

Report of the External Review Team for Wyndmere Public School

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Introduction

The External Review is an integral component of AdvancED Performance Accreditation and provides the institution with a comprehensive evaluation guided by the results of diagnostic instruments, in-depth review of data and documentation, and the professional judgment of a team of qualified and highly trained evaluators. A series of diagnostic instruments examines the impact of teaching and learning on student performance, the capacity of leadership to effect continuous improvement, and the degree to which the institution optimizes its use of available resources to facilitate and support student success. The results of this evaluation are represented in the Index of Education Quality (IEQ™) and through critical observations, namely, Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools and designed primarily to distinguish schools adhering to a set of educational standards. Today the accreditation process is used at all levels of education and is recognized for its ability to effectively drive student performance and continuous improvement in education.

Institutions seeking to gain or retain accreditation must meet AdvancED Standards specific to their institution type, demonstrate acceptable levels of student performance and the continuous improvement of student performance, and provide evidence of stakeholder engagement and satisfaction. The power of AdvancED Performance Accreditation lies in the connections and linkages between and among the conditions, processes, and practices within a system that impact student performance and organizational effectiveness.

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED Standards were developed by a committee comprised of talented educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement. Prior to implementation, an internationally recognized panel of experts in testing and measurement, teacher quality, and education research reviewed the standards and provided feedback, guidance and endorsement.

The AdvancED External Review Team uses AdvancED Standards, associated indicators and criteria related to student performance and stakeholder engagement to guide its evaluation. The Team examines adherence to standards as well as how the institution functions as a whole and embodies the practices and characteristics expected of an accredited institution. The Standards, indicators and related criteria are evaluated using indicator-specific performance levels. The Team rates each indicator and criterion on a scale of 1 to 4. The final scores assigned to the indicators and criteria represent the average of the External Review Team members' individual ratings.

The External Review is the hallmark of AdvancED Performance Accreditation. It energizes and equips the institution's leadership and stakeholders to achieve higher levels of performance and address those areas that

may be hindering efforts to reach desired performance levels. External Review is a rigorous process that includes the in-depth examination of evidence and relevant data, interviews with all stakeholder groups, and extensive observations of learning, instruction, and operations.

Use of Diagnostic Tools

A key to examining the institution is the design and use of diagnostic tools that reveal the effectiveness with which an institution creates conditions and implements processes and practices that impact student performance and success. In preparation for the External Review the institution conducted a Self Assessment that applied the standards and criteria for accreditation. The institution provided evidence to support its conclusions vis a vis organizational effectiveness in ensuring acceptable and improving levels of student performance.

- an indicator-based tool that connects the specific elements of the criteria to evidence gathered by the team;
- a student performance analytic that examines the quality of assessment instruments used by the institution, the integrity of the administration of the assessment to students, the quality of the learning results including the impact of instruction on student learning at all levels of performance, and the equity of learning that examines the results of student learning across all demographics;
- a stakeholder engagement instrument that examines the fidelity of administration and results of perception surveys seeking the perspective of students, parents, and teachers;
- a state-of-the-art, learner-centric observation instrument, the Effective Learning Environments Observation Tool (eleot™) that quantifies students' engagement, attitudes and dispositions organized in 7 environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, reach acceptable levels of inter-rater reliability, and certified to use this research-based and validated instrument.

The External Review Team's findings and critical observations are shared in this report through the IEQ™ results as well as through the identification of Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Index of Education Quality

In the past, accreditation reviews resulted in an accreditation recommendation on status. Labels such as advised, warned, probation, or all clear were used to describe the status of a school relative to the AdvancED Standards and other evaluative criteria. Beginning in the 2013-14 school year, AdvancED introduced a new framework to describe the results of an accreditation review. Consistent with the modern focus of accreditation on continuous improvement with an emphasis on student success, AdvancED introduced an innovative and state-of-the-art framework for diagnosing and revealing institutional performance called the Index of Education Quality (IEQ™). The IEQ™ comprises three domains of performance: 1) the impact of teaching and learning on student performance; 2) the capacity of leadership to guide the institution toward the achievement of its

vision and strategic priorities; and 3) use of resources to support and optimize learning. Therefore, your institution will no longer receive an accreditation status. Instead, your institution will be accredited with an IEQ™ score. In the case where an institution is failing to meet established criteria, the accreditation will be under review thereby requiring frequent monitoring and demonstrated improvement.

