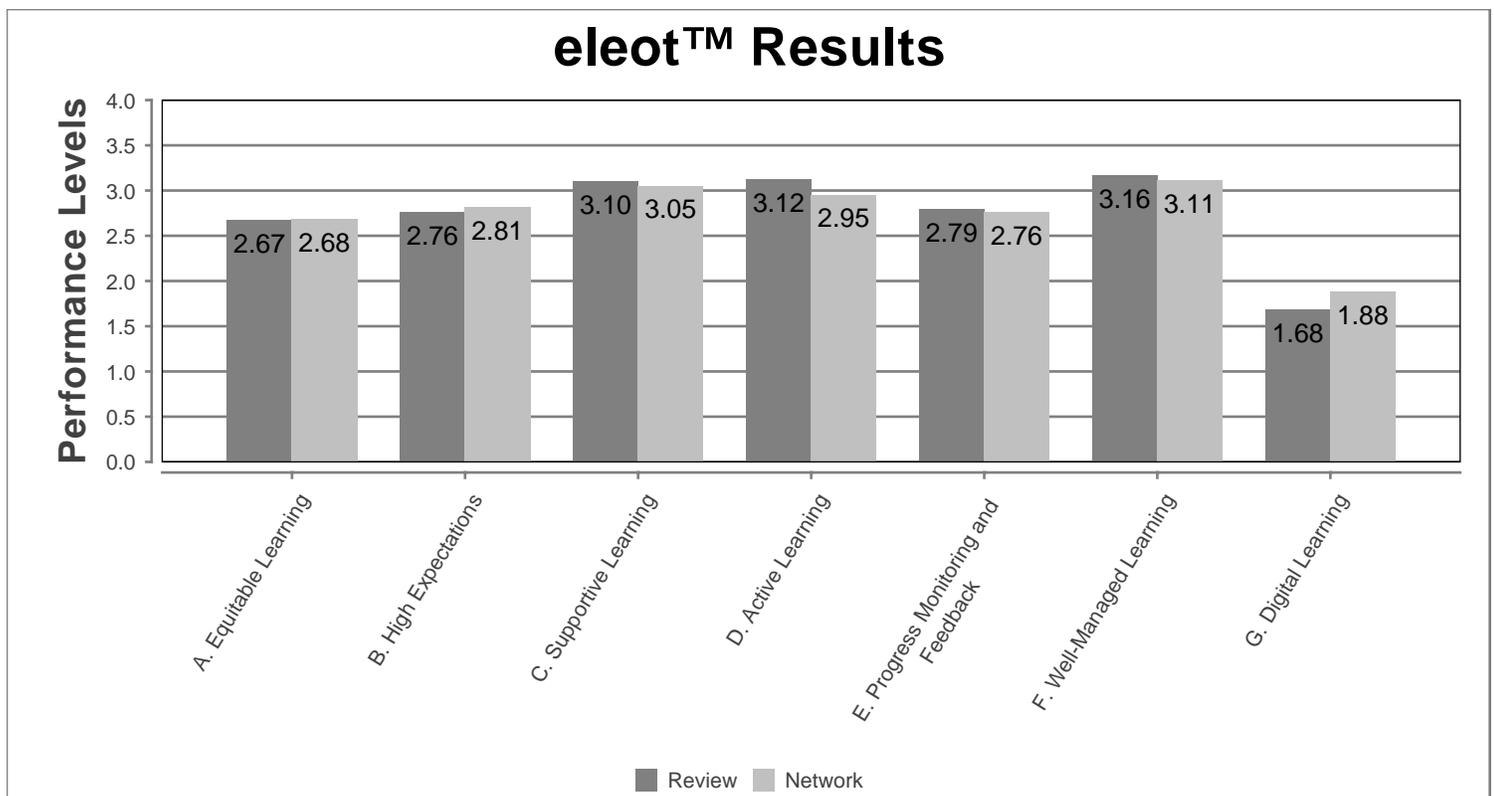
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

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

Effective Learning Environments Observation Tool (eleot™)

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

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



The External Review Team's 26 classroom observations of the learning environment at Carlin Combined Schools confirmed that the school focuses on effective instruction. The summary scores for each of the environments was nearly equal to or above the AdvancEd Network (AEN) average score. The Active Learning Environment received the highest score of 3.13, with the subareas related to discussions (3.15) and active learning (3.4) receiving the highest scores. The Supportive Learning Environment score of 3.1, and the

subareas related to positive attitude (3.23) and receiving support (3.27) are in alignment with the strong culture in support of learning at the school. The team found that in most classrooms digital tools and technology were being used or readily available; however, technology was being used in limited ways to support student learning. The school's score in the Digital Learning Environment was 1.68, compared to the 1.88 AEN average score.

