Report of the External Review Team for Brighton Area Schools

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AdvancED®

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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

Five Team members came together to conduct the Brighton Area Schools system External Review from Sunday, April 19, to Wednesday, April 22, 2015. Three members were from Michigan, including the Associate Lead Evaluator. The others were from different states, Wyoming and Washington. They brought a wide variety of experience and expertise from which to serve the system. Previous to coming onsite, Team members were contacted personally by the Lead Evaluator by phone and emails. Referrals to the shared documents on the system's workspace provided by AdvancED were made with each new post. An online meeting was held on March 14, 2015 when an agenda was followed to learn about each other, answer questions about the onsite visit, and discuss roles and responsibilities of the team members. The district contact participated at the beginning of this online meeting as she and the Lead Evaluator had several previous meetings either online, by phone, or via email and had shared in the preparations for the visit.

Team members had access to an overall systemic summary document prepared by the Lead Evaluator with information from the self assessment ratings, results of the stakeholder survey and student performance diagnostics. The document incorporated the AdvancED standards workbook, the concept maps, and space to record findings during the External Review.

The district contact and Lead Evaluator determined that each of the schools could be visited by Team members during an ambitious but feasible External Review schedule. The high school staff had a scheduled meeting Monday afternoon as did Maltby Intermediate School on Wednesday morning. These two meetings were selected as representative professional development opportunities that would be valuable for Team members to observe and participate in as incremental pieces of the interview process. At each of the schools, more information was received from the Principals and staff members with opportunities made available to observe or request additional evidence and artifacts to verify reported data.

The host school system followed AdvancED guidelines and hosted trainings to complete the documents for an External Review. They conducted internal reviews of school and system surveys, student performance at all levels, and rated themselves on AdvancED Standards for Quality. Parent, staff, and student surveys were conducted utilizing AdvancED protocols and reports. Each site developed their Executive Summary to describe their characteristics and note highlights of achievements as well as share improvements being worked toward as goals. Measures of progress were reported with areas of concern based on the internal review of the Standards of Performance for excellent school systems. Documents presented by all eight schools and the school system were Executive Summary, Self Assessment, Stakeholder Feedback Diagnostic, Student Performance Diagnostic, AdvancED Assurances, and School Improvement Plan. Evidence and artifacts to support each document were provided on an easily accessible, clearly presented link on the system's website.

The External Review Team extended sincere gratitude to the Brighton Area Schools' staff, stakeholders, and supporters who provided all that was needed for an outstanding External Review of the system. Michigan hospitality was at its best. Transparency of all conditions, situations, and dilemmas was apparent to team members who extended best wishes and support for new board members, and encouragement for the ongoing commitment to meet high standards of performance by all involved in the system. There is a deep understanding of the continuous improvement process throughout the community with dedication to doing all that is necessary to demonstrate success and fulfillment of indicators that have proven to be supportive of quality in school systems.

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
Superintendents	1
Board Members	5
Administrators	19
Instructional Staff	140
Support Staff	27
Students	51
Parents/Community/Business Leaders	24
Total	**267**

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 system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Indicator	Description	Review Team Score	AdvancED Network Average
3.1	The system'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	2.69
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	3.00	2.55
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	3.00	2.54
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	3.00	2.70
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	2.80	2.57
3.6	Teachers implement the system's instructional process in support of student learning.	2.00	2.48
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	2.00	2.67

Indicator	Description	Review Team Score	AdvancED Network Average
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	3.00	2.97
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	2.00	2.46
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	3.00	2.57
3.11	All staff members participate in a continuous program of professional learning.	2.00	2.60
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	3.00	2.63

Standard 5 - Using Results for Continuous Improvement

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

Indicator	Description	Review Team Score	AdvancED Network Average
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	3.00	2.67
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 that support learning.	2.00	2.48
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	2.00	2.14
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	2.20	2.45
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	3.00	2.85

