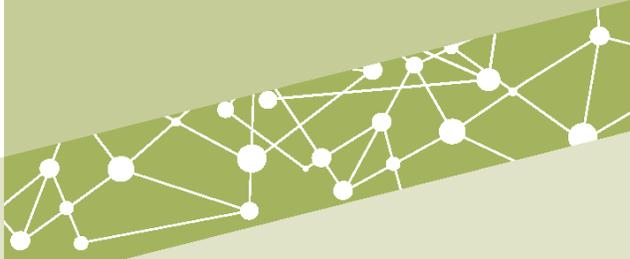


January 24 - 25, 2019

---



# AdvancED® Engagement Review Report



## AdvancED® Performance Accreditation

---

» **Results for:**  
**San Tan Foothills High School**  
1255 W. Silverdale Road  
Queen Creek, Arizona 85142

## Table of Contents

<b>Introduction .....</b>	<b>3</b>
<b>AdvancED Performance Accreditation and the Engagement Review .....</b>	<b>3</b>
<b>AdvancED Standards Diagnostic Results .....</b>	<b>3</b>
<b>Leadership Capacity Domain .....</b>	<b>3</b>
<b>Learning Capacity Domain .....</b>	<b>4</b>
<b>Resource Capacity Domain .....</b>	<b>5</b>
<b>Effective Learning Environments Observation Tool® (eleot®) Results.....</b>	<b>6</b>
<b>Assurances .....</b>	<b>7</b>
<b>AdvancED Continuous Improvement System.....</b>	<b>8</b>
<b>Initiate .....</b>	<b>8</b>
<b>Improve .....</b>	<b>8</b>
<b>Impact.....</b>	<b>8</b>
<b>Findings.....</b>	<b>9</b>
<b>Accreditation Status and Index of Education Quality® (IEQ®).....</b>	<b>9</b>
<b>Insights from the Review .....</b>	<b>10</b>
<b>Next Steps.....</b>	<b>12</b>
<b>Team Roster .....</b>	<b>13</b>
<b>References and Readings .....</b>	<b>14</b>

## Introduction

### AdvancED Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the AdvancED Accreditation Process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution’s performance against the research-based AdvancED Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. AdvancED provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions which helps to focus and guide each institution’s improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

### AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution’s effectiveness based on AdvancED’s Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Results are reported within four ranges identified by the colors. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

### Leadership Capacity Domain

The capacity of leadership to ensure an institution’s progress toward its stated objectives is an essential element of organizational effectiveness. An institution’s leadership capacity includes the fidelity and commitment to its purpose and direction; the effectiveness of governance and leadership to enable the institution to realize its stated objectives; the ability to engage and involve stakeholders in meaningful and productive ways; and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.	Emerging
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.	Meets Expectations
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Needs Improvement
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.	Exceeds Expectations
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Exceeds Expectations
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Meets Expectations
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Meets Expectations
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.	Needs Improvement
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Meets Expectations
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	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.	Exceeds Expectations
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Meets Expectations
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Exceeds Expectations
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.	Meets Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Meets Expectations

Learning Capacity Standards		Rating
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.	Meets Expectations
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Meets Expectations
2.8	The institution provides programs and services for learners' educational futures and career planning.	Meets Expectations
2.9	The institution implements processes to identify and address the specialized needs of learners.	Exceeds Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Meets Expectations
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Meets Expectations
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Emerging

## Resource Capacity Domain

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

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

# Effective Learning Environments Observation Tool® (eleot®)

## Results

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

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

eleot® Observations		
<b>Total Number of eleot® Observations from the Engagement Review</b>	<b>32</b>	
<b>Environments</b>	<b>Rating</b>	<b>AIN</b>
<b>Equitable Learning Environment</b>	3.17	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.84	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.75	3.74
Learners are treated in a fair, clear and consistent manner	3.62	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	2.47	2.06
<b>High Expectations Environment</b>	2.91	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.94	3.17
Learners engage in activities and learning that are challenging but attainable	3.25	3.14
Learners demonstrate and/or are able to describe high quality work	2.72	2.83
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.72	3.06
Learners take responsibility for and are self-directed in their learning	2.91	2.89
<b>Supportive Learning Environment</b>	3.33	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.19	3.66