The three domains of performance are derived from the AdvancED Standards and associated indicators, the analysis of student performance, and the engagement and feedback of stakeholders. Within each domain institutions can connect to the individual performance levels that are applied in support of the AdvancED Standards and evaluative criteria. Within the performance levels are detailed descriptors that serve as a valuable source of guidance for continuous improvement. Upon review of the findings in this report and building on their Powerful Practices, institutional leaders should work with their staff to review and understand the evidence and rationale for each Opportunity for Improvement and Improvement Priority as well as the corresponding pathway to improvement described in the performance levels of the selected indicator(s).

The IEQ™ provides a new framework that recognizes and supports the journey of continuous improvement. An institution's IEQ™ is the starting point for continuous improvement. Subsequent actions for improvement and evidence that these have had a positive impact will raise the institution's IEQ™ score.

Benchmark Data

Throughout this report, AdvancED provides benchmark data for each indicator and for each component of the evaluative criteria. These benchmark data represent the overall averages across the entire AdvancED Network for your institution type. Thus, the AdvancED Network average provides an extraordinary opportunity for institutions to understand their context on a global scale rather than simply compared to a state, region, or country.

It is important to understand that the AdvancED Network averages are provided primarily to serve as a tool for continuous improvement and not as a measure of quality in and of itself. Benchmark data, when wisely employed, have a unique capacity to help institutions identify and leverage their strengths and areas of improvement to significantly impact student learning.

Powerful Practices

A key to continuous improvement is the institution's ability to learn from and build upon its most effective and impactful practices. Such practices serve as critical leverage points necessary to guide, support and ensure continuous improvement. A hallmark of the accreditation process is its commitment to identifying with evidence, the conditions, processes and practices that are having the most significant impact on student performance and institutional effectiveness. Throughout this report, the External Review Team has captured and defined Powerful Practices. These noteworthy practices are essential to the institution's effort to continue its journey of improvement.

Opportunities for Improvement

Every institution can and must improve no matter what levels of performance it has achieved in its past. During the process of the review, the External Review Team identified areas of improvement where the institution is meeting the expectations for accreditation but in the professional judgment of the Team these are Opportunities for Improvement that should be considered by the institution. Using the criteria described in the corresponding rubric(s) to the Opportunity for Improvement, the institution can identify what elements of practice must be addressed to guide the improvement.

Improvement Priorities

The expectations for accreditation are clearly defined in a series of the rubric-based AdvancED Standards, indicators and evaluative criteria focused on the impact of teaching and learning on student performance, the capacity of the institution to be guided by effective leadership, and the allocation and use of resources to support student learning. As such, the External Review Team reviewed, analyzed and deliberated over significant bodies of evidence provided by the institution and gathered by the Team during the process. In the professional judgment of the Team as well as the results of the diagnostic process, the Team defined, with rationale, Improvement Priorities. The priorities must be addressed in a timely manner by the institution to retain and improve their accreditation performance as represented by the IEQ™. Improvement Priorities serve as the basis for the follow-up and monitoring process that will begin upon conclusion of the External Review. The institution must complete and submit an Accreditation Progress Report within two years of the External Review. The report must include actions taken by the institution to address the Improvement Priorities along with the corresponding evidence and results. The IEQ™ will be recalculated by AdvancED upon review of the evidence and results associated with the Improvement Priorities.

