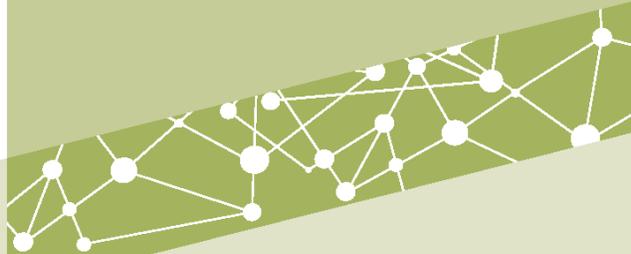


March 19-20, 2019



AdvancED®
Engagement
Review Report



AdvancED® Performance Accreditation

Hagerman School
150 E Lake Street
Hagerman, Idaho 83332

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

Learning Capacity Domain

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

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

Resource Capacity Domain

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

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

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	10	
Environments	Rating	AIN
Equitable Learning Environment	2.95	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.60	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.30	3.74
Learners are treated in a fair, clear and consistent manner	3.50	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	2.40	2.06
High Expectations Environment	3.06	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.90	3.17
Learners engage in activities and learning that are challenging but attainable	3.30	3.14
Learners demonstrate and/or are able to describe high quality work	3.00	2.83
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	3.10	3.06
Learners take responsibility for and are self-directed in their learning	3.00	2.89
Supportive Learning Environment	3.45	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.40	3.66

eleot® Observations		
Total Number of eleot® Observations from the Engagement Review	10	
Environments	Rating	AIN
Learners take risks in learning (without fear of negative feedback)	3.30	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.50	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.60	3.66
Active Learning Environment	3.10	3.08
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.10	3.34
Learners make connections from content to real-life experiences	3.40	2.80
Learners are actively engaged in the learning activities	3.10	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.80	2.74
Progress Monitoring and Feedback Environment	2.67	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	3.00	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	3.10	3.37
Learners understand and/or are able to explain how their work is assessed	2.20	2.63
Well-Managed Learning Environment	3.62	3.58
Learners speak and interact respectfully with teacher(s) and each other	3.80	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.70	3.83
Learners transition smoothly and efficiently from one activity to another	3.50	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.50	3.54
Digital Learning Environment	1.57	1.50
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.60	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.30	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.80	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.

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

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

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

The Engagement Review Team identified several themes that will support the continuous improvement process for Hagerman School. These themes present both strengths and opportunities to guide their further improvement journey.

Hagerman School provides a unique education setting, which combines the best of small class sizes, responsive teachers, unique programs such as agriculture and food science, online learning, and dual credit and college campus enrollment. Parents, students and teachers considered the quality of relationships between teachers and students and between teachers and parents as strength. Stakeholders also commented on the responsiveness of staff and leadership. Every student has at least one adult he/she can talk with as corroborated by teacher, student and parent inventories. Many staff provide coaching and sponsorship of after school athletics and extracurricular activities. Once teacher has initiated offering a music class to answer to the parents and students' interest in more arts and humanities offerings. The school offers community members access to school gym facilities for a \$100.00 annual pass. Stakeholders support the school through fund raising, attending athletic, extracurricular events and the agriculture and food science activities. Next steps the leadership might consider addressing are ways to retain new staff, to value employees and all stakeholders by involving them in decision making and to engage the larger retirement community in supporting "our school" and "our students."

The Engagement Review Team was informed the new leadership at the middle and high school levels is providing an opportunity for the Hagerman staff and community to solidify and re-envision their education delivery model. This change has brought a sense of optimism and hope on the part of parents, community members, students and staff. Interviews with parents, students and teachers affirmed support for the new leader's efforts to establish operational effectiveness through enforcing existing policies and establishing procedures that reflect the school's mission and vision and stakeholders' expectations. These stakeholders also indicated the school policies outlined in the student handbook have not been enforced or updated, and that is now being rectified under the new leadership. Student behavior expectations are being defined and monitored as reported by all stakeholders. Teachers provided examples of how they were supported by the principal when challenging student and parent situations arose. Parents and students both commented that the new focus on improving and elevating academic expectations and performance for all students is a welcomed and necessary focus. Parents used and concurred that the term "stagnant" best describes the education landscape in Hagerman. The attention to addressing consistently low math performance scores through modifying instruction and pursuing adoption of more appropriate and researched based instructional materials was noted by all stakeholder groups. Students indicated

they are performing better this year in math and enjoying the subject.

To reinforce the structures and policies at the school, the principal and school leadership are encouraged to narrow the focus of their efforts by identifying the most critical areas to be accomplished each year and with stakeholder feedback, establishing avenues for measuring these goals and communicating the results to stakeholders. Establishing goals and actions each year will minimize changes midstream that have been a point of justifiable frustration on the part of staff and students, such as which cell phone policies, advisory and the six period day as examples. As part of this narrowing of focus, the leadership is encouraged to clearly articulate its beliefs for all students. Is the expectation that all students will go on and pursue higher education? Or, as the agriculture teacher expressed, is the goal, "All students are prepared to make a living wage?" which requires them to go on, even if they are pursuing careers in the trades.

Leadership identified the advisory periods as the primary vehicle for building student/staff relationships and empowering students to take ownership of their learning. The eleot results, as well as student and teacher feedback, indicated that while this time is valued for strengthening bonds and affiliations, a more structured curriculum and well-defined purpose for this period are being sought. More student-driven activities could be incorporated into this period such as having students monitor and communicate their academic progress to their parents. Additionally, the student council expressed interest in being more involved in school decision-making above and beyond planning events.

Varied opportunities for students to enhance the existing core subject course offerings with Idaho Digital Learning Academy (IDLA) online courses, college dual credit courses and exemplary Career Technical Education (CTE) courses are available. Interviews with the principal, teachers and students, classroom observations and document review verified this strength. The food science instructor has collaborated with the agriculture instructor to create an innovative and cutting-edge area of study that combines agriculture sciences with food sciences. Students are connecting nursery management, welding of food smokers, wildlife science by conducting research for the state fish hatchery, food preparation and production utilizing local wildlife, cooking, smoking, packaging and marketing products such as smoked trout, salmon, elk, deer, duck and cheeses. The program is being recognized and supported by the state and business community. The IDLA lab is staffed throughout the day to maximize students' success in an online learning environment. After school activities and clubs are provided to students with athletics offerings predominating. Business Professionals of America, Future Farmers of America and cheerleading are provided by staff. Students, teachers and parents expressed an interest in expanding course offerings and after school clubs and activities. Students expressed that athletics overshadows academics in importance. Parents expressed interest in more activities geared to non-athletic motivated students. Teachers and parents expressed an interest in more arts and humanities courses being offered. Student and parent interviews and eleot observations corroborated a need for more rigor in curriculum and instruction and more differentiation especially for students at higher performance levels.

The school collects and monitors a variety of summative student data including graduation rates, attendance, discipline referrals, tardies as well as state and school assessment information such as ISATs and SAT scores as evidenced by the principal's overview, the Continuous Improvement Plan (CIP) and teacher, leadership team, parent, student and principal interviews. Eleot and inventories also were evidence provided. The staff provides pre- and post-tests, posting of grades two times per week through PowerSchool, administering ISAT interim assessments and STAR assessments. Staff and leadership focus group interviews and staff inventory responses indicated that while there is attention to summative data such as national and state assessments, there is not ready access to and monitoring of classroom data to guide individual teacher decisions and grade level content

area decisions. Although teachers are all involved in a variety of formative assessments, there did not appear to be a system that included agreed upon data checkpoints, interim assessments, progress monitoring tools and timelines. There is no system for analyzing and acting upon the data collected. There is no monitoring of teacher accountability to the agreed upon practices of posting grades two times per week, pre- and post-assessment documentation and adjusting of curriculum using these results. Parents and students indicated little utilization of PowerSchool to monitor student progress. One parent commented and the others concurred that there is no reason for the district to collect parent contact information if they are not going to use it. The staff are in the process of systematically adopting new instructional materials and assessments aligned with the district curriculum and state standards, beginning with mathematics. This will be the blueprint for how the district will proceed with implementing a consistent curriculum adoption cycle and alignment of materials, resources and assessments with each content area.

Communication was a concern documented by all stakeholder groups, the School Quality Factors (SQF) diagnostic, the CIP and the inventories. PowerSchool and Alert are the primary electronic vehicles for communicating with parents and students. Even though all stakeholders commented on the climate of caring and responsiveness at the school and with the staff, parents expressed concern they do not know how their students are performing academically and behaviorally as grades are not posted regularly, nor are they notified by teachers when issues arise on a consistent basis. PowerSchool is used primarily for one-way communication, but stakeholders identified little opportunity for two-way communication and opportunities for providing feedback. There are some promising practices in the initiate stage. PowerSchool is presently being underutilized and has several add-ons and features that can enhance communication significantly. There was a high response rate on the AdvancED Parent Inventory which would indicate this could be a regularly administered survey that is analyzed and used to guide future decision making. Parent teacher conferences are well attended. A parent teacher organization is just in its infancy and promises to be a vehicle for two-way communication between the school and families. The CTE programs are well supported by the larger community and attracting funding, indicating their communication avenues are utilized effectively.

The staff identified a need for more clearly delineating the decision-making matrix both within the school and with the district. Teacher, parent, student and principal interviews confirmed it was not clear who made what decisions and when and how stakeholders had input. There was minimal documentation of meeting agendas, minutes, committee structures, discipline protocols or referral of students for additional assistance, as examples. Stakeholder feedback has been identified as a multiyear goal in the CIP plan but no goals, actions, timelines or metrics accompany that document. The school is encouraged to formalize program evaluations and stakeholder feedback mechanisms to maximize resources and strengthen delivery of teaching and learning.

A review of initiatives, programs and process has found a lack of formal long-range planning, program development, implementation and evaluation to determine their effectiveness or impact over time by administration and teacher leadership. For example, Advancement Via Individual Determination (AVID), teacher mentoring, teacher recruitment and retention, professional development and technology are all initiatives or programs that are being delivered to some degree but with no artifacts to document establishment of a long-range plan and data collection to validate implementation and impact. Additionally, there was minimal documentation to support alignment of finances with identified student and staff needs. With no long-range plans driving decision-making, it is difficult to ensure budget is being allocated and directed to where it will have the greatest impact on student learning. Teacher and student interviews corroborated that although consumables are being provided, outdated textbooks, limited technology, few software applications and curriculum materials are not readily funded. Interviews also supported that AVID was prioritized as an initiative during the 2018-19 school year, but

there was no overall understanding and commitment to delivering the program with fidelity and justifying the large expenses required to implement the program. It would appear to be a good fit for the school, but leadership may consider recommitting fully to its implementation or redirecting those funds to another stakeholder supported initiative. Teachers did indicate they were assigned inhouse mentors, and mentors received a leadership stipend, but no formalized mentoring program is documented nor delivered. The school/district CIP plan did identify a need for instructional coaching for teachers. Idaho Leads is one state organization that provides both mentors and coaches for a nominal fee especially aligned with the needs of more rural schools such as Hagerman. Considering the size of the staff and the amount of staff pursuing alternative licensure, the school might consider hiring retired teachers to serve as mentors to ensure they are receiving job specific support. The four-day week schedule facilitates opportunities for embedded professional development such as enabling teachers to observe other classes in the larger surrounding districts who are on a five-day week. With Hagerman's growing retirement community, the leadership has untapped avenues to pursue to engage these underutilized stakeholders for support, expertise, leadership, student mentoring and networking. Technology is also an area of concern addressed by teachers, students, parents and school leadership. This has not been a funding priority in the past and is in need of attention, planning updating existing resources and funding of new technology and software.

Hagerman School provides a caring, supportive learning environment with varied academic and extracurricular opportunities for students to enable them to become college and career ready and avid and capable global citizens. Although much work needs to be accomplished, new leadership, committed staff, enthusiastic students and widespread parent and community support have positioned the school to be able to deliver on achieving its strategic vision and continuous improvement plan by narrowing its focus, developing a few, critical long-range plans and implementing and measuring specific actions aligned to those plans.

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>Dr. Mary Gervase Lead Evaluator</p>	<p>Dr. Mary Gervase is presently mentoring and coaching new principals as part of the Idaho Principal Mentoring Pilot Project sponsored by the Idaho State Department of Education. She also serves as lead evaluator for AdvancED School Engagement Reviews in her region in Idaho. Prior, she has worked for the Idaho State Department of Education as a capacity builder for schools and districts in need of improvement. She successfully authored and facilitated the charter application process for the first public school in Idaho founded on Waldorf methodology. She also served as the school’s first director. Previously, she was the Director of Education for the 2009 Special Olympics World Winter Games hosted by Idaho. She served as the assistant superintendent of the Blaine County School District, in Hailey, Idaho. She has been a K-8 elementary teacher, an elementary school guidance counselor, an assistant principal and principal, an adjunct professor at the university level and a State Department of Education supervisor in New Mexico. She has worked in Utah, Idaho, and New Mexico, and internationally in Scotland and Germany with the Department of Defense Dependent Schools System (DODDS). She holds a master’s degree in educational psychology, and a Ph.D. in educational administration.</p>
<p>Dr. Jim Brown</p>	<p>Dr. Jim R. Brown, Ed.D. has served as the principal of the Bridge Alternative Middles School in Twin Falls, Idaho, for the past ten years. He has seven years of teaching experience at the middle school level and ten years of experience as an elementary administrator. He holds a bachelor’s degree from Eastern Oregon State College, a bachelor’s degree from Idaho State University majoring in physical education and minoring in health, physical science, chemistry, life science, earth science and biology. He holds a master’s degree in athletic administration from Idaho State University, an Educational Specialist Degree in administration from the University of Idaho, and a Doctor of Education in educational leadership from Northwest Nazarene University.</p>
<p>Melissa Rice</p>	<p>As assistant principal at Jerome High School, Melissa Rice has been involved in education for over 17 years. She currently has a master’s degree in educational leadership, a bachelor’s degree in secondary mathematics education and a bachelor's degree in elementary education. She spent 10 years in the classroom as a secondary mathematics teacher before moving into administration.</p>

Team Member Name	Brief Biography
David Sparks	David Sparks is the vice principal of the Idaho School for the Deaf and the Blind overseeing the middle and high school deaf/hard of hearing program and the blind/visually impaired elementary through high school program. He holds an administrator certification and additional certifications in Spanish (K-12), elementary education (K-8), ESL (K-12), and bilingual/multicultural education (K-12). Mr. Sparks has worked in inner city schools in California and rural schools in Oregon and Idaho as an elementary, middle school and high school teacher teaching a variety of subjects including English as a second language, Spanish, and sheltered language classes in multiple core academic subjects. He has both an A.A. and a B.A. in bilingual/multicultural education and a M.A. in educational leadership.

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