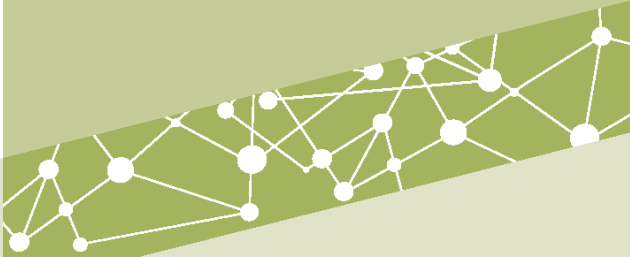


April 15-16, 2019



AdvancED® Engagement Review Report



AdvancED® Performance Accreditation

» **Results for:**
Bowman County School District #1
102 8th Ave. SW
Bowman, ND 58623

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AdvancED Performance Accreditation and the Engagement Review

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

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

AdvancED Standards Diagnostic Results

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

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

Leadership Capacity Domain

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

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

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.	Emerging
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Emerging
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Emerging
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.	Emerging
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.	Emerging
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Needs Improvement

Learning Capacity Standards		Rating
2.8	The institution provides programs and services for learners' educational futures and career planning.	Emerging
2.9	The institution implements processes to identify and address the specialized needs of learners.	Meets Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Emerging
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Emerging
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Needs Improvement

Resource Capacity Domain

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

Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Emerging
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Emerging
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Needs Improvement
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction	Emerging
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Emerging
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.	Needs Improvement
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	Emerging

Effective Learning Environments Observation Tool® (eleot®) Results

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

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

eleot® Observations		
Total Number of eleot® Observations from the Engagement Review	23	
Environments	Rating	AIN
Equitable Learning Environment	2.22	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	1.74	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	2.61	3.74
Learners are treated in a fair, clear and consistent manner	3.04	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	1.48	2.06
High Expectations Environment	2.27	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.09	3.17
Learners engage in activities and learning that are challenging but attainable	2.57	3.14
Learners demonstrate and/or are able to describe high quality work	1.91	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)	2.35	3.06
Learners take responsibility for and are self-directed in their learning	2.43	2.89
Supportive Learning Environment	2.76	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	2.48	3.66

eleot® Observations		
Total Number of eleot® Observations from the Engagement Review	23	
Environments	Rating	AIN
Learners take risks in learning (without fear of negative feedback)	2.52	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	2.91	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.13	3.66
Active Learning Environment	2.28	3.08
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.35	3.34
Learners make connections from content to real-life experiences	1.65	2.80
Learners are actively engaged in the learning activities	3.00	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.13	2.74
Progress Monitoring and Feedback Environment	2.02	3.14
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	1.83	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.39	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	2.26	3.37
Learners understand and/or are able to explain how their work is assessed	1.61	2.63
Well-Managed Learning Environment	2.86	3.58
Learners speak and interact respectfully with teacher(s) and each other	3.04	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	2.91	3.83
Learners transition smoothly and efficiently from one activity to another	2.39	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.09	3.54
Digital Learning Environment	1.78	1.50
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.87	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.87	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.61	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		
YES	NO	If No, List Unmet Assurances By Number Below
	X	#5

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.

I3 Rubric Levels	STANDARDS
Initiate Priorities for Improvement	Standards 1.1, 1.3, 1.4, 1.5, 1.8, 1.10 Standards 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.10, 2.11, 2.12 Standards 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8 Assurance 5
Improve Opportunities for Improvement	Standards 1.2, 1.7, 1.9 Standard 2.8 Standards 3.4
Impact Effective Practices	Standard 1.6 Standards 2.4, 2.9

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

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

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

Institution IEQ	245.0	AIN 5 Year IEQ Range	278.34 – 283.33
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Insights from the Review

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

The Engagement Review Team identified several themes from the review that support the continuous improvement process for Bowman County Schools. These themes present strengths and opportunities to guide the school's improvement journey.

The culture in Bowman County School District is one to be very proud of. The school's leadership has endured many changes over the last few years, but despite that, the school staff has remained very positive and has done a great job of putting the well-being of the students as their first initiative. They have accepted new principals and their ideas. "We make our climate" and "we are not just one person, we are our school" were two statements made by staff when asked about leadership and how they handled the spotlight their school was in. Their focus has continued to be on students. In student interviews and surveys, students echoed this theme when asked about feeling safe and important in their school. The students feel like they are very important and appreciate being asked their opinion on issues in the school that affect them, from curriculum, repairs or upgrades to testing.