Learning activities observed during the External Review Team's 26 classroom observations were in alignment with the school's self-assessment scores for Standard 3, Indicators 1 and 3, and found many students highly engaged in challenging learning experiences, such as hands on activities in Welding and Foods. Elementary students were found by the Team to be most often engaged in group work or hands on learning. The 3.13 rating for Active Learning Environment and the 2.96 ratings in subdomains of High Expectations Environment support the evidence that coursework across the curriculum and grade levels is challenging and rigorous, again indicating alignment with Standard 3. In all observations, close supportive relationships were observed between student and teacher, in alignment with Standard 3, Indicator 4, which received a score of 4 by the Team. This finding is also in alignment with the school's strong culture of shared beliefs, evidenced in Standard 1, Indicator 2 and Standard 2, Indicator 4. However, the ELEOT score for use of exemplars was 1.88, below the AEN score of 2.29. Further, consistent use of data to adjust instruction was not observed across all grade levels. Adjustment of instruction and providing feedback on learning were most evident in the elementary classrooms. The ELEOT score of 2.78 for Progress Monitoring and Feedback was close to the AEN average, and the score for understanding how classwork is assessed fell below the AEN average score, which supports the need for the school staff to participate in focused and ongoing training in how to analyze and apply results from assessment data on student learning. Such findings are in alignment with Standard 1, Indicator 3; Standard 3, Indicator 2; and Standard 5, Indicators 2, 3, and 4. It was consistently noted that students demonstrated positive attitudes about the classrooms and demonstrated and/or expressed that the learning environment was supportive, providing additional evidence for the presence of a strong school culture. The use of iPads supported instruction and learning in a science class; yet, the lowest rating of 1.68, below the AEN score of 1.88, was received in the Digital Learning Environment, with little to no use of technology observed, and when used, it was used primarily for communication as with Smart Boards.

