

Report of the External Review Team for Grand County High 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 Lead Evaluator established contact with the principal of Grand County High School, a public school in Grand County School District, several weeks prior to the External Review. Productive communication through phone calls and emails prepared the school and the External Review Team for the two day Review. Prior to the arrival of the Team, the school provided a self-assessment, electronic evidences, and survey results which Team members were able to access through the AdvancED Adaptive System of School Improvement Support Tools (ASSIST™) Workspace. The Team's electronic communication and a careful review of digital documents and lines of evidences, prior to being on-site, gave the Team an insight into the school's mission, structure, culture, and instructional practices. This prepared the Team to effectively ask clarifying questions of stakeholders. The four-member External Review Team arrived for the two-day Review March 20, and March 21, 2017. The Team was introduced to the school's Leadership Team the morning of March 20. The Principal gave an overview presentation. The presentation, along with previously provided evidence, was the foundation for further investigation by the Team. Team members visited classrooms and completed 28 Effective Learning Environments Observation Tool® (eleot®) evaluations; a high percentage of core classrooms and most elective classrooms were visited. The Team worked in a conference room with internet access, a projector, and whiteboard. This enabled the Team to map out data trends and facilitate discussions on valuable information that was gathered through stakeholder interviews, classroom observations, and continued analysis

of evidences provided prior to the Review and additional clarifying lines of evidence gathered on-site.

The opportunity to be part of Grand County High School for two days was appreciated. The Team was grateful for the hospitality while on-site along with the hotel accommodations and provided meals. The school leadership team was immensely helpful in answering all the Review Team's questions as well as providing additional artifacts to further support the school's alignment to the AdvancED Accreditation Standards and Indicators. It was evident that all of the stakeholders wanted to learn of growth opportunities through the accreditation process. It was evident that students' personal development and educational success was valued at Grand County High School. One student commented that he feels "taken care of by the staff and that the staff really cares for the students."

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	13
Support Staff	11
Students	87
Parents/Community/Business Leaders	5
Total	118

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	2.82
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	2.45
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2.75	2.63
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	3.00	2.69
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	2.75	2.52
3.6	Teachers implement the school's instructional process in support of student learning.	3.00	2.56
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	2.00	2.56
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	2.75	3.07

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.	2.75	3.01
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2.25	2.71
3.11	All staff members participate in a continuous program of professional learning.	3.00	2.48
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	2.25	2.63

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.	2.25	2.64
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.	2.25	2.33
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	2.00	2.03
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.	2.25	2.45
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	2.68