The Review

The External Review Team for Wyndmere School was made up of five members. They arrived on Tuesday, February 21 and spent two days in the school. In preparation for the visit, the Team participated in a conference call to assure that all members were comfortable with assignments and the logistics had been established to facilitate a successful review.

Prior to arriving on site, the members of the Team completed the AdvancED team training and the certification to administer the eleot classroom engagement observations. In addition, team members reviewed documentation that had been submitted to AdvancED in preparation for the visit, the school's website, and evidence organized by Standard and Indicator in an electronic format. Prior to the visit, calls were held between the Lead Evaluator and the Superintendent to plan for the School-Level External Review.

The Team held the first work session on Tuesday evening. The administrative leadership team provided an overview of the system and schools at that time. Wednesday was spent in interviews with stakeholders and completing eleot observations.

On Wednesday evening, the Team entered into deliberations, which resulted in the ratings of the indicators

based upon the evidence. Each member rated each of the indicators and presented evidence that led to the respective team ratings. The Team collaborated in identifying Powerful Practices, Opportunities for Improvement, and Improvement Priorities. The process culminated in an Oral Exit Report presented to the administration and staff Thursday afternoon.

The External Review Team thanks the school for their preparation for the Review. Wyndmere School provided artifacts through an electronic process and arranged the evidence related to indicators. All requests for information or access to individuals were fulfilled promptly and graciously. The Team was grateful for the transparency with which both the achievements and challenges of the Wyndmere School were presented. The Team also thanks the administration, staff and all stakeholders for the hospitality extended to them during the review.

The External Review Team wishes to express its thanks to the Wyndmere School and all stakeholders involved for their thorough preparation for the External Review as well as the hospitality extended to individual team members throughout the duration of our visit. Wyndmere School demonstrated a collegiality and fellowship throughout the review that characterizes an open and accessible culture of continuous improvement. The level of preparedness exhibited by the school was outstanding, with school improvement leaders having prepared and purposefully selected examples of evidence. These documents were shared in advance along with all other accreditation documents sufficiently in advance of the review to allow team members to thoroughly preview documents. During the review, staff members were accessible and repeatedly willing to engage in conversations with team members to describe programs and processes in a candid and transparent manner. Wyndmere School exhibited an additional level of preparedness and commitment to continuous improvement by having more than sufficient stakeholder representation for interviews. The Team was warmly welcomed and provided the necessary information to complete their work.

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	2
Administrators	3
Instructional Staff	10
Support Staff	7
Students	12
Parents/Community/Business Leaders	11
Total	46

Results

Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results, instructional quality, learner and family engagement, support services for student learning, curriculum quality and efficacy, and college and career readiness data. These are all key indicators of an institution's impact on teaching and learning.

A high-quality and effective educational system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics that include strong communication skills, knowledge of content, and knowledge of how to teach the content. The institution's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis, and Printy (2002), staff members who engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective institutions "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found that a successful institution implements a curriculum based on clear and measurable expectations for student learning. The curriculum provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Institutions with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six

key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making, (2) establishing a culture of data use and continuous improvement, (3) investing in an information management system, (4) selecting the right data, (5) building institutional capacity for data-driven decision making, and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision-making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

Through ongoing evaluation of educational institutions, AdvancED has found that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 3 - Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Indicator	Description	Review Team Score	AdvancED Network Average
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	3.20	2.82
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	2.40	2.45
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	3.20	2.63
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	3.20	2.69
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	2.40	2.52
3.6	Teachers implement the school's instructional process in support of student learning.	3.20	2.56
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	2.20	2.56
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	3.00	3.07

Indicator	Description	Review Team Score	AdvancED Network Average
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	3.60	3.01
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	3.00	2.71
3.11	All staff members participate in a continuous program of professional learning.	1.60	2.48
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	2.80	2.63

Standard 5 - Using Results for Continuous Improvement

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

Indicator	Description	Review Team Score	AdvancED Network Average
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	3.00	2.64
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	2.80	2.33
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	1.40	2.03
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	2.60	2.45
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	3.00	2.68