With the changes in leadership and board members, there is a need for updated plans and policies within the school, as stated in interviews with administration and board members. The interim superintendent has been beneficial in presiding over the needs of the school for the current school year but felt that the policies need to be updated by the school board. The new superintendent needs to be involved in the strategic plans. The documented school improvement plan was last written without any input from stakeholders, and the current leaders were using what they knew to meet the May 1st deadline. Through interviews with staff and the School Quality Factors (SQF) the team could see that the newest leadership has used their time in the school district to learn what the school district needs and how they can best help the school district. The team suggests they keep working on the plans and policies that they can until the new superintendent takes his place and then work with him to update all plans, e.g., technology, professional development, curriculum and others as well as policies.

Bowman County School District lacks a learning culture that promotes 21st century learning including creativity, innovation, differentiation, collaborative problem-solving, and digital learning in all classrooms. Results from eleot observations and the district SQF indicated that students are involved in well-managed and supportive learning environments with equitable learning opportunities. Active engagement in learning was evident through observations by the Engagement Review Team. Observations indicated that there are limited opportunities for learners to engage in differentiated learning that meets their needs within the classroom. Instruction in many classrooms consisted mainly of whole group instruction, although pockets of excellence exist in some classrooms

where students were engaged with technology. The team noted that there were few instances of students engaged in creativity, innovation, and problem-solving within the classroom. Also evident through the team's eleot observations, in some classrooms, was the lack of rigor and presence of essential questions to encourage higher-order thinking skills. The team believes that professional development on implementing more of the 21st century skills would be beneficial to the overall performance of students and preparing them for their future after high school.

The school does not effectively use data to guide instruction and to ensure all learners' needs are being met through differentiated instructional strategies. Interviews with teachers, students and parents, along with eleot observations, supported the need to use data the school is collecting to determine student needs and implement strategies that will support the needs of all learners. Currently documentation shows the school collects student performance data from a number of assessments, e.g., Northwest Evaluation Association Measures of Academic Progress, Aimsweb®, American College Test, Pathways and others. There are examples of teachers using the data to guide instruction, but they are the exception rather than the norm. The practice is most evident in Title programs.

The instructional changes and educational needs of the students are not based on quality information derived from the collection, analysis and use of data. The school has access to several quality data sources, including numerous formative and summative assessments and perception data gathered from AdvancED surveys and inventories. The effective use of data to guide instruction is dependent on professional development and creating a structure to allow for meaningful time to practice and embed the process in the instructional routine. Documentation shows the school lacks a professional development plan that focuses on the specific goals identified in the continuous improvement plan. The professional development plan should include staff training on the analysis and use of data to improve and differentiate instruction. Student interviews and eleot observations indicated a need for differentiation and scaffolding of curriculum to meet the needs of all students

The Bowman County School District can be very proud of its strong commitment to its students and the healthy culture and climate that was observed by the Engagement Review Team. They have a group of teachers and staff members who are willing to go the extra mile to keep the focus on the well-being of the students. The findings and insights from the review can be used to guide them through the continuous improvement process.

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
Ella-Jo Corneil Lead Evaluator	Ella-Jo Corneil is the 3 rd grade teacher for Belfield Public School, in Belfield, North Dakota. She holds a Bachelor of Science in elementary education from Dickinson State University and is currently working on her master's in elementary administration through University of Mary. She has taught in grades three through five in North Dakota and Arizona. While teaching she has also led her school's improvement journey and served on the technology committee and reading committees. She has been active in AdvancED for the past four years serving on three to four teams a year.
Sherlock Hirning	Sherlock Hirning, Ed.D. is currently in his seventh year as superintendent of Divide County School District in Crosby, ND. He has been a superintendent for 42 years, including experience in South Dakota, Nebraska, Kuwait, and North Dakota. Prior to his administrative experience he was a middle school teacher and high school social science and drivers education teacher. He has several years' experience as an elementary principal, special education director, federal programs director, athletic director and coach. He has chaired numerous athletic committees, administrator committees, served on several state education committees, and served on several local community organization boards.
Lynn Swanson	Lynn Swanson was born and raised in the Beach area. She received her B.S. degree from Dickinson State University. She then spent 12 years teaching in the Beach School District, two years teaching in Montana, and 12 years in education/administration in the Boise, Idaho area. She completed her master's degree in school administration in 2004. She returned to North Dakota in 2016 and accepted the elementary school principal position in Beach, ND. Lynn has served on several schools' continued improvement process and leadership teams. She has served on several AdvancED review teams in North Dakota and in Idaho. She is committed to the success of ALL students both academically and socially. She strives to establish a working partnership with families to ensure each student's success.
Jill Vollmers	Jill Vollmers is the school counselor at St. Mary's Central High School in Bismarck, ND. Jill received her undergraduate degree from Dickinson State University in business education and received her M.S. in school counseling from Capella University in Minneapolis, MN. Jill began her teaching career in Hillsboro, ND and previously taught and was the school counselor in Wing, ND before starting at St. Mary's Central High School. Jill previously served on leadership teams for her previous school. This is Jill's first AdvancED review team.

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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.

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