Throughout all observations it was noted that learning environments were well managed, with students following classroom rules and respect being demonstrated by both teachers and peers. Learning environments were found to provide equitable learning activities and most students were involved in challenging learning experiences. Differentiated learning opportunities were evident and used to ensure students the opportunity to resources, discussions, activities and support. It was also evident that students were aware of classroom and school procedures and their core values were respected. The learning environment created by the teachers, fostered by the administration and supported by the stakeholders, is contributing to student success and the school's learning gains. The External Review Team enjoyed the classroom observations and felt all of the environments were conducive to learning.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.59	Has differentiated learning opportunities and activities that meet her/his needs	11.11%	55.56%	14.81%	18.52%
2.	3.11	Has equal access to classroom discussions, activities, resources, technology, and support	18.52%	74.07%	7.41%	0.00%
3.	3.26	Knows that rules and consequences are fair, clear, and consistently applied	25.93%	74.07%	0.00%	0.00%
4.	1.70	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	7.41%	14.81%	18.52%	59.26%
Overall rating on a 4 point scale: 2.67						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.93	Knows and strives to meet the high expectations established by the teacher	18.52%	62.96%	11.11%	7.41%
2.	2.96	Is tasked with activities and learning that are challenging but attainable	22.22%	59.26%	11.11%	7.41%
3.	1.93	Is provided exemplars of high quality work	14.81%	18.52%	11.11%	55.56%
4.	2.96	Is engaged in rigorous coursework, discussions, and/or tasks	14.81%	70.37%	11.11%	3.70%
5.	3.00	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	29.63%	48.15%	14.81%	7.41%
Overall rating on a 4 point scale: 2.76						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.22	Demonstrates or expresses that learning experiences are positive	33.33%	59.26%	3.70%	3.70%
2.	3.33	Demonstrates positive attitude about the classroom and learning	44.44%	48.15%	3.70%	3.70%
3.	2.89	Takes risks in learning (without fear of negative feedback)	29.63%	44.44%	11.11%	14.81%
4.	3.26	Is provided support and assistance to understand content and accomplish tasks	44.44%	40.74%	11.11%	3.70%
5.	2.78	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	11.11%	70.37%	3.70%	14.81%
Overall rating on a 4 point scale: 3.10						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.15	Has several opportunities to engage in discussions with teacher and other students	40.74%	44.44%	3.70%	11.11%
2.	2.81	Makes connections from content to real-life experiences	29.63%	44.44%	3.70%	22.22%
3.	3.41	Is actively engaged in the learning activities	51.85%	37.04%	11.11%	0.00%
Overall rating on a 4 point scale: 3.12						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.85	Is asked and/or quizzed about individual progress/learning	14.81%	66.67%	7.41%	11.11%
2.	2.89	Responds to teacher feedback to improve understanding	22.22%	51.85%	18.52%	7.41%
3.	3.15	Demonstrates or verbalizes understanding of the lesson/content	37.04%	44.44%	14.81%	3.70%
4.	2.19	Understands how her/his work is assessed	7.41%	44.44%	7.41%	40.74%
5.	2.85	Has opportunities to revise/improve work based on feedback	22.22%	55.56%	7.41%	14.81%
Overall rating on a 4 point scale: 2.79						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.41	Speaks and interacts respectfully with teacher(s) and peers	44.44%	51.85%	3.70%	0.00%
2.	3.37	Follows classroom rules and works well with others	40.74%	55.56%	3.70%	0.00%
3.	3.07	Transitions smoothly and efficiently to activities	29.63%	59.26%	0.00%	11.11%
4.	2.59	Collaborates with other students during student-centered activities	40.74%	18.52%	0.00%	40.74%
5.	3.37	Knows classroom routines, behavioral expectations and consequences	37.04%	62.96%	0.00%	0.00%
Overall rating on a 4 point scale: 3.16						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.93	Uses digital tools/technology to gather, evaluate, and/or use information for learning	14.81%	22.22%	3.70%	59.26%
2.	1.44	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	7.41%	7.41%	7.41%	77.78%
3.	1.67	Uses digital tools/technology to communicate and work collaboratively for learning	3.70%	18.52%	18.52%	59.26%
Overall rating on a 4 point scale: 1.68						

Findings

Improvement Priority

Develop and implement a training program for the interpretation and application of data results for all K-12 staff.

(Indicators 5.3)

Evidence and Rationale

The self assessment, survey results and teacher interviews revealed a need for implementing a training program for K-12 teachers to learn how to analyze and interpret data consistently and effectively to inform and guide instruction. Elementary level teachers are engaged in weekly collaboration, frequently related to analysis of data, such as DIBELS assessment results. Although secondary teachers stated that they have begun to look at data from sources such as Study Island and state proficiency results, they do not have a system for utilizing this data to inform decisions on course direction or instruction. Secondary teachers stated that they have not been as “proactive” in using the available data as the teachers at the primary level. K-12 teachers stated awareness and understanding of data results has increased, and now the ability to consistently apply data results to daily instruction needs to be addressed. School leaders also stated that this was an area that needed improvement. Training teachers on the interpretation and application of data from both formative and summative assessments would enable the school to identify specific areas of weakness and strength in their curriculum and instruction and assist teachers in making data driven decisions on how to adjust instruction to improve student achievement and learning.

Opportunity for Improvement

Utilize multiple assessments and a range of data sources to systematically inform and guide K-12 instruction

on an ongoing basis.

(Indicators 3.2, 5.2)

Evidence and Rationale

Current assessment data utilized for purposes of analysis primarily include state mandated test results and records of student grade reporting. Such data provides helpful information in the placement of students and in the identification of students for remediation. A review of the school performance plan and action plan provide evidence of the use of summative data, and point to the lack of formative data, especially at the secondary level. Elementary teachers meet weekly for collaboration, and often review results from the DIBELS formative assessment. School leaders, including administration and teacher leaders, expressed a need for secondary formative assessments to better guide math and ELA instruction as teachers implement the standards based curriculum. Study Island, a standards based online program with an assessment component, has begun to be used. Formative assessment data, when analyzed throughout the school year to monitor academic progress, supports efforts by teachers to adjust instruction to better meet the learning needs of students.