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

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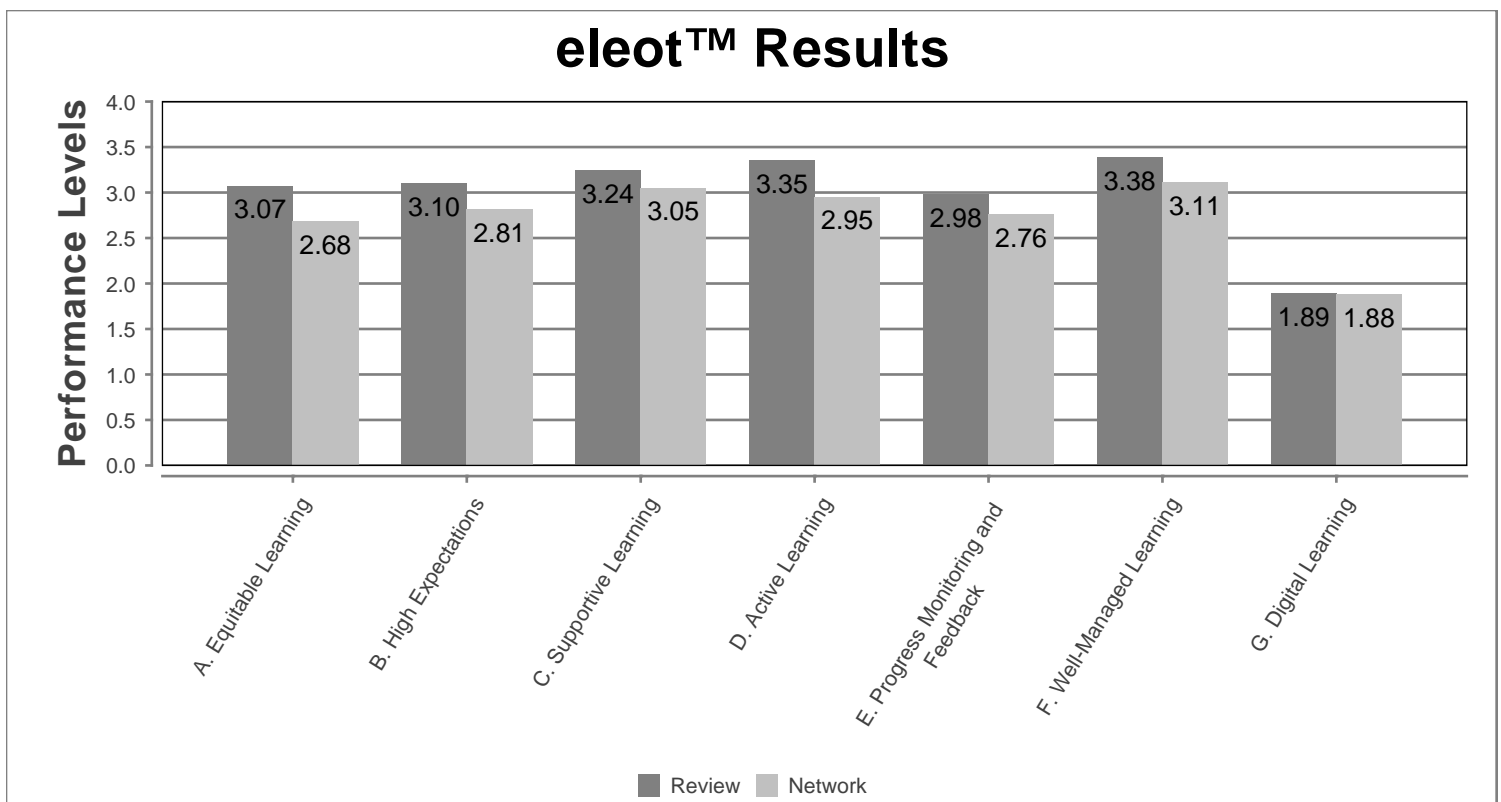
learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	4.00	3.32
Test Administration	4.00	3.62
Equity of Learning	3.00	2.52
Quality of Learning	3.00	3.06

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.

eleot™ Results

Environment	Review	Network
A. Equitable Learning	3.07	2.68
B. High Expectations	3.10	2.81
C. Supportive Learning	3.24	3.05
D. Active Learning	3.35	2.95
E. Progress Monitoring and Feedback	2.98	2.76
F. Well-Managed Learning	3.38	3.11
G. Digital Learning	1.89	1.88

Forty-four observations were completed. Additional classrooms were observed by the External Review Team members where more insights were obtained.

All environment averages of the Brighton Area Schools were higher than the AdvancED network averages. The highest ratings were noted in Well-Managed Learning and Active (engaged) environments followed closely

by Supportive and High Expectations environments. Highest individual observation ratings were "Speaks and interacts respectfully with teachers and peers," and "Is actively engaged in learning activities." Other indicators that addressed relationships among adults and students rated high as well, including "Is provided support and assistance to understand content and accomplish tasks," "Knows classroom routines, behavioral expectations and consequences," and "Follows classroom rules and works well with others."