Student Performance Diagnostic

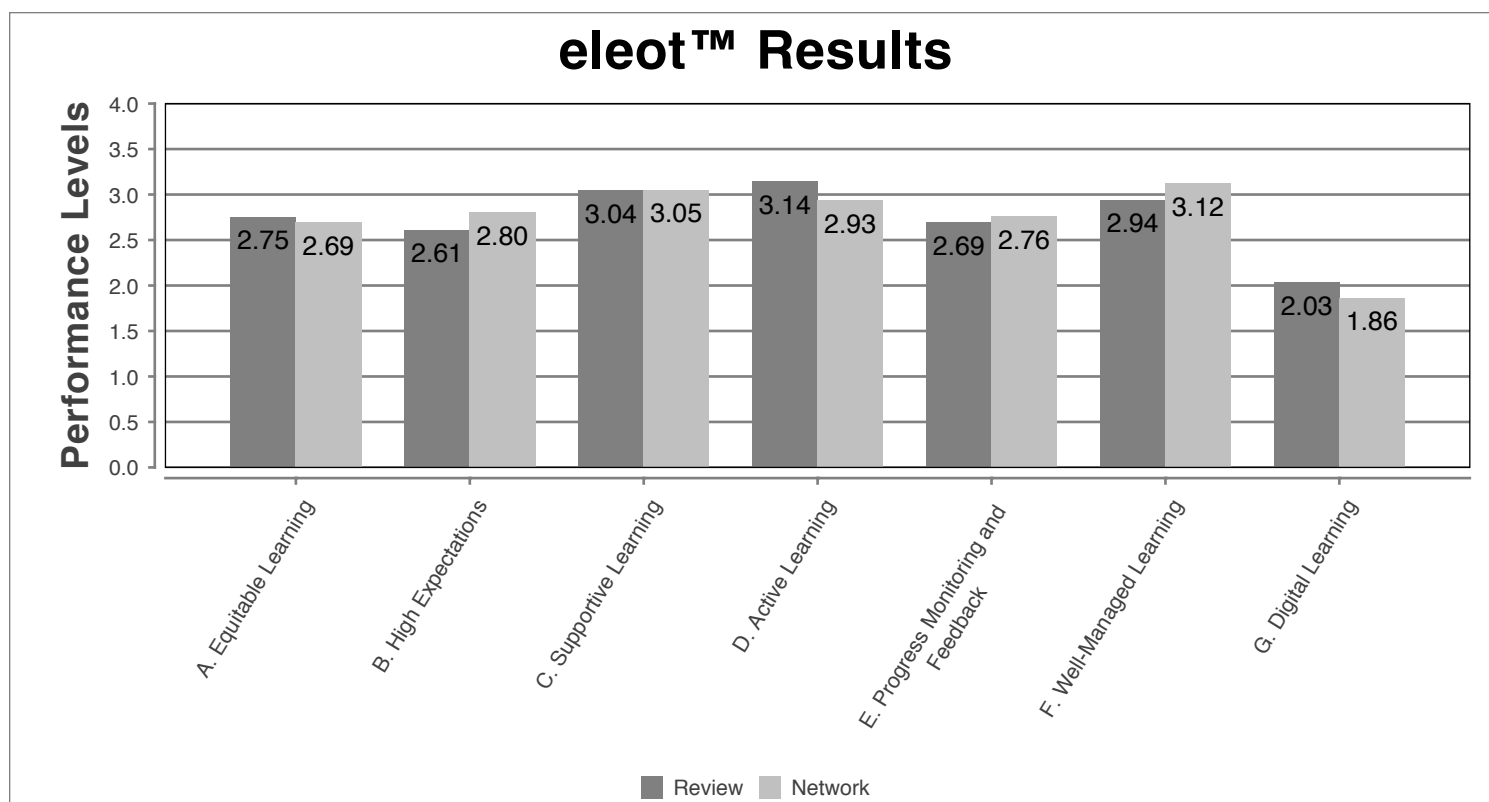
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	4.00	3.11
Test Administration	4.00	3.46
Equity of Learning	4.00	2.75
Quality of Learning	4.00	2.93

Effective Learning Environments Observation Tool (eleot™)

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (eleot™) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam that establishes inter-rater reliability. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale (4=very evident; 3=evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot™ as well as benchmark results across the AdvancED Network.