eleot® Observations		
<b>Total Number of eleot® Observations from the Engagement Review</b>	<b>32</b>	
<b>Environments</b>	<b>Rating</b>	<b>AIN</b>
Learners take risks in learning (without fear of negative feedback)	3.09	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.56	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.47	3.66
<b>Active Learning Environment</b>	3.05	3.08
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.03	3.34
Learners make connections from content to real-life experiences	2.84	2.80
Learners are actively engaged in the learning activities	3.44	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.91	2.74
<b>Progress Monitoring and Feedback Environment</b>	2.99	3.14
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	3.00	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.34	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	2.97	3.37
Learners understand and/or are able to explain how their work is assessed	2.66	2.63
<b>Well-Managed Learning Environment</b>	3.48	3.58
Learners speak and interact respectfully with teacher(s) and each other	3.66	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.56	3.83
Learners transition smoothly and efficiently from one activity to another	3.28	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.44	3.54
<b>Digital Learning Environment</b>	2.32	1.50
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.41	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	2.25	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	2.31	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	<b>X</b>	Unmet	
Unmet Assurances			

## AdvancED Continuous Improvement System

AdvancED defines continuous improvement as “an embedded behavior rooted in an institution’s culture that constantly focuses on conditions, processes, and practices to improve teaching and learning.” The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team will be organized by the Levels of Impact within i3: Initiate, Improve and Impact. The organization of the findings is based upon the ratings from the Standards Diagnostic and the i3 Levels of Impact.

### Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency stakeholders are engaged in the desired practices, processes, or programs within the institution. Implementation is the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. Standards identified within Initiate should become the focus of the institution’s continuous improvement journey to move toward the collection, analysis and use of data to measure the results of engagement and implementation. A focus on enhancing the capacity of the institution in meeting the identified Standards has the greatest potential impact on improving student performance and organizational effectiveness.

### Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results represents the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and using results over time to demonstrate the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

### Impact

The third phase of achieving improvement is **Impact** where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within the culture of the institution. Institutions should continue to support and sustain these practices that are yielding results in improving student achievement and organizational effectiveness.

## Findings

The findings in this report represent the degree to which the Accreditation Standards are effectively implemented in support of the learning environment and the mission of the institution. Standards which are identified in the **Initiate** phase of practice are considered Priorities for Improvement that must be addressed by the institution to retain accreditation. Standards which are identified in the **Improve** phase of practice are considered Opportunities for Improvement that the institution should consider. Standards which are identified in the **Impact** phase of practice are considered Effective Practices within the institution.

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

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

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

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

<b>Institution IEQ</b>	<b>315.00</b>	<b>AIN 5 Year IEQ Range</b>	<b>278.34 – 283.33</b>
------------------------	---------------	-----------------------------	------------------------

## Insights from the Review

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

The Engagement Review Team identified five themes from the review of San Tan Foothills High School that support the continuous improvement process. These themes present opportunities and reinforcements to guide the improvement journey for this school.

A culture of learning and collaboration was highly evident within and among all departments and administration in the school. During interviews with teachers and leadership, it was stated that collaboration around student results, academic and behavioral supports, and instruction is a high priority in the school. Building-staff survey results indicated that 9 out of 10 teachers are encouraged to be collaborative and champion student learning. The school master schedule shows there is designated time placed in the schedule with opportunities for teacher teams to work together and also with the administration and the instructional coach. There is a focus on cooperative learning strategies, with numerous training opportunities and feedback from walk-throughs by administrators supported by an instructional coach and mentor teachers. The professional learning teams have incorporated a data review process and common assessments in the curricular areas. Artifacts of schedules, minutes, and reports confirm the activities of the school. A review of the School Quality Diagnostic noted that most teachers have engaged the collaborative process as means to drive continuous improvement. The focus on learning as the key to instructional practice is highlighted by the robust professional development opportunities at the district and school level. A number of artifacts along with teacher interviews noted the number of in-service activities in the departments, scheduled district workshops, and state and national conferences such as the Solution Tree PLC Conference. These efforts all solidify the conclusion of the Engagement Review Team that collaborative learning structures are embedded as part of the culture in this school.

The leadership and staff are vigorously committed to meeting the needs of all students through numerous supports and programs that address all levels of learning for students. There are several examples of programs that are in place for students with additional academic needs such as: tutoring across the disciplines, incorporation of time in the school day for students to receive additional instruction and support, use of an academic defiance contract process to address non-compliant learning, Advanced Placement Study teams, and multi-tiered service model for inclusion of academic services for students with disabilities. Interviews with students and teachers noted the use of these programs were embedded in the culture of the school. As one student noted, "Teachers care about you and want you to succeed by making sure we have all the help we need." AdvancED eProve Effective Learning Environments Observation Tool™ (eleot™) data revealed the level of support was clearly evident and team members noted the numerous postings in almost every classroom about tutoring, study sessions, and

making up classwork. Many para-educators and special education teachers were observed in numerous classrooms providing additional supports and individualization of instruction with students. School data presented by the school leadership showed positive preliminary results of class passing rates, decreases in the number of failing grades, and an improvement in the graduation rate. The schoolwide commitment is significant and parents interviewed noted the increased accountability for student work is a welcome change from the previous administration three years before the number of programs were implemented. Teachers noted as part of the collaborative process that the focus on student support is continuous with support from the administration to ensure the fidelity of implementation and results that address every student, every day. The overall effort from the faculty and administration indicate a high level of intervention, additional assistance, enrichment and remediation exists that facilitates student success.

The degree of formalization in implementing and attaining the intended results and consistently demonstrating organizational growth over time is at an initiating level. Interviews with the school leadership found a plan and process that involves fundamental questions found in the implementation of broad areas of improvement relating to professional learning community process. Upon review of the artifacts, there is a lack of details in relating to timelines, metrics, engagement with stakeholders, and communication of results with the current plan. The process lacked specific data both longitudinal and triangulation of efforts around expected achievement goals. The principal presentation noted the school is just in year two of their continuous improvement process and working to embed more practices. A formalized continuous improvement process with specific metrics, actions, and monitoring schedule is an effective and proven strategy for obtaining desired results and outcomes.

A higher level of external stakeholder involvement could be encouraged. The school leadership has begun a process to get feedback from internal stakeholders, but not from external stakeholders. The School Quality Factor Diagnostic indicated only partially embedded on parents and community involvement with the mission and vision of the school. Further noted in the report, parents and guardians are seldom involved in setting expectations. A review of artifacts found no ongoing surveys or analysis concerning the overall programs or school goals were completed for students or parents. Students did note that teachers did ask for feedback during the school year concerning classroom activities and learning outcomes. Students gave examples of teachers making changes in types of assignments and projects based on student input. The team found in interviews with each stakeholder group that leadership informally sought input and maintains an “open door policy.” Parents interviewed were supportive of the administration and support any effort for additional parent involvement. The principal shared the school has formed a site team council with parents this year, but the team was a work in progress. During the leadership presentation, the circumstances around the recent merger of the school with a new district created a challenge in developing a school culture and tradition with external stakeholders. The school is encouraged to continue its efforts to develop and to initiate a means to attain stakeholder feedback and a process to analyze and to use that feedback to support ongoing school climate and improvement initiatives to impact the school culture in a positive way.

There is limited evidence that the school engages in any formalized program for evaluating processes concerning organizational or programmatic actions. Review of the artifacts found no instrument or process documented to review any programs or initiatives at the school or district level. Interviews with leadership found only a practice that informally reviews through feedback and discussion from internal stakeholders, where changes are made to some programs in a timely manner. The numerous initiatives such as the Kagan Cooperative Learning Strategies, Advancement via Individual Determination (AVID) and Professional Learning Communities are without any self-reflection or formalized evaluation process. Teachers in interviews noted the only process in providing feedback and making changes were informal and gave an example of an assessment prep program for the state tests that

was eliminated in the middle of the year. The school only reviewed these efforts in an anecdotal way with no formal process to effectively monitor, adjust, evaluate, or analyze any of programs or initiatives. The formalization of program evaluation and stakeholder feedback can help to maximize the resources and outcomes to further strengthen the continuous improvement process and the level of effectiveness of the programs.

The review team recognizes the unique circumstances after the merging of the school with a new school district. It is notable that in a short period of three years, a culture of learning and collaboration has embedded a focus for student learning and success for all students through a variety of student-centered actions. The review team suggests that in order to strengthen and to support the current progress in the transition, school leadership should consider the themes as further development and sustain continuous improvement processes with increased stakeholder involvement and formalization of processes. Specifically, in the areas of sustainability of current initiatives with student support in academic and behavioral areas and walk-through data, along with the use of specific and measurable outcomes for student achievement will require more long-term focus on results. The number of programs and initiatives will require an evaluation process to determine effectiveness in terms of student achievement and building goals. The Engagement Review Team congratulates the dedicated commitment of the faculty and staff to embrace the journey of school improvement.

## 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><b>Michael Jeffers,</b> Lead Evaluator</p>	<p>Dr. Jeffers has worked in education for 35 years as a teacher, a principal, a deputy director for secondary education and lead evaluator. He holds a master’s in secondary administration, specialist in educational administration, and a doctorate in educational leadership and policy analysis. Dr. Jeffers currently serves as a lead evaluator for AdvancED. He formerly served on the North Central Association Board in Missouri. He has led AdvancED site visits for Arizona and Missouri for sixteen years. He has served on systems, agency and corporation reviews in five states. He coordinated a system review for his previous school district. He has been involved with school improvement work with AdvancED, the International Center for Leadership in Education, AVID, a Professional Learning Community Network, the Minority School Achievement Network, and the High School That Works grant program.</p>
<p><b>Stephanie Hoopes</b></p>	<p>Stephanie Hoopes is an algebra and Spanish teacher at Pima High School. In that position, she coordinates yearly Humanitarian trips to Honduras to help her students acquire the Spanish language and serve others. Mrs. Hoopes holds a bachelor’s degree in accounting and a master’s in mathematics education. She has been in her current position for the last five years and this year was named the Graham County Rural Teacher of the Year.</p>
<p><b>Stephen Poling</b></p>	<p>Dr. Poling has served for nearly 24 years in education in roles ranging from a classroom teacher, to school administrator, and currently as a district leader. Dr. Poling has a master’s in educational leadership from Northern Arizona University and a doctorate in educational leadership from the University of Arizona. Currently, Dr. Poling is the assistant superintendent for the Dysart Unified School District, one of the largest preK-12 districts in Arizona with nearly 24,000 students. Prior to joining Dysart, Dr. Poling was the superintendent for the Palominas Elementary School District. In addition to work in education, he is a member of the First Things First regional council, a member of the Arizona School Administrators Association, and the co-chair of the West Valley Think Tank. He has previously served on AdvancED teams including re-accreditation for a large system and a comprehensive high school.</p>
<p><b>Carol Anne Weech</b></p>	<p>Carol Anne Weech is currently working as a US government/American history teacher at Pima High School (her 13th year). Prior to that, she taught junior high social studies (seven years) &amp; 1st grade (three years). She received an Associate of Arts degree from Eastern AZ College &amp; bachelor’s degree in elementary education from Northern AZ University (with an emphasis in history). Ms. Weech is certified to teach K - 12th grades. She has served on numerous district site councils &amp; a previous Pima HS AdvancED staff committee.</p>

## References and Readings

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



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

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

9115 Westside Parkway, Alpharetta, GA 30009



## About AdvancED

AdvancED is a non-profit, non-partisan organization serving the largest community of education professionals in the world. Founded on more than 100 years of work in continuous improvement, AdvancED combines the knowledge and expertise of a research institute, the skills of a management consulting firm and the passion of a grassroots movement for educational change to empower Pre-K-12 schools and school systems to ensure that all learners realize their full potential.

---

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