Lower ratings were in the Digital Learning environment, which was higher than the AdvancED network average, but among the lower ratings received by the system. Even though technology and digital tools were observed to be in use in classrooms, the AdvancED indicators are specific to students using these tools to evaluate information for learning, to conduct research, solve problems, or create original works, and to communicate and work collaboratively for learning. These strategies are difficult to observe in the short times Team members are in the classrooms. Other lower ranked ratings were those that have to be assumed are in place but were not as obvious to the team, such as "Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences," Is provided exemplars of high quality work," and "Understands how her/his works is assessed."

The ratings describing positive relationships among the staff, students, and stakeholders as a whole were supported by responses during interviews and observations. Two learning environments, "Supportive and Well-Managed" had the highest ratings, followed closely by Active and High Expectations. These four learning environments demonstrate that there is a high level of appreciation for what teachers do and how students react to what they do. There are great numbers of examples of students performing at academically high levels because of positive environments at their schools. The system data confirms the classroom observations showing significant gains in core content areas by students in most categories.

Research-based best practices, as proclaimed by Professional Learning Communities, leadership ,successful classroom strategies, and supportive trainings from the AdvancED State Conferences have facilitated the classroom teachers and students to perform at high levels in classroom environments. The system has a special group of instructional leaders that are advocates for the schools' students and are seen as partners in classrooms. There is a high level of knowledge and support by all involved in the system for what is happening in classroom environments.

eleot™ Data Summary

A. Equitable Learning				%			
Item	**Average**	**Description**		**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	3.05	Has differentiated learning opportunities and activities that meet her/his needs		36.36%	45.45%	4.55%	13.64%
2.	3.48	Has equal access to classroom discussions, activities, resources, technology, and support		50.00%	47.73%	2.27%	0.00%
3.	3.41	Knows that rules and consequences are fair, clear, and consistently applied		50.00%	43.18%	4.55%	2.27%
4.	2.34	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences		20.45%	27.27%	18.18%	34.09%
Overall rating on a 4 point scale: 3.07							

B. High Expectations				%			
Item	**Average**	**Description**		**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	3.41	Knows and strives to meet the high expectations established by the teacher		45.45%	50.00%	4.55%	0.00%
2.	3.41	Is tasked with activities and learning that are challenging but attainable		45.45%	50.00%	4.55%	0.00%
3.	2.73	Is provided exemplars of high quality work		25.00%	40.91%	15.91%	18.18%
4.	3.16	Is engaged in rigorous coursework, discussions, and/or tasks		36.36%	47.73%	11.36%	4.55%
5.	2.82	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)		31.82%	38.64%	9.09%	20.45%
Overall rating on a 4 point scale: 3.10							

C. Supportive Learning				%			
Item	**Average**	**Description**		**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	3.16	Demonstrates or expresses that learning experiences are positive		50.00%	27.27%	11.36%	11.36%
2.	3.43	Demonstrates positive attitude about the classroom and learning		54.55%	34.09%	11.36%	0.00%
3.	3.18	Takes risks in learning (without fear of negative feedback)		36.36%	50.00%	9.09%	4.55%
4.	3.57	Is provided support and assistance to understand content and accomplish tasks		56.82%	43.18%	0.00%	0.00%
5.	2.86	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs		25.00%	52.27%	6.82%	15.91%
Overall rating on a 4 point scale: 3.24							

D. Active Learning				%			
Item	**Average**	**Description**		**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	3.43	Has several opportunities to engage in discussions with teacher and other students		52.27%	38.64%	9.09%	0.00%
2.	3.02	Makes connections from content to real-life experiences		36.36%	36.36%	20.45%	6.82%
3.	3.59	Is actively engaged in the learning activities		63.64%	31.82%	4.55%	0.00%
Overall rating on a 4 point scale: 3.35							

E. Progress Monitoring and Feedback				%			
Item	**Average**	**Description**		**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	2.73	Is asked and/or quizzed about individual progress/learning		15.91%	59.09%	6.82%	18.18%
2.	3.16	Responds to teacher feedback to improve understanding		29.55%	56.82%	13.64%	0.00%
3.	3.25	Demonstrates or verbalizes understanding of the lesson/content		34.09%	59.09%	4.55%	2.27%
4.	2.80	Understands how her/his work is assessed		29.55%	34.09%	22.73%	13.64%
5.	2.98	Has opportunities to revise/improve work based on feedback		27.27%	54.55%	6.82%	11.36%
Overall rating on a 4 point scale: 2.98							

F. Well-Managed Learning				%			
Item	**Average**	**Description**		**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	3.66	Speaks and interacts respectfully with teacher(s) and peers		68.18%	29.55%	2.27%	0.00%
2.	3.50	Follows classroom rules and works well with others		52.27%	45.45%	2.27%	0.00%
3.	3.23	Transitions smoothly and efficiently to activities		36.36%	52.27%	9.09%	2.27%
4.	2.98	Collaborates with other students during student-centered activities		38.64%	36.36%	9.09%	15.91%
5.	3.52	Knows classroom routines, behavioral expectations and consequences		54.55%	43.18%	2.27%	0.00%
Overall rating on a 4 point scale: 3.38							