A total of 34 classroom observations of a minimum of twenty minutes each took place in classrooms in the school. The Team also conducted informal observations in resource rooms and the library media center. The highest rated learning environments were Active Learning Environment (3.14) and Supportive Learning Environment (3.04). While Equitable Learning Environment (2.75) and Digital Learning Environment (2.03) were not the highest scoring environments, these two environments were higher than the AdvancED Network

Averages.

The areas where the school received its lowest rated environments were Digital Learning Environment (2.03), High Expectations Environment (2.61) and Progress Monitoring and Feedback Environment (2.69). As stated above, the Digital Learning Environment, while lowest scoring, was above the AdvancED Network Average. In addition, the High Expectations and Progress Monitoring and Feedback environments were very close to the AdvancED Network Averages.

The Active Learning Environment was the highest rated environment and the External Review Team observed this throughout the school, both in the classrooms and through informal observations throughout the school environments. Students were clearly engaged in discussions with teachers and one another. The teachers made efforts to connect the lessons to real-world experiences in ways that were meaningful to students. Students were also very engaged in learning activities in support of the lesson being taught.

The Supportive Learning Environment was also one of the higher rated environments in the classroom engagement observations. Students demonstrated positive attitudes about school and the learning environment and this was confirmed in interviews with staff, parents, and students. The External Review Team observed students receiving support and assistance to meet the learning tasks in the classrooms. The Team observed that support personnel such as paraprofessionals, counselors, and librarian work in a way that collaboratively supports student learning.

While the High Expectations Learning Environment was rated highly, within this environment there were areas of strength as well as areas that provide opportunities for growth and improvement. There was evidence that students understood the expectations, worked to meet those expectations and were given challenging but attainable tasks. However, there was more limited evidence of higher order thinking questions and the use of exemplars to guide students in high quality work.

The lowest rated environment (although higher than the AEN) was the Digital Learning Environment. The Team observed the use of technology in many classrooms; however, the technology was being used primarily by the teacher rather than the students. Classrooms were equipped with interactive white boards, but the observations of the Team indicated that these were primarily used as projection devices. There were some classrooms in which students were engaged in using technology as a learning tool and in most cases the primary use of technology tools was to gather information to support learning.