Student Performance Diagnostic

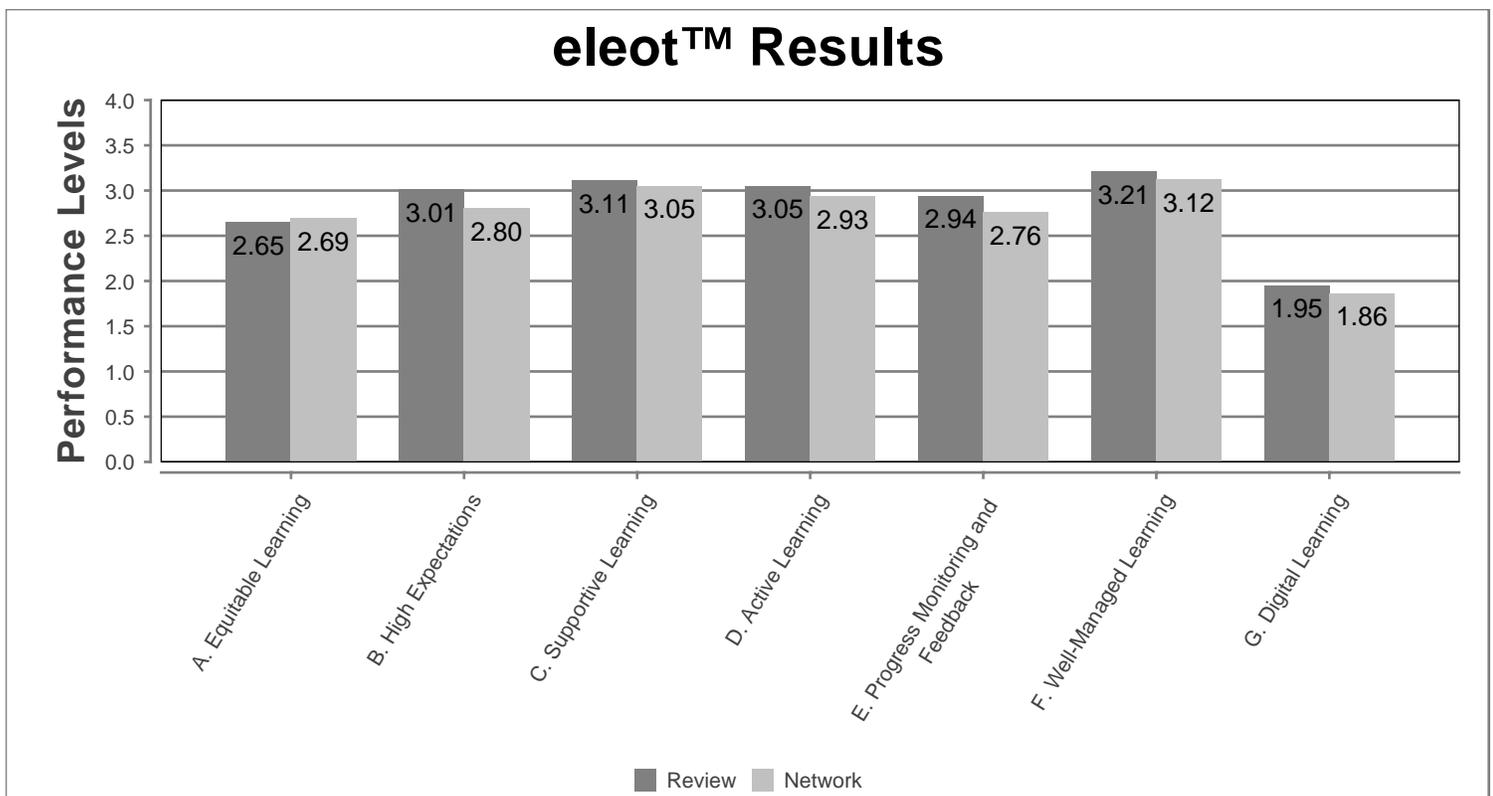
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	3.00	3.11
Test Administration	3.00	3.46
Equity of Learning	2.00	2.75
Quality of Learning	2.50	2.93

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 recorded 28 classroom observations using the eleot® (Effective Learning Environments Observation Tool®); a high percentage of core classes and most elective classes were observed. The eleot® scores for all of the classrooms evaluated were above the AdvancED Network (AEN) averages with the exception of "Equitable Learning" which was slightly below the average. The school's strongest areas were in the "High Expectation Learning Environment" with a score of 3.01, and the "Well

Managed Learning Environment" with a score of 3.21. They scored 3.11 in the "Supportive Learning Environment", 3.05 in the "Active Learning Environment", and 2.94 in "Progress Monitoring." Their lowest score was in the "Digital Learning Environment" with a score of 1.95.

While the lowest scoring domain was Digital Learning Environment, it was above the AEN score by 0.09. This was supported by the Team's and school's score of Indicator 4.5 - "The technology infrastructure supports the school's teaching, learning, and operational needs". Classrooms had dedicated labs that were used during instruction. It was evident that students understood the school's rules and expectations when using technology. For the classes that did not have designated Chromebook labs, the school had two computer labs that could be used for class and individual student work. In addition, the eleot® learning environment scores related to evidences of Standard 4 - "The school has resources and provides services that support its purpose and direction to ensure success for all students" - were seen throughout the school. Observations provided support of indicators in Standards 1 and 3. Each classroom had the mission statement displayed and students referenced the statement during interviews and classroom interactions. All classrooms observed had a student population of less than 25 and in some cases less than 15 students. Students were given good examples of work products and they demonstrated that they understood the school's purpose and their teachers' expectations.

Overall, the External Review Team experienced a warm and inviting feeling in the classrooms they observed. The students were positive and the teachers had great rapport with the students. Administrative support was excellent and parents recognized the academic progress gained through the efforts of teachers. Students expressed that they felt that their teachers are true advocates for them.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.39	Has differentiated learning opportunities and activities that meet her/his needs	14.29%	39.29%	17.86%	28.57%
2.	3.11	Has equal access to classroom discussions, activities, resources, technology, and support	21.43%	67.86%	10.71%	0.00%
3.	3.11	Knows that rules and consequences are fair, clear, and consistently applied	25.00%	64.29%	7.14%	3.57%
4.	2.00	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	14.29%	17.86%	21.43%	46.43%
Overall rating on a 4 point scale: 2.65						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.07	Knows and strives to meet the high expectations established by the teacher	17.86%	71.43%	10.71%	0.00%
2.	3.21	Is tasked with activities and learning that are challenging but attainable	35.71%	50.00%	14.29%	0.00%
3.	2.89	Is provided exemplars of high quality work	25.00%	46.43%	21.43%	7.14%
4.	3.07	Is engaged in rigorous coursework, discussions, and/or tasks	32.14%	46.43%	17.86%	3.57%
5.	2.79	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	25.00%	39.29%	25.00%	10.71%
Overall rating on a 4 point scale: 3.01						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.32	Demonstrates or expresses that learning experiences are positive	42.86%	46.43%	10.71%	0.00%
2.	3.21	Demonstrates positive attitude about the classroom and learning	32.14%	57.14%	10.71%	0.00%
3.	3.04	Takes risks in learning (without fear of negative feedback)	39.29%	35.71%	14.29%	10.71%
4.	3.18	Is provided support and assistance to understand content and accomplish tasks	32.14%	53.57%	14.29%	0.00%
5.	2.82	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	21.43%	50.00%	17.86%	10.71%
Overall rating on a 4 point scale: 3.11						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.96	Has several opportunities to engage in discussions with teacher and other students	32.14%	39.29%	21.43%	7.14%
2.	2.89	Makes connections from content to real-life experiences	28.57%	35.71%	32.14%	3.57%
3.	3.29	Is actively engaged in the learning activities	50.00%	28.57%	21.43%	0.00%
Overall rating on a 4 point scale: 3.05						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.00	Is asked and/or quizzed about individual progress/learning	32.14%	39.29%	25.00%	3.57%
2.	3.04	Responds to teacher feedback to improve understanding	21.43%	64.29%	10.71%	3.57%
3.	3.14	Demonstrates or verbalizes understanding of the lesson/content	32.14%	50.00%	17.86%	0.00%
4.	2.75	Understands how her/his work is assessed	14.29%	53.57%	25.00%	7.14%
5.	2.79	Has opportunities to revise/improve work based on feedback	28.57%	39.29%	14.29%	17.86%
Overall rating on a 4 point scale: 2.94						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.32	Speaks and interacts respectfully with teacher(s) and peers	46.43%	42.86%	7.14%	3.57%
2.	3.43	Follows classroom rules and works well with others	46.43%	50.00%	3.57%	0.00%
3.	3.14	Transitions smoothly and efficiently to activities	42.86%	39.29%	7.14%	10.71%
4.	2.93	Collaborates with other students during student-centered activities	32.14%	39.29%	17.86%	10.71%
5.	3.21	Knows classroom routines, behavioral expectations and consequences	35.71%	53.57%	7.14%	3.57%
Overall rating on a 4 point scale: 3.21						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.18	Uses digital tools/technology to gather, evaluate, and/or use information for learning	21.43%	14.29%	25.00%	39.29%
2.	2.04	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	21.43%	10.71%	17.86%	50.00%
3.	1.64	Uses digital tools/technology to communicate and work collaboratively for learning	14.29%	0.00%	21.43%	64.29%
Overall rating on a 4 point scale: 1.95						

Findings

Improvement Priority

Develop and implement a clear, systemic and systematic process for collecting, analyzing and applying data from multiple sources to better inform and support teaching and learning.
(Indicator 5.2)