G. Digital Learning				%			
Item	**Average**	**Description**		**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	2.16	Uses digital tools/technology to gather, evaluate, and/or use information for learning		18.18%	25.00%	11.36%	45.45%
2.	2.02	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning		20.45%	13.64%	13.64%	52.27%
3.	1.48	Uses digital tools/technology to communicate and work collaboratively for learning		4.55%	13.64%	6.82%	75.00%
Overall rating on a 4 point scale: 1.89							

Findings

Improvement Priority

Ensure that all staff have the capacity to collect, analyze and use data from a variety of sources and protocols. (Indicators 3.11, 5.2, 5.3, 5.4)

Evidence and Rationale

Most staff members are participating in professional learning based on assessment of needs of the system and the individuals. The confidence level, or capacity to make decisions based on student and system data was not yet apparent. No mention of evaluation of data analysis was heard during the Review. Data coaches are in place, but also serve as full-time teachers. They have received training in building a balanced assessment system and leading staff discussions during analysis of data. The tools for making student and system data available to all stakeholders for sound decision-making are not yet in place. Common assessments are underway and are being used by some teachers. Data sources provide a picture of student learning and instruction but measures of effectiveness for using data to make design of instruction decisions or to develop and implement improvement plans to improve student learning were not made known to the Team. Stakeholders did not feel adequately trained in the evaluation, interpretation, and overall use of data.

There are three critical system-wide initiatives to be fully explored in the coming academic years: (a) the Illuminate system is leveraged to match assessment data with other sources of information about students; (b) the system responds to the clear need to train all staff in the access of real-time data about their learners; and (c) these trained teachers reach sound conclusions which are drawn from trends in these matched data sets in order to inform best practices in instruction.

Opportunity for Improvement

Develop, implement, and evaluate a systematic mentoring, coaching, and induction program.
(Indicators 3.7)

Evidence and Rationale
Three content area coaches have recently been added to the staff. Their roles are to conduct grade level curriculum meetings and labs, assist with RtI meetings, support curriculum reviews and adoptions, coach individual teachers, model best practice, and assist on district level committees. There is not sufficient time to add mentoring new staff members. Although the majority of instructional staff appears to be at ages of continuing in the field for several more years, a plan for inducting new staff members is always a reality.

Ideally, the instructional coaches would train individual personnel to provide systematic mentoring, coaching, and induction programs to new staff. The mentors would then share consistent systemic values, beliefs, instructional practices, and the conditions that promote student learning. Moreover, they would be a resource for new staff members and promote retention as they become familiar with systemic culture and the overall community. These programs are important to the instructional process. There needs to be assurance that they will be sustained and grown.

Opportunity for Improvement
Ensure the systematic use of an instructional process that clearly informs student learning expectations and standards of performance.
(Indicators 3.6)

Evidence and Rationale
Classroom observations, interviews with staff, and evidence provided the Team indicated that "most" teachers in the system use an instructional process to inform students of learning expectations and standards of performance. Multiple measures of student performance, student tracking of personal goals, and student responses to teacher feedback were obvious during the External Review Team classroom observations as verified by the high average scores in the high expectations supportive learning environments.

However, to raise the indicator rating to the next level, "all" teachers throughout the system must use the systemic instructional process to inform students of learning expectations and standards of performance. During classroom observations using the eleot™, lower average scores were noted in the progress monitoring and feedback environment where observers would have seen response to teacher feedback to improve understanding and learners demonstrate understanding of the lesson content.

There has to be a clear and deep understanding of the system's instructional process by every staff member. That happens when instructional leaders have the time and knowledge to support each teacher and staff member and student learning is the focus of all work. When all teachers systematically use the instructional process to clearly inform students of learning expectations, and all students know there will be multiple opportunities to demonstrate learning, after receiving specific and immediate feedback during instruction, there will be increased assurance of student achievement of learning expectations.

Opportunity for Improvement

Implement and participate in a structure designed and evaluated by the system to ensure that each student has at least one adult advocate in the student's school who supports their educational experiences. (Indicators 3.9, 4.7)

Evidence and Rationale

Students reported that they have adults in the system they can go to for help and seek advice. Staff members know the students, care about them, have positive relationships with them and do gain insight into student needs regarding learning, thinking, and life skills. However, there is no formal structure designed and evaluated by the system to verify that each student is well-known by at least one adult who serves as an advocate for the student's educational experiences.