Overall, the data from the classroom observations confirmed data from interviews and the review of evidence, particularly in relation to the school instructional framework. Students clearly understood the learning expectations in all environments throughout the school and worked to meet those expectations. Students and teachers worked collaboratively within classroom settings to enhance the learning environment in all classrooms.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.76	Has differentiated learning opportunities and activities that meet her/his needs	20.59%	47.06%	20.59%	11.76%
2.	3.24	Has equal access to classroom discussions, activities, resources, technology, and support	32.35%	58.82%	8.82%	0.00%
3.	2.88	Knows that rules and consequences are fair, clear, and consistently applied	20.59%	58.82%	8.82%	11.76%
4.	2.12	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	14.71%	20.59%	26.47%	38.24%
Overall rating on a 4 point scale: 2.75						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.94	Knows and strives to meet the high expectations established by the teacher	20.59%	58.82%	14.71%	5.88%
2.	3.03	Is tasked with activities and learning that are challenging but attainable	20.59%	61.76%	17.65%	0.00%
3.	1.88	Is provided exemplars of high quality work	8.82%	20.59%	20.59%	50.00%
4.	2.85	Is engaged in rigorous coursework, discussions, and/or tasks	5.88%	76.47%	14.71%	2.94%
5.	2.32	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	5.88%	50.00%	14.71%	29.41%
Overall rating on a 4 point scale: 2.61						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.24	Demonstrates or expresses that learning experiences are positive	26.47%	70.59%	2.94%	0.00%
2.	3.21	Demonstrates positive attitude about the classroom and learning	29.41%	61.76%	8.82%	0.00%
3.	3.06	Takes risks in learning (without fear of negative feedback)	20.59%	64.71%	14.71%	0.00%
4.	3.03	Is provided support and assistance to understand content and accomplish tasks	26.47%	58.82%	5.88%	8.82%
5.	2.68	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	20.59%	47.06%	11.76%	20.59%
Overall rating on a 4 point scale: 3.04						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.09	Has several opportunities to engage in discussions with teacher and other students	29.41%	50.00%	20.59%	0.00%
2.	3.12	Makes connections from content to real-life experiences	32.35%	52.94%	8.82%	5.88%
3.	3.21	Is actively engaged in the learning activities	38.24%	47.06%	11.76%	2.94%
Overall rating on a 4 point scale: 3.14						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.65	Is asked and/or quizzed about individual progress/learning	14.71%	55.88%	8.82%	20.59%
2.	2.85	Responds to teacher feedback to improve understanding	14.71%	64.71%	11.76%	8.82%
3.	3.03	Demonstrates or verbalizes understanding of the lesson/content	17.65%	67.65%	14.71%	0.00%
4.	2.29	Understands how her/his work is assessed	8.82%	44.12%	14.71%	32.35%
5.	2.65	Has opportunities to revise/improve work based on feedback	17.65%	50.00%	11.76%	20.59%
Overall rating on a 4 point scale: 2.69						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.09	Speaks and interacts respectfully with teacher(s) and peers	32.35%	50.00%	11.76%	5.88%
2.	3.18	Follows classroom rules and works well with others	29.41%	58.82%	11.76%	0.00%
3.	3.06	Transitions smoothly and efficiently to activities	20.59%	67.65%	8.82%	2.94%
4.	2.29	Collaborates with other students during student-centered activities	17.65%	29.41%	17.65%	35.29%
5.	3.06	Knows classroom routines, behavioral expectations and consequences	23.53%	61.76%	11.76%	2.94%
Overall rating on a 4 point scale: 2.94						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.62	Uses digital tools/technology to gather, evaluate, and/or use information for learning	35.29%	20.59%	14.71%	29.41%
2.	1.65	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	11.76%	11.76%	5.88%	70.59%
3.	1.82	Uses digital tools/technology to communicate and work collaboratively for learning	11.76%	17.65%	11.76%	58.82%
Overall rating on a 4 point scale: 2.03						

Findings

Improvement Priority

Generate a plan for the continuous professional development of all staff based on the needs of the school district.

(Indicator 3.11)

Primary Indicator

Indicator 3.11

Evidence and Rationale

A review of the artifacts and discussions with various stakeholder groups indicate that there is no formal process for determining school-wide professional development needs, ensuring that they are aligned to the school's purpose and direction or evaluating the professional development program for effectiveness in improving instruction, student learning, and the conditions that support learning.

Establishing systematic guidelines for professional development in written format will ensure the alignment of professional learning opportunities and the needs of the school.

Opportunity For Improvement

Conduct staff training on the evaluation, interpretation, and use of data.

(Indicator 5.3)

Primary Indicator

Indicator 5.3

Evidence and Rationale

A review of the artifacts and comments during interview sessions revealed that the staff is not formally trained to gather, evaluate, interpret, and implement data to affect instruction.

Providing individualized professional development opportunities related to student data will ensure that all staff can differentiate instruction to meet the individual needs of the students.