Primary Indicator

Indicator 5.2

Evidence and Rationale

Grand County High School is dedicated through sound organizational conditions, resources and programs to using data in support of each student's college, career, and life readiness. Data are collected and presented to teachers each year; however, the External Review Team, through stakeholder interviews, artifact reviews and observations, found little evidence that all professional staff have been trained to evaluate, interpret and use data to drive instruction. While teachers shared that in PLCs (Professional Learning Communities) they discuss student data, the consistent use of data to drive instructional planning is not pervasive and was not facilitated by training staff on data analysis. Some teachers stated that they received data from the school administrators or knew where to find it, but many didn't not know how to analyze the data. A systemic plan needs to include a framework to provide time for all teachers to be trained and to work together in building collaborative opportunities to evaluate, interpret, and use data. Regular follow-up meetings on data analysis to ensure consistency should be a part of this process. This will guarantee an on-going monitoring system on data use for analysis and provide stakeholder feedback that will create a community of educators implementing best practices. Implementation of a clearly focused, site-based training program will do a great deal to build a more cohesive approach to classroom practice and overall school improvement. When aligned data is systematically collected, interpreted, and continuously applied toward the teaching process and student learning, informed

decisions can be made that lead to the fulfillment of the school's mission, vision and improvement goals.

Improvement Priority

Provide quality coaching and mentoring for teachers to ensure effective and consistent implementation of professional development training and school policies and procedures.

(Indicator 3.7)

Primary Indicator

Indicator 3.7

Evidence and Rationale

Interviews revealed teachers had an inconsistent understanding of how school policies and procedures are to be carried out by teachers. Student interviews revealed that although students love the school, they felt a great deal of frustration and thought the school lacked faculty cohesion in the implementation of policies and procedures. Team observations revealed inconsistencies in the application of some school procedures. The inconsistency of how cell phone use is applied from classroom to classroom is one example. Team members heard from a few teachers, through teacher interviews, that the implementation of school policy was inconsistent because of the high rate of turnover of the staff, and as a result, new staff members were either unaware of expectations or hadn't committed to enforcement. The Accreditation Self Assessment included one of the goals of the school as the reconciling of inconsistent applications of school wide policies and procedures. The Self Assessment referred to putting a teacher leadership program in place which would improve the implementation of the EYE program. The Entry Years Enhancement (EYE) program, as required by the State of Utah, was in place within the district, but not functioning well at Grand County High School. Resources for the EYE program must be committed in order for the school to function at a high level which will help new teachers understand the policies of the school and practice their implementation. Policies are intended to provide a framework that ensures consistent principles are applied to practice across a school. Well managed and consistent learning environments increase student achievement, demonstrate to stakeholders that the school is in control, and promote a stable culture whereby teachers feel they are working together towards the same goals. By making the policies and procedures consistent, it will allow employees of the school to dedicate more of their time to the completion of their actual job duties, likely leading to an increase in productivity.

Improvement Priority

Refine the multi-tiered system of support (MTSS) based on formative data to address student needs and provide intervention at all levels.

(Indicator 3.12)

Primary Indicator

Indicator 3.12

Evidence and Rationale

Interviews with teachers, and the school's Self Assessment revealed that student interventions have been put in place. However, the method of execution of the tiered intervention process is inconsistently administered across the school. Classroom observations of intervention time revealed some students who were unclear as to why they had to attend. Teachers were not clear on how their school wide tiered intervention process was implemented relative to when and which students to refer for intervention. The school's' Self Assessment also stated a need for more individualization of instruction for meeting specific needs of not only struggling students but also those who are excelling. It would be wise for the school to clearly define the interventions they are currently using, how they intend to apply the interventions, and then how they will get buy-in from the entire staff. Staff development will be critical to this process. This clearly defined tiered intervention system will assist the school in finding gaps in interventions, which will allow them to meet the needs of all students. Early identification and modifications to address individual learning challenges through a research based Response to Intervention process will ensure equity and positive results in student performance.

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.	3.00	2.73
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	3.00
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.75	2.52

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.	3.25	2.95
2.2	The governing body operates responsibly and functions effectively.	3.25	2.90
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	3.15
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	2.75	3.11
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	3.25	2.79
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	2.50	2.71

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	2.25	3.43
Stakeholder Feedback Results and Analysis	2.50	3.08

Findings

Powerful Practice

There is a family atmosphere at Grand County High School where stakeholders support each other in creating a culture of teaching and learning and celebrate the diversity of the school community.

(Indicator 1.2)

Primary Indicator

Indicator 1.2

Evidence and Rationale

There was evidence from the school's Self Assessment and interviews conducted by the Review Team that the school is dedicated to improving the collegial and collaborative activities that support problem solving in improving instruction as well as the overall culture of the school. Classroom observations revealed the motivation and energy of students and staff members to be a part of this organization that meets the overall goals of the school, and focuses attention on what is most important and valued.

A culture that is welcoming, learning focused, and has shared beliefs, further engages students in a world-class educational experience.

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.	2.50	2.95
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	3.00	2.98
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.50	3.14
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	3.00	2.84
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	3.00	2.63

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.	2.75	2.86
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	2.50	2.75

Findings

Powerful Practice

Highly effective supports are in place including mental health and emotional counseling through the school's mental health provider, school counselor credit recovery program and academic support opportunities which include teacher tutoring.

(Indicator 4.6)

Primary Indicator

Indicator 4.6

Evidence and Rationale

The self study and interviews revealed that services are available to support students emotionally and academically. These services include counseling, after-school tutoring, collaboration with local agencies, and on campus monitoring of student who are struggling. During interviews, students identified the caring staff as the school's biggest asset. Interviews with parents confirmed this opinion. Both parents and students believed that the campus provides safe environment and that all staff members practice an "open door" policy. There is a dedicated budget to support counseling, assessments, referrals, and career planning. During the two day visit, the Team observed some of these services in place. Outstanding schools provide services to assist students not only in planning their post secondary educational experiences but also in lending support in ordinary life experiences. This extra support may mean the difference between a student experiencing success or failure in future life endeavors.

Conclusion

A significant theme during the External Review was the welcoming and positive culture of the Grand County High School. Because culture is a strong focus in the school, students overwhelmingly support the principal and other administrators. The administrators are often seen in the halls, in the classrooms, and are easily accessible to students. Students reported that they felt the staff and administration worked to help establish a community where students feel the adults truly care about them. Evidence of this caring and responsive culture comes in part from the school's responsiveness to a recent tragedy that resulted in the death of two Grand County High School students and three badly injured students. A student commented that the only reason that she was able to overcome this tragedy was because of "the sense of community, support, and caring that extends through the school."

While Grand County High School demonstrated many accomplishments in student passing rates, concurrent enrollment, and student culture, all schools have some challenges that slow the momentum of progress. The overarching challenge for Grand County High School, as they had recognized in their Self Assessment, is the need for a systemic and systematic process for collecting, analyzing and applying data from various sources to drive instructional decisions. This would also allow the school to more effectively manage a response to learning for those students who are struggling. The need for a more stable teaching faculty, where most teachers stay for years, is a challenge that emphasizes the need for the school to provide the conditions within their control to help teachers want to stay despite the economic challenges of living in the area. As a mentoring program is implemented that will pair novice teachers with more experienced teachers who can aptly explain school policies, regulations and procedures; share methods, materials and other resources; help solve problems in teaching and learning; provide personal and professional support; and guide the growth of each new teacher through reflection, collaboration, and shared inquiry, the school will experience a more stable staff that will be able to respond more effectively to improving student learning.

In summary, this was a very positive review experience for the members of the External Review Team and hopefully for the staff at Grand County High School as well. The school did a good job with their Internal Review and preparations for the External Review. They have effectively defined their strengths and weaknesses. By addressing the Improvement Priorities identified by the External Review Team Grand County High School will improve in the areas of creating increased professional development that is data driven, instructional best practice, that is employed to improve instruction and teacher development. Grand County High School is a terrific school that will continue to develop and improve because of the genuine care the faculty has for students and the desire they show for students to improve their lives. This report serves as a foundation for future growth and improvement. The Improvement Priorities listed will help the school along their path to enhanced school effectiveness which will result in better student learning outcomes. The Team has every confidence that the school will take the recommendations in this report and act on them to enhance student learning at the school.

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 clear, systemic and systematic process for collecting, analyzing and applying data from multiple sources to better inform and support teaching and learning.
- Provide quality coaching and mentoring for teachers to ensure effective and consistent implementation of professional development training and school policies and procedures.
- Refine the multi-tiered system of support (MTSS) based on formative data to address student needs and provide intervention at all levels.

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	270.51	278.94
Teaching and Learning Impact	255.95	268.48
Leadership Capacity	286.36	293.71
Resource Utilization	289.29	286.27

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

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

Addenda

Team Roster

Member	Brief Biography
Dr. Roy Hoyt	<p>Roy's educational experience spans 32 years as teacher and administrator. He started his teaching career in Burley, Idaho as an American Government teacher and coach. He moved to Hurricane, Utah to be a high school assistant principal at Hurricane High School in the Washington School District. During his 25 years in the Washington School District, he was a high school assistant principal, middle school principal, and high school principal. He was also the Superintendent of Big Horn County School District #4 in Wyoming from 2014 to 2016. Roy was an Adjunct Professor for Dixie State University in St. George, Utah, where he taught Educational Psychology and Human Exceptionalities. Roy completed his Bachelors of Science at the University of Utah, Masters Degree at the College of Idaho, and Educational Doctorate at the University of Nevada-Las Vegas. He has been leading accreditation visits for many years. From 1999 to 2014 for NWA/State of Utah, and from 2012 to current for AdvancED. He is currently a field consultant for AdvancED.</p>
Dr. Deborah Lucy Swensen	<p>Dr. Deborah Swensen is the Lead Director of Hawthorn Academy. Hawthorn has two schools, one a K-6 and one a K-9 public charter school. She opened the first school as principal developing the school's growth and culture over seven years. In the seventh year, the second campus opened and Dr. Swensen became the Lead Director over both campuses. Dr. Swensen works as an Adjunct Professor at Argosy University. Dr. Swensen has worked in many aspects of education including the state Assessment Director, state Assessment Development Coordinator, Assistant Principal at three different 5A Utah High Schools, a middle school English and reading teacher, a curriculum developer in a traditional district, and a high school English/ debate/drama teacher. She has worked with "at-risk" and gifted and talented students in an accelerated program. Dr. Swensen has served as an Accreditation Chair for the state of Utah for over 15 years. She loves working in accreditation as she has the opportunity to see parents, teachers, administrators and students working together as a community of learners to achieve their common goals.</p>
Mr. Kevin Edward Livesey	<p>Biology teacher for 20 years Administrator for 23 years (Dean of Students, Vice-Principal and Principal) Worked in United Kingdom, Spain and UAE (Abu Dhabi) Worked mostly in English medium International Schools</p>
Ms. Tiffany Midgley	<p>I have been in the business of education for the past 22 years with teaching and administrative experience from preschool through college. I completed my undergraduate work at BYU with a degree in Elementary Education and earned a master's degree in Educational Leadership and Policy from the University of Utah. I currently work for Davis School District as the principal of Windridge Elementary.</p>
Mr. Kenneth L. Spurlock	<p>I am currently the Principal of Canyons Technical Education Center in Canyons School District. We are a technical high school with 600 students. I have also been the Director of Transportation and an Assistant Principal at Hillcrest, Alta and Brighton High Schools and Hillside Intermediate School in Salt Lake School District. I have also been an apprentice Instructor/Coordinator as well as a member of the State Accreditation Committee for about 10+ years.</p>

Next Steps

1. Review and discuss the findings from this report with stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the Powerful Practices section to maximize their impact on the institution.
3. Consider the Opportunities for Improvement identified throughout the report that are provided by the team in the spirit of continuous improvement and the institution's commitment to improving its capacity to improve student learning.
4. Develop action plans to address the Improvement Priorities identified by the team. Include methods for monitoring progress toward addressing the Improvement Priorities.
5. Use the report to guide and strengthen the institution's efforts to improve student performance and system effectiveness.
6. Following the External Review, submit the Accreditation Progress Report detailing progress made toward addressing the Improvement Priorities. Institutions are required to respond to all Improvement Priorities. The report will be reviewed at the appropriate state, national, and/or international levels to monitor and ensure that the system has implemented the necessary actions to address the Improvement Priorities. The accreditation status will be reviewed and acted upon based on the responses to the Improvement Priorities and the resulting improvement.
7. Continue to meet the AdvancED Standards, submit required reports, engage in continuous improvement, and document results.

About AdvancED

AdvancED is the world leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 public and private schools and school systems – enrolling more than 20 million students - across the United States and 70 countries.

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 became part of AdvancED.

Today, NCA CASI, NWAC and SACS CASI serve as accreditation divisions of AdvancED. The Accreditation Divisions of AdvancED share research-based quality standards that cross school system, state, regional, national, and international boundaries. Accompanying these standards is a unified and consistent process designed to engage educational institutions in continuous improvement.

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