When a structured, systemic process is in place to determine the physical, social, and emotional needs of all students and when staff selects, designs and implements programs to meet the needs of each student in the system, there is assurance of meeting the system's purpose for each student. Improvement plans related to individual student needs should be designed, implemented, and evaluated for effectiveness so that there is assurance that needs of all students are being met.

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 system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement 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 system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	2.20	2.67
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	2.20	2.69
1.3	The school leadership and staff at all levels of the system 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	2.87
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	3.00	2.64

Standard 2 - Governance and Leadership

The system operates under governance and leadership that promote and support student performance and system 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 system and its schools.	2.00	2.96
2.2	The governing body operates responsibly and functions effectively.	2.00	2.99
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	1.00	3.20
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	4.00	3.00
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	3.00	2.69

Indicator	Description	Review Team Score	AdvancED Network Average
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	3.00	2.78

Stakeholder Feedback Diagnostic

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

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

Evaluative Criteria	Review Team Score	AdvancED Network Average
Questionnaire Administration	4.00	3.43
Stakeholder Feedback Results and Analysis	3.25	3.12

Findings

Improvement Priority

Ensure that all staff have the capacity to collect, analyze and use data from a variety of sources and protocols. (Indicators 3.11, 5.2, 5.3, 5.4)

Evidence and Rationale

Most staff members are participating in professional learning based on assessment of needs of the system and the individuals. The confidence level, or capacity to make decisions based on student and system data was not yet apparent. No mention of evaluation of data analysis was heard during the Review. Data coaches are in place, but also serve as full-time teachers. They have received training in building a balanced assessment system and leading staff discussions during analysis of data. The tools for making student and system data available to all stakeholders for sound decision-making are not yet in place. Common assessments are underway and are being used by some teachers. Data sources provide a picture of student learning and instruction but measures of effectiveness for using data to make design of instruction decisions or to develop and implement improvement plans to improve student learning were not made known to the Team. Stakeholders did not feel adequately trained in the evaluation, interpretation, and overall use of data.

There are three critical system-wide initiatives to be fully explored in the coming academic years: (a) the Illuminate system is leveraged to match assessment data with other sources of information about students; (b) the system responds to the clear need to train all staff in the access of real-time data about their learners; and (c) these trained teachers reach sound conclusions which are drawn from trends in these matched data sets in order to inform best practices in instruction.

Improvement Priority
Implement protocols that ensure governing board roles and practices are clearly defined and followed. (Indicators 2.1, 2.2, 2.3)

Evidence and Rationale
During interviews and observations, the Team realized that not all board members have embraced the appropriate roles and responsibilities. Stakeholders expressed the desire to build upon its newly formed leadership potential. To date, there has been a tendency to blur boundary lines between authority roles. Nevertheless, the hope of stakeholders is for the current representative board of education to develop a level of coherence and systematic processes to evaluate decisions and implement actions.

The governing body is required to comply with all state policies, procedures, laws, regulations and responsibilities of school systems. As new members come on the board, governing body members are required to participate in formal professional development processes to learn and adhere to the roles and responsibilities of the office. These roles and responsibilities include important facets of the systemic processes such as conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Board member focus is to build capacity and systematic practices that comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of an effective system operation and high level student learning.

Powerful Practice
The "Brighton difference" has shaped a reputable culture throughout all levels of the system with deliberate decisions and actions toward continuous improvement and achievement of the system's purpose. (Indicators 2.4)

Evidence and Rationale
System administrators deliberately and consistently align their decisions and actions toward student achievement, care of staff and students, and a strong sense of belonging. Stakeholders reported their acceptance of accountability for student learning and continuous improvement. The system found itself to be declared a "deficit district" in 2008. The community and school system rallied, passed a significant bond, and are coming out of deficit. All the while, student achievement showed gains, staff stayed and increased their skills through professional learning that made them hone in on improved instruction. Leaders, students, and staff have high expectations of achieving at high levels in all courses of study. Innovation, collaboration, shared leadership, and rigorous professional and academic growth is encouraged and supported. There is a strong sense of pride of Brighton Area Schools and all that they stand for that was declared to be the "Brighton difference."

When system administrators and staff align decisions and actions toward the goals of the system's purpose, there are obvious signs of encouragement, support, and high expectations among all stakeholders. The culture is recognized as being collaborative and supportive of learning at all levels, with a strong sense of community and pride of all that happens at schools.

Powerful Practice

There were multiple references to the system's efforts in moving forward in continuous improvement, including revisiting the purpose and direction and rebuilding a strategic plan, with purposeful reflection on the system's culture which is based on shared values and beliefs with engagement of all stakeholders.
(Indicators 1.1, 1.3, 2.5)

Evidence and Rationale

There are initiatives throughout the system with plans are in place to review and revise the mission and vision statements. These statements provide the basis for systemic decisions and guide the purpose and direction of stakeholder goals, objectives, and measures about teaching and learning. System leadership and staff hold one another accountable to high expectations of professional practice. There is a strong sense of community and ownership of the system's efforts to support every student's learning to their highest potential. New leadership on the governance team requested a collaborative approach to the revision of the system's strategic plan involving wide representation of stakeholders. There was recognition that AdvancED Standards for Quality offer a robust framework for continuous school improvement.

When all stakeholders are collectively accountable for improving conditions that support student learning and work collaboratively to ensure that the representative statements verify the sense of community and ownership throughout the school system, there are precise guidelines for the work to be done. System personnel will be able to link collaboration among stakeholders to improved results in decision-making, instructional practice, system effectiveness, and student performance.

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 system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

Indicator	Description	Review Team Score	AdvancED Network Average
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	3.00	2.98
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	3.00	2.98
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	4.00	3.05
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	3.00	2.67

Indicator	Description	Review Team Score	AdvancED Network Average
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	3.00	2.82
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	3.00	2.64
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	2.20	2.65
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	3.00	2.64

Findings

Opportunity for Improvement

Implement and participate in a structure designed and evaluated by the system to ensure that each student has at least one adult advocate in the student's school who supports their educational experiences.

(Indicators 3.9, 4.7)

Evidence and Rationale

Students reported that they have adults in the system they can go to for help and seek advice. Staff members know the students, care about them, have positive relationships with them and do gain insight into student needs regarding learning, thinking, and life skills. However, there is no formal structure designed and evaluated by the system to verify that each student is well-known by at least one adult who serves as an advocate for the student's educational experiences.

When a structured, systemic process is in place to determine the physical, social, and emotional needs of all students and when staff selects, designs and implements programs to meet the needs of each student in the system, there is assurance of meeting the system's purpose for each student. Improvement plans related to individual student needs should be designed, implemented, and evaluated for effectiveness so that there is assurance that needs of all students are being met.

Powerful Practice

Operations and system leaders ensure that facilities, services, and equipment provide a positive, supportive environment for staff and students to learn.

(Indicators 4.3)

Evidence and Rationale

Through interviews and observations, the Team found that the system's maintenance and cleanliness of facilities, food, transportation, and technology services, as well as medical, emotional, and career and college

readiness support were putting kids first in all decision-making processes. Directors and staff workers reported that the food service department has a good reputation across the state. Other school systems have sent their food service personnel to observe protocols and learn from them. The Operations Department acknowledged their investment in student engagement by assuring that all surroundings are safe, clean, healthy, and attractive. Administrative support adds to the strength of leadership by providing essential assistance to low numbers of central office and building administrators.

When a system maintains facilities, services, and equipment in support of student success, follows systematic procedures to assure that conditions are kept at high levels of performance, and assumption of these responsibilities by all stakeholders is in place, positive results are realized and appreciated throughout the system.

Conclusion

Students are polite, engaged in optimum learning, and provided supports that meet their educational needs. Leaders across the system are seen as partners in the classrooms. System staff and students are supportive of the system's vision, or motto "Learning for Life." Student progress has increased or stabilized in the turmoil of changing assessments, curriculum demands and financial insecurity.

Shared leadership is visible across the system and throughout the community. There is recognition that the leadership needed for various projects, programs, or initiatives may rise from any levels of stakeholders, from students or parents to administrators. Guiding principles for the system are referenced for decisions.

The first of two improvement priorities were offered to guide the system's governance board to embrace their roles and responsibilities as directed by Michigan law. Historically, there has been some misunderstanding of roles of authority. With new board members and an improved approach to board training, there is potential for an increased level of coherence at following systematic processes and protocols to develop policy, comprehend data, implement actions and evaluate decisions.

The other improvement priority is for all stakeholders to increase capacities for making the best use of data for all decisions. The amount of information available at all levels of stakeholders is phenomenal. Finding the time to collect what is needed for a specific purpose, analyze what is seen, and figure out how to use the information for making the best decisions is always the challenge. The other difficulty is knowing what the data is really representing. If the board is working to make decisions about the budget, historical data is important as are projected needs. Individual student data is valuable to the student for making goals and analyzing areas to work toward mastery. Parents also monitor student progress by accessing their child's data. Teachers and data coaches look at overall student trends in learning with individual student data to verify meeting all students' needs. Administrators refer to student, building, and budget data for their decisions. Operations staff record and check their data daily to know what is going on in their areas, what needs to be done next, and how to maintain what is working well. Data is plentiful and ever-changing. The task is to utilize all that is available for making key decisions at the highest level of analysis possible.

Powerful practices which the system should carefully preserve include the maintenance of "the Brighton difference." The term was heard frequently during interviews to describe what stakeholders were proud of in the schools and community. There is a positive culture of expecting students to achieve at their highest potential. To meet the expectation, students are challenged to be engaged in learning and do all that is necessary to achieve goals.

Although the mission and vision statements have served the system well for at least six years, the realization that having a purposeful process for revisiting the representative statements of the system is beneficial. Right before the External Review, the board members held a meeting and began the process of developing a new strategic plan. As they considered what should be included in the new plan, the reference to the AdvancED Standards for Quality helped guide them toward the research-based statements that support continuous school improvement.

Also recognized were the procedures in place for meeting standards for safety, cleanliness, and healthy environments. Classified staff and leaders are dedicated to going above and beyond their regular duties to make sure students are safe, secure, and healthy in the schools. Additional admirable characteristics of the system are the budget management and consistently responsible fiduciary routines. Because of these practices, the community has a high level of trust in the school system, and school funding measures have been very successful.

Opportunities for improvement were mostly shared in the area of instruction and the assessment of learning. It is important for all stakeholders to have a clear understanding of the system's instructional process. Delivery of instruction observed in classrooms was at a high level and included obvious steps of the process. For a system to rate at the upper levels of Indicator 3.6 though, "All teachers throughout the system systematically use an instructional process that clearly informs students of learning expectations and standards of performance." The students are provided exemplars to guide their products. They have the opportunity to be measured in multiple ways to inform the need to modify instruction and possible curriculum revision. Specific and immediate feedback is provided students so that they may revise their work and improve their level of learning. Then, learners are given time to practice the new learning and confirm their understanding or request additional assistance. Each of these steps were observed during classroom observations: there is always room for improvement to meet the standard indicator at high levels.

The system has found ways to add instructional coaches to build teacher capacity and data coaches who provide technical assistance in all facets of using data to make instructional decisions. The staff in these roles are very much engaged in the instructional process and have very little time to mentor staff members who are new to the system. Even though turnover of staff is minimal, there is always some, and they need help to learn the culture, values, and beliefs of the system. This was another opportunity for improvement suggestion.

Additionally, an opportunity for improvement was to formalize a structure whereby each student is assigned an adult advocate to support their educational experiences in the schools. Students reported that they felt secure about having an adult they can go to in each of the schools, but leaders expressed concern that someone could be overlooked. Having a formal structure in place to match students to staff will enhance relationships as well as ensure that students receive the other services made available by the system.

The collaborative culture and shared leadership that has been implemented across the system holds promise to promote student performance and professional growth when knowing how to utilize data better. Raising the board's awareness of their roles and responsibilities so that they fully promote and support student performance and system effectiveness by policy and practice will ensure effective administration of the system and its schools. There were many aspects of the system deserving recognition. Highlights learned were the success of student performance, the pride of the staff, students, and community, and the rise above serious financial difficulties to maintain a good school system. The External Review Team expressed encouragement to sustain all that is in place as the "Brighton difference," with wishes that all will come to realize the "Brighton potential."

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:

- Ensure that all staff have the capacity to collect, analyze and use data from a variety of sources and protocols.
- Implement protocols that ensure governing board roles and practices are clearly defined and followed.

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	280.12	282.79
Teaching and Learning Impact	276.19	274.14
Leadership Capacity	272.08	296.08
Resource Utilization	302.50	286.32

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

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

Addenda
Individual Institution Results (Self-reported)

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
Bridge Alternative High School	247.62	281.82	271.43	261.54
Brighton High School	314.29	354.55	371.43	335.90
E. V. Hornung Elementary School	328.57	345.45	342.86	335.90
Hawkins Elementary School	347.62	318.18	228.57	317.95
Hilton Elementary School	371.43	318.18	314.29	346.15
Maltby Intermediate School	300.00	354.55	328.57	320.51
Robert Scranton Middle School	276.19	290.91	271.43	279.49
Spencer Road Elementary School	352.38	345.45	342.86	348.72

Team Roster

Member	Brief Biography
Dr. Joy Mockelmann	Joy Mockelmann, PhD, has been a Lead Evaluator with AdvancED since 2009. Previous experience includes service as a Quality Assurance Review Team Lead, North Central Team member, professional consultant and coach, District Coach to Wyoming Title I grant schools, Supervisor for Wyoming Department of Education Educational Quality and Accountability Unit, State System of Support Lead, District Superintendent, Curriculum Director, Principal, Teacher/Professor of Middle School, Community College, Education, Research, Literacy, Leadership, and Administration classes. Online facilitator for University of Phoenix graduate-level courses: Educational Finance and Budget, The Role and Functions of the Principal, & Human Relations and Organizational Behavior in Education. BS-University of Colorado. MS & Ph.D.-University of Southern Mississippi. Publications: Dissertation Title: ESEA Title I and its implications on equalization among the states, 1997.
Dr. Walter McLean	Dr. Walter McLean is a veteran educator with experiences as a teacher K-12, administrator K-12, central office administrator and educational consultant. He has a working knowledge of educational leadership and management, teaching and learning and continuous school improvement. He presently provides services to AdvancEd as a consultant to schools and school districts.
Dr. Daniel Sybrant	Dr. Sybrant has served as an educator for 33 years. During this time, he served as a public school teacher, elementary principal, high school principal and 19 years as a public school superintendent. He currently holds the position of Director of Public School System Accreditation for AdvancED and also serves as the Montana Director for AdvancED/NWAC. He obtained a Bachelor of Music degree from the University of Nebraska Omaha in 1980, a Masters of Education degree from Montana State University in 1986 and Doctorate of Education from Montana State University in 2012.
Mr. Phil Chase	Phil Chase currently serves as the supervisor of the Professional Accountability Unit in the Office of Professional Preparation Services at the Michigan Department of Education (MDE). His area encompasses teacher licensure teaching, federal USED reporting under Title II, audits of statewide district professional development and compliance with certification law, and annual evaluation of teacher preparation programs at Michigan's colleges and universities. Previously, he served for four years as the manager of the Composition and Professional Development unit in the Office of Standards and Assessment, MDE. His team was responsible for the electronic design and layout of Michigan's K-12 assessments (MEAP, MEAP-Access, MI-Access, MME, and Interim Assessments), administered statewide each year. In his first position for the MDE, he served as the ELL Assessment Consultant and project manager of the English Language Proficiency Assessment (ELPA) for three years. Before joining the Department of Education, he was a middle school teacher for 12 years, teaching in New York in both public and private schools, and then in Michigan in charter and public schools. Phil is a language teacher (Spanish and German) by trade but he has also had extensive International Baccalaureate (IB) experience in the Middle Years and Diploma Programmes. Phil has served on AdvancED QAR teams for three years.

Member	Brief Biography
Dr. Nathan McCann	Dr. Nathan McCann has served as the superintendent of the Ridgefield School District since July 1, 2014. Previously, he served as the superintendent of the Altar Valley School District in Tucson, Arizona for four years. Under his leadership Altar Valley enjoyed numerous advancements including a substantial expansion of the pre-kindergarten program, rising student achievement, significant integration of technology into the classroom, increased communication and community partnerships, and the development of a comprehensive gifted/accelerated program. A hallmark of Dr. McCann's tenure was the district's STEM initiative, which received statewide recognition. A career educator, Dr. McCann began his professional employment in 1995 as an instructor and sales associate for Dale Carnegie Training. Now in his 17th year of serving K-12 students, Dr. McCann has worked as a social studies teacher and athletic coach at both the middle and high school levels. His administrative career includes service as a junior high school assistant principal and athletic director, high school assistant principal, and elementary school principal. His accomplishments include being named an Erasmus Circle Scholar in 2009. In 2010, he was awarded the Virco/NASSP National Assistant Principal of the Year and also named a CNN Intriguing Person of the Day. In 2012 Dr. McCann was recognized as an Up and Comer by Inside Tucson Business. In 2013 he was named the Arizona Superintendent of the Year for small-size districts. In February 2015, he graduated as a member of the inaugural cohort of the AASA National Superintendent Certification Program. Dr. McCann is a frequent presenter at local, state, and national conferences.
Rebecca Ross	Rebecca serves as an instructional coach and Title I assistant in Van Buren Public Schools. Before moving to her current role, she spent 16 years in the elementary classroom teaching various grades and serving as an interventionist. She then moved to administration, as assistant principal in an intermediate building housing fifth and sixth grade students. Additionally, Mrs. Ross has served as director of the district's preschool and adult transition programs. In her current role, Rebecca truly enjoys building relationships with both adults and children to elevate instruction and learning in classrooms to advance her district mission of "High Levels of Learning for All".

This report is pending final approval by the AdvancED Accreditation Commission.

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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