Powerful Practice

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

(Indicator 3.3)

Primary Indicator

Indicator 3.3

Evidence and Rationale

Review of artifacts and discussions with instructional staff members, students, and parents revealed a multi-faceted approach to ensure student learning. Evidence of authentic assessments, student work and interdisciplinary collaborations reinforce this commitment. In addition, findings from observations reveal differentiation of instruction, application of knowledge, higher-order thinking questions, collaboration, and use of technology to ensure achievement of learning expectations.

When teachers consistently apply instructional strategies to ensure students meet learning expectations, student achievement can heighten and best instructional strategies will foster positive results.

Powerful Practice

The teachers implement the school's instructional process that includes a wide variety of methods in support of student learning.

(Indicator 3.6)

Primary Indicator

Indicator 3.6

Evidence and Rationale

A review of evidence provided revealed that teachers use multiple measures of assessment to include standardized, formative, and authentic assessments to inform the ongoing modification of instruction. Data from standardized testing in addition to formative was readily available, along with evidence of how this information was used to adapt, differentiate and/or modify instruction. In addition, observations revealed that teachers routinely checked for understanding throughout lessons and seamlessly adapted instruction as needed to ensure student understanding. Wyndmere School's systematic use of the Renaissance STAR Reading and Math assessment product from grades K-11 allow the teachers and building administrators to

monitor student progress.

Using the Renaissance programs with fidelity ensures vertical and horizontal articulation between grades and content levels, and allows for strategic planning of the instructional process.

Leadership Capacity

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its institutional purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to enact strategies to improve results of student learning.

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its evaluation of best practices in more than 32,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the institutions' vision and supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of educational institution leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and their practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED's experience, gained through evaluation of best practices, has indicated that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 1 - Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Indicator	Description	Review Team Score	AdvancED Network Average
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	1.00	2.73
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	3.00	3.00
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.80	2.52

Standard 2 - Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Indicator	Description	Review Team Score	AdvancED Network Average
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	2.80	2.95
2.2	The governing body operates responsibly and functions effectively.	3.20	2.90
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	4.00	3.15
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	3.60	3.11
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2.60	2.79
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	3.20	2.71

Stakeholder Feedback Diagnostic

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

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

Evaluative Criteria	Review Team Score	AdvancED Network Average
Questionnaire Administration	4.00	3.43
Stakeholder Feedback Results and Analysis	3.00	3.08

Findings

Improvement Priority

Develop and implement a systemic, systematic, inclusive, and comprehensive process to review, revise, and communicate a systemic purpose for student success, involving randomly selected representatives from all stakeholder groups in the process.

(Indicator 1.1)

Primary Indicator

Indicator 1.1

Evidence and Rationale

A review of artifacts and comments during interview sessions revealed that Wyndmere School does not have a systematic process in place for the review and revision of the mission statement. The External Review Team determined that the current statement was developed for the last school improvement visit five years earlier.

The systematic review and possible revision of the mission statement with input from representatives of all stakeholder groups, will enhance support and buy-in, while ensuring a focus on the goals and objectives deemed appropriate by current stakeholders.

Powerful Practice

Wyndmere School's governing body protects, supports, and respects the autonomy of school leadership to accomplish the goals of the school.

(Indicator 2.3)

Primary Indicator

Indicator 2.3

Evidence and Rationale

Interviews with district leadership, principals, teachers, and the Board of Education were consistent in their articulation regarding the function of the school board. The board does not micro-manage the operation of the district but instead allows the Superintendent and Principals to manage the operation of the school. This practice of sets forth a tone of quality leadership and support for the district's daily and long-term operations.

Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students served. Institutions must ensure that resources are aligned with the stated mission and are distributed equitably so that the needs of students are adequately and effectively addressed. The utilization of resources includes an examination of the allocation and use of resources, the equity of resource distribution to need, the ability of the institution to ensure appropriate levels of funding and sustainability of resources, as well as evidence of long-range capital and resource planning effectiveness.

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the more than 32,000 institutions in the AdvancED Network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness and ensures compliance with applicable governmental regulations.

Standard 4 - