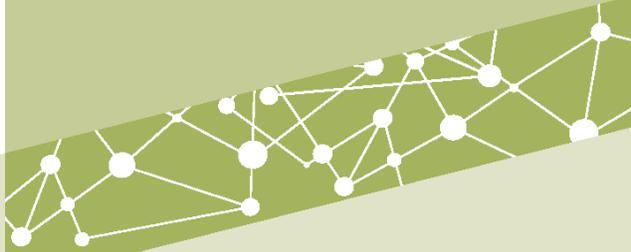


March 17-20, 2019



AdvancED® Engagement Review Report



AdvancED® Performance Accreditation

Middleton School District
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Middleton, Idaho 83644

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

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 system.	Emerging
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Needs Improvement
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Emerging
2.4	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.	Needs Improvement
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Exceeds Expectations
2.6	The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.	Meets Expectations

Learning Capacity Standards		Rating
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.	Needs Improvement
2.8	The system provides programs and services for learners' educational future and career planning.	Needs Improvement
2.9	The system 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.	Meets Expectations
2.12	The system implements a process to continuously assess its programs and organizational conditions to improve student learning.	Meets Expectations

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

Effective Learning Environments Observation Tool® (eleot®)

Results

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

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

eleot® Observations		
Total Number of eleot® Observations from the Engagement Review	42	
Environments	Rating	AIN
Equitable Learning Environment	2.83	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.50	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.48	3.74
Learners are treated in a fair, clear and consistent manner	3.36	3.77
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	2.00	2.06
High Expectations Environment	2.60	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.52	3.17
Learners engage in activities and learning that are challenging but attainable	2.90	3.14
Learners demonstrate and/or are able to describe high quality work	2.38	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)	2.55	3.06
Learners take responsibility for and are self-directed in their learning	2.62	2.89
Supportive Learning Environment	3.15	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.00	3.66

eleot® Observations		
Total Number of eleot® Observations from the Engagement Review	42	
Environments	Rating	AIN
Learners take risks in learning (without fear of negative feedback)	2.83	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.29	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.48	3.66
Active Learning Environment	2.59	3.08
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.60	3.34
Learners make connections from content to real-life experiences	2.21	2.80
Learners are actively engaged in the learning activities	3.05	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.50	2.74
Progress Monitoring and Feedback Environment	2.53	3.14
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.40	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.76	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	2.74	3.37
Learners understand and/or are able to explain how their work is assessed	2.21	2.63
Well-Managed Learning Environment	3.11	3.58
Learners speak and interact respectfully with teacher(s) and each other	3.36	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.29	3.83
Learners transition smoothly and efficiently from one activity to another	2.71	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.10	3.54
Digital Learning Environment	1.92	1.50
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.86	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.93	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.98	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.

IS Rubric Levels	STANDARDS
Initiate Priorities for Improvement	Standards: 1.4, 1.5 Standards: 2.2, 2.4, 2.7, 2.8
Improve Opportunities for Improvement	Standards: 1.3, 1.8, 1.10, 1.11 Standards: 2.1, 2.3, 2.6, 2.10 Standards: 3.1, 3.2, 3.3, 3.5, 3.6
Impact Effective Practices	Standards: 1.1, 1.2, 1.6, 1.7, 1.9 Standards: 2.5, 2.9, 2.11, 2.12 Standards: 3.4, 3.7, 3.8

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

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

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

Institution IEQ	287.74	AIN 5 Year IEQ Range	278.34 – 283.33
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Insights from the Review

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

The Middleton School District Engagement Review Team identified several themes that note strengths and challenges for the system as it continues its improvement journey.

The district's focus on improving systemic processes has yielded positive results. Interviews with stakeholders revealed the progress towards systemic processes, initiated three years ago when the former superintendent broached the idea of system accreditation. The Engagement Review Team heard from several groups that until recently, the Middleton schools had operated individually "as islands." At all levels, staff members shared the progress they have made through vertical and horizontal articulation. Elementary principals hope that middle school teachers can no longer identify which elementary school their students attended. In addition to instruction being consistent from school to school, communication is now more systematic. The district leadership team now consists of a principal and two teachers from each school in addition to district level leaders and board members. Once information is shared at the district level, each school's team then presents to its faculty. Interviews revealed that staff members at all schools are now hearing the same information. Another factor supporting the systemic approach is the current strategic plan. Administrators, teachers and some board members stressed the system's demand that all decisions support one of the five strategic goals. Because of the collaborative approach to the development of the plan, the internal stakeholders all feel they have a voice in the direction of the school system, which is leading to the collaborative culture desired by leaders.