Powerful Practice

School personnel participate in a structure that promotes long-term interaction with students, allowing them to build strong relationships over time with students.

(Indicators 3.9)

Evidence and Rationale

The school maximizes the benefits of the small school model, with small class sizes, and a low student:teacher ratio. School leaders generate daily lists to teachers of students with D and F grades. This practice leads to frequent teacher-student, counselor-student, and administration-student interactions regarding academic progress. School staffings are also frequently held, often weekly and including parents, to address learning needs of identified students. The newly implemented Reader Block program, a daily 45 minute period, has also increased staff-student interaction regarding areas of need. During this time, students identified for remediation are placed in appropriate classes for skill and concept development and practice, and other students are allowed access to student driven enrichment opportunities. For example, students needing extra time to complete project work may spend time during the Reader Block with specific teachers. This program has been very well received by students and staff, based on staff, student, and parent interviews. Students reported a strong sense of “caring” on the part of staff. Further, both formal and informal conferencing with students occurs daily. All students achieve greater academic success when supported by adults who engage in frequent interactions with them.

Powerful Practice

School personnel regularly inform families of their children’s progress and engage families in meaningful ways in their children’s education.

(Indicators 3.8)

Evidence and Rationale

Staff and parent interviews revealed that a most open environment exists which promotes positive and frequent home-school communications. The new weekly parent contact policy has generated 1054 parent contacts in the first seven months of the current school year. The policy requires parent contacts that report positive academic information as well as support and information regarding learning and behavior that need to be improved. Parents specifically reported the ease with which parents can contact instructional staff. The parent support program, Watch D.O.G.S. (Dads of Great Students), has been well received. An active parent volunteer program, as evidenced in artifacts, is also in place at the school. Parents report frequent use of online home-school applications, such as Powerschool and ConnectEd, and the school's website, to readily access information related to school events and their children's academic progress. Family engagement and positive home-school communicatitons strengthens relationships in the educational community that support successful learning experiences for students.

Leadership Capacity

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

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

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

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

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

Standard 1 - Purpose and Direction

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

Indicator	Description	Review Team Score	AdvancED Network Average
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	2.00	2.75
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	3.00	3.04
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.00	2.61

Standard 2 - Governance and Leadership

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

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

Stakeholder Feedback Diagnostic

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

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

Evaluative Criteria	Review Team Score	AdvancED Network Average
Questionnaire Administration	4.00	3.38
Stakeholder Feedback Results and Analysis	3.00	3.08

Findings

Opportunity for Improvement

Create and implement protocols to engage stakeholders in support of the school's purpose and direction. (Indicators 1.1, 2.5)

Evidence and Rationale

Staff actively participated in the revision of the school mission and vision, as documented in the Accreditation Report. The Self-Assessment, supported by staff and parent interviews, pointed to the need for greater engagement of students and parents in the annual revision of the mission and vision. In recognition of this need, one of the goals of the school action plan is to increase stakeholder engagement. Action steps call for the development of specific protocols to this end. In the parent survey, the area of lowest satisfaction was with Standard 1, specifically indicating that stakeholders were not included in the building and revision of the mission and vision. As shown, the culture at the school is strong and positive, and efforts to consistently involve parents and students in developing and maintaining the school mission and vision will work to sustain the school's sense of direction moving forward.

Opportunity for Improvement

Utilize multiple assessments and a range of data sources to systematically inform and guide K-12 instruction on an ongoing basis. (Indicators 3.2, 5.2)

Evidence and Rationale

Current assessment data utilized for purposes of analysis primarily include state mandated test results and records of student grade reporting. Such data provides helpful information in the placement of students and in the identification of students for remediation. A review of the school performance plan and action plan provide

evidence of the use of summative data, and point to the lack of formative data, especially at the secondary level. Elementary teachers meet weekly for collaboration, and often review results from the DIBELS formative assessment. School leaders, including administration and teacher leaders, expressed a need for secondary formative assessments to better guide math and ELA instruction as teachers implement the standards based curriculum. Study Island, a standards based online program with an assessment component, has begun to be used. Formative assessment data, when analyzed throughout the school year to monitor academic progress, supports efforts by teachers to adjust instruction to better meet the learning needs of students.