While Middleton School District is now operating as one system, instead of a group of individual schools, a lack of unity among school board members exists. This was substantiated by a variety of stakeholders. All board members are provided opportunities for training, but interviews and the review of minutes revealed dissension among the group, often exhibited in public forums. Artifacts revealed the tendency of some board members to get involved in personnel issues. During one interview the team heard about rumors being spread on Facebook by "keyboard warriors" and the time wasted "chasing squirrels" by administrators. While some board members participate in available training, board artifacts revealed that not all "participate in ongoing professional learning to stay current and informed regarding applicable laws, regulations, and best practices." One issue mentioned several times is the tendency of some board members to "investigate" issues on which they are later expected to vote. The district is encouraged to explore strategies to build teamwork and improve collaboration among board members.

The district has demonstrated significant growth in the area of curriculum alignment. The system's recent focus on curriculum alignment has been supported with sufficient funding to provide a director two years ago whose focus

is curriculum and instruction along with six instructional specialists added for the 2018-19 school year. These specialists support implementation of the curriculum as well as instructional best practices. In keeping with the system's shared leadership philosophy, the curriculum adoption process has been inclusive of teachers. The strategic phasing of adoptions/cycles with key progress monitoring points, calendars and expectations has been effective based on the buy-in of all stakeholders interviewed as well as classroom observations. Math, now in phase three, is a highlight of how to phase in adoption and implementation with solid data supporting learners' growth. In phase two is the humanities with English/language arts in phase one. Teachers interviewed, stated that they were previously in "curriculum deficit," but in the last few years they have received support. Every teacher group mentioned the value of the early release Wednesdays devoted to professional development such as best practices, data-driven instruction and differentiation. Although some staff were at first skeptical, the positive results of the new standards-driven curriculum have everyone on board with the system's vision. With the many curricular changes, the administration adheres to the practice of "start, stop, continue" to determine what is working and what needs to be changed. The Engagement Review Team heard repeatedly, "We have come incredibly far with curriculum and assessments."

The district recognizes the need to make significant improvements throughout the system to better meet the needs of students with special needs. Artifacts revealed that in 2018, the district's special education program was audited by Idaho State Department of Education. As a result of that audit, the district has begun to make significant changes in its support of students with special needs. However, based on interviews and classroom observations, these changes are still in their infancy and need to be more fully developed. Prior to this year, students qualifying for special education were primarily served in a pull out model. This has shifted to more complete inclusion with paraprofessional support in the classroom. However, many of these paraprofessionals were not able to explain/demonstrate that they have a complete understanding of how to best support students through the inclusion model. During the Engagement Review Team's classroom observations, some assistants sat with the students and had little engagement. Teachers in multiple buildings indicated lack of training for serving students with disabilities in the regular classroom setting. The interview/application process for the Academy does not consistently look at needs of students with Individualized Education Plans when sending them to the Academy. Special education teachers did state that they feel supported by leadership, but the Engagement Review Team found a lack of professional development/training for regular education teachers and teaching assistants in the inclusion model.

A review of course offerings, as well as interviews, revealed that course offerings at all schools do not meet the needs and interests of the students. Students and parents shared their desire to have more access to career and technology courses and Advanced Placement/ honors courses. Middle school students expressed concern about leadership opportunities and the lack of student-centered instruction. Elementary students and parents mentioned the need for more project-based learning and art. Students at Middleton Academy, an alternative setting for high school students, shared concerns about their limited access to health/physical education and career-focused electives. The district is encouraged to review student achievement data and survey all stakeholders. Both sets of data should be considered to inform decisions regarding course offerings at all schools.

Professional development is embraced by faculty throughout the district. Weekly professional development, a strength in the district, occurs each Wednesday with the agendas addressing a different level each week: district, department/grade level, individual certificated staff and building level. This structure enabled a high level of collaboration during the curricular adoption processes. Topics are determined by teacher surveys as well as data analysis. The Engagement Review Team heard from teachers about the opportunities for vertical and horizontal articulation provided on the early-release Wednesdays. Instructional specialists are subject-specific and provide

support throughout the district, often leading weekly professional development. All certificated staff have access to support and are able to make individual requests for instructional coaches. The instructional specialists act as a team to give full support for needs and requests. Data are being collected through the Happy Fox system identifying what types of needs they are serving and the increased growth of their value to instruction. Many classroom teachers at multiple sites expressed the value added by the instructional specialist supports.

Listening carefully to the internal and external stakeholders, the team appreciates their willingness to share information about strengths and challenges. With the focus provided by the 2017-22 Strategic Plan and the support of the stakeholders, the school system is prepared to succeed in its goal of “Every Child Learning Every Day.” The system’s overview revealed the overarching goal: to create a unified school system with no school acting as “an island.” The commitment to the new Strategic Plan is providing a more systemic approach with all decisions based on adherence to one of the five goals. Middleton School District is encouraged to use this report as a resource as they engage in their continuous improvement journey.

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
<p>Judy Wesley, Lead Evaluator</p>	<p>Judy Wesley, a member of AdvancED’s initial cadre of trained Lead Evaluators, currently leads system accreditation teams throughout the United States as well as school review teams in Latin America. After graduation with a Bachelor of Arts degree in English from Campbell University in North Carolina, she began her career as a high school English teacher in Marion County, SC. After graduate work at Francis Marion University, she continued to work in Marion as director of federal programs, director of assessments, and grant writer. Once she retired from the school system in 2004, Ms. Wesley served as an adjunct professor at Francis Marion University as a supervisor of elementary and secondary student teachers. Since then, she has worked with the South Carolina Department of Education to provide assistance to low-performing schools. These duties consist of teacher observations, conferences and participation in their continuous improvement process.</p>
<p>Jim Foudy</p>	<p>Jim Foudy currently serves as superintendent for the McCall-Donnelly School District. Mr. Foudy joined the district in 2003 as the principal for Donnelly and McCall Elementary Schools after teaching first, fifth and sixth grades in the Boise School District. In 2006, he worked on a team that passed a school bond that expanded capacity at Donnelly Elementary, built Barbara Morgan Elementary and remodeled the McCall-Donnelly High School campus. From 2008 to 2014, he served as principal at Barbara Morgan Elementary. Currently, Mr. Foudy is leading a strategic planning team for the McCall-Donnelly School District, which will create a framework for the next five years.</p>
<p>Michael Garrett</p>	<p>Dr. Michael Garrett, district superintendent of Joint School District (JSD) #171 in Orofino and surrounding areas in Idaho, is currently leading JSD171 through systems accreditation. He is in his second year at JSD171. Prior to moving to Idaho, he was district superintendent of Fairfax RI and Spickard RI, small, rural districts in Northern Missouri. He began his education career as a substitute in all educational areas in addition to being a route bus driver before going back to school at Northwest Missouri State University in Maryville, Missouri, to receive his teaching certification in middle school and secondary sciences. Soon after, he continued his education by pursuing and receiving a Master of Arts, Education Specialist and Doctor of Education degrees in education leadership and administration through William Woods University in Fulton, Missouri. Dr. Garrett has served on review teams in Missouri as well as completing Leadership Academy and also a two year program with the National Institute of School Leaders. Prior to becoming an educational leader, he was an environmental, personnel, training and maintenance manager with locations and facilities in multiple mid-western states.</p>

Team Member Name	Brief Biography
<p>Dale Laine</p>	<p>Dale Layne was born and raised in Phoenix, Arizona and moved to Nampa, Idaho, in 1977 to attend college. He is currently serving as superintendent of schools for the Jerome School District in Idaho. Previously, he served as the elementary principal at Jefferson Elementary in Jerome from 1991- 2009. Before moving to Jerome, he taught in the Nampa School District. He has a Bachelor of Art’s degree from Northwest Nazarene University in elementary education, a Master of Art’s degree in curriculum and instruction from Boise State University and an Educational Specialist degree in school leadership from the University of Idaho. Mr. Laine is past president of the Region IV Superintendents’ Association and Idaho Association of School Administrators Board Member, ISSA representative on the Educational Opportunities Resource Committee and Idaho School District Council Board Member.</p>
<p>Christine Otto</p>	<p>Originally from Texas, Christine Otto has spent most of her educational career in Oregon and Idaho. After teaching English as a Second Language and English for 10 years, she transitioned into administration in 2007-2008. As an administrator she has served as a vice principal and principal at the middle school/high school levels. She is currently the coordinator of instructional services at Multnomah Education Service District in Oregon, where she supports internal programs as well as instructional initiatives in component districts. After receiving her Bachelor of Arts degree from the University of Arizona at Tucson and Master of Science degree from the University of Texas at Austin, she earned her administrator credentials from Portland State University at Portland.</p>

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About AdvancED

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