Powerful Practice

School leaders and staff commit to a culture based on shared beliefs about teaching and learning.

(Indicators 1.2, 2.4)

Evidence and Rationale

Carlin Combined Schools is clearly the center of the school community. The theme of shared beliefs about teaching and learning is reflected in the school's newly revised mission and vision. Based on interviews with all stakeholders, the surveys, and artifacts related to several events and practices, a strong sense of community based on shared beliefs about quality education exists at the school. Such words as, "family," "open", "supportive," "always valued," "approachable" were used frequently by stakeholders in reference to relationships between staff, students, and parents. Several staff members are also parents and or grandparents of former or current students and take great pride in the school. The passion and long commitment of the school leadership toward the school community is evident in interviews and school communications also. On Fridays, high school athletes take time to provide assistance and mentoring with elementary students. The Watch Dogs (Dads of Great Students) program is well received. The main community partnership is with the local energy company, which sponsors an annual community fall dinner, and offers scholarships and jobs for students each spring. A local community college and mining company offer scholarships also. A physical education teacher has voluntarily opened the gym each morning at 5:30am for open play. Another well supported community event in support of the school is the annual career and technical education auction and spaghetti feed. The shared beliefs includes a commitment to instructional practices that actively challenge students. The eleot™ results showed scores above the AEN in the areas of "engaged in rigorous course work," and "actively engaged in the learning activities." A staff committed to sustaining a positive school culture is the foundation for maintaining challenging, and equitable school experiences for all students.

Resource Utilization

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

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

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

Standard 4 - Resources and Support Systems

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

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

Indicator	Description	Review Team Score	AdvancED Network Average
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	3.00	2.89
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	3.00	2.80

Findings

Opportunity for Improvement

Develop and implement a plan to improve daily maintenance of the facility.

(Indicators 4.3)

Evidence and Rationale

Based on observations and interviews with school leaders and staff, the area of daily maintenance and cleanliness of classrooms needs to be addressed by appropriate maintenance personnel, with the support of school district maintenance personnel. Expectations are well documented and have been expressed by school leaders. Evidence available in school check lists and other maintenance artifacts shows that site facility personnel are not working consistently to improve these conditions. Measures are in place to track these conditions also; however, recommendations and directions are not being consistently followed. A clean and healthy learning environment, maintained consistently, supports conditions that enable active and challenging learning experiences for all students and staff.

Powerful Practice

School personnel provide and facilitate programs and practices to meet the counseling, referral, academic, and college and career planning needs of students.

(Indicators 4.6)

Evidence and Rationale

Based on staff interviews and artifacts related to guidance services and referral protocols, clearly defined protocols are in place and consistently followed. Students experiencing academic difficulties are identified daily, and involved in frequent formal and informal conferences with the counselor and instructional staff. School leaders often seek these students out for conferencing as well, as was observed during the External Review. These processes also include students who qualify for special education services (IEP and 504) and English Language Learner (ELL) students. Home visits occur often, on an as needed basis. The Route to Intervention (RTI) process of identification and intervention has been in place for ten years. In the secondary program, students participate in college courses and Career and Technical Education (CTE) courses. Several students from the Future Career and Community Leaders of America (FCCLA) and welding programs qualified for state competition. The FCCLA teacher was recently recognized at the state level for her expertise also. All students grades K-12 are enrolled in the Olweus Anti-Bullying Program to focus on positive interpersonal

relationship skills. Students in grades K and 1st participate in the 7 Habits program offered through the Elko County Juvenile Probation Office. Personnel have positive working relationships with the Division of Child and Family Services (DCFS) and the School Resource Officers (SRO). The high school graduation rate increased from 66.67% in 2012 to 73.17 % in 2013, and projections indicate a graduation rate of 86% for 2014. When a variety of guidance and support services are consistently provided to students, the rate at which all students will experience school success increases.

Conclusion

The themes that emerged from the External Review confirmed the emphasis on a school with a positive school culture in support of the mission and vision (2.4), with the following Powerful Practices: school leaders and teachers who are committed to working together to support the shared beliefs about teaching and learning (1.2), positive family engagement and home-school communications initiatives (3.8), successful long-term structures in support of adult-student advocacy (3.9), and ongoing systems and services in place to meet the counseling, assessment, academic, and career planning needs of all students (4.6). School leadership and staff, with the active support of the community, have capitalized on the small school model in support of successful school experiences for all students. The External Review also recognized the willingness of the staff to continue and improve collaboration structures in support of application of data analysis.

Carlin Combined Schools has a strong tradition of school pride and community support. Interviews with students and parents all yielded strong beliefs that the staff and administration of the school care deeply about the success of the students, both personally and academically. Interviews provided evidence that the school administration was sincerely invested in student success, having created a positive foundation for school improvement efforts. The commitment and involvement of the staff and administration fosters a strong learning environment and a fresh willingness to improve for the benefit of all students.

The most significant area of Opportunity for Improvement is grounded within Standard 5, specifically the need for the school to develop and implement ongoing professional development for all staff focused on the evaluation, interpretation, and use of data to improve teaching and learning (5.3). Such training will have a positive impact on achievement as teachers learn how to adjust daily teaching practices in response to data analysis. This is a priority expressed by the school in staff interviews and the self-assessment. Effective monitoring and evaluation practices, embedded in collaboration structures, by school leaders provides valuable support and guidance to teachers in this process. Other areas identified for improvement include stakeholder participation in the revision of the mission and vision with the development of opportunities to share decision making related to school improvement and school-wide initiatives (1.1, 2.5), and increasing the effectiveness with which maintenance personnel address on a daily basis conditions related to the safety, and cleanliness of the facility (4.3). Providing a healthy environment for teaching and learning is elemental to school success. The increased stakeholder participation will build on the strong school culture and tradition of school pride.

Under the direction of school leaders and the leadership team, school improvement processes have been revised. There is strong evidence that the school, supported by a positive school culture, is moving in a positive direction to address the learning needs of all students. The educational mindset of the staff focuses on helping all students learn and grow as they experience success in school. The school community is committed to changing instructional practice in response to frequent analysis and application of assessment data, and much evidence, including the strategies outlined in the school action plan, shows how the school has begun this process.

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:

- Develop and implement a training program for the interpretation and application of data results for all K-12 staff.

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	287.18	282.79
Teaching and Learning Impact	290.48	274.14
Leadership Capacity	281.82	296.08
Resource Utilization	285.71	286.32

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

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

Addenda

Team Roster

Member	Brief Biography
Katy Christensen	Katy Christensen is a retired educator who committed 40 years to education, 30 of which were with the Clark County School District. She taught grades 6 - 12, specializing in Reading, English, and Journalism. She earned her Bachelor of Science and Master of Education degrees from the University of Minnesota, and her administrative credential from the University of Nevada, Las Vegas. Her administrative experience in the Clark County School District includes 19 years as principal. She served as a Review Team member and the Lead Evaluator for several schools in southern Nevada, and currently serves as Lead Evaluator for schools in northern Nevada.
Mr. Paul Allen	Paul Allen graduated from Idaho State University in 1997 with a secondary ed degree. he taught English and Social Studies for 6 years in Mineral County, Nevada and 9 years in Spring Creek, Nevada. He was a football, baseball, basketball, cross country and academic team coach at various times in my teaching career. He received Ed. Leadership degree in 2011 from Western Governors University. He has worked as a Vice Principal and Athletic Administrator since 2012 at Spring Creek High.
Mr. TW Cunningham	TW began teaching in 2001 and is currently Vice Principal Finance & Athletics at Elko HS. Received B.S. from UNR, Masters in Administration from Grand Canyon University and is currently working on a Doctorate from Grand Canyon University. TW has served on accreditation teams at Jackpot Combined, Battle Mountain HS, Carlin HS, Lowry HS, & Wells Combined.
Mr. Brian Messmer	I have been the Principal of Jackpot Combined School, in Jackpot, Nevada for the past sixteen years. Before becoming principal, I taught high school business subjects in Jackpot for six years. I came to Nevada from Bottineau, North Dakota where I taught travel related subjects at North Dakota State University-Bottineau.
Mrs. Lacey Smith	Lacey is currently employed as a science teacher at Elko High School. She also serves as the campus systems operator. Elko High School was reviewed last year. Lacey served as the lead team member for the school in this process. Lacey has earned two Master's degrees. One in Integrating Technology in the Classroom and most recently Educational Administration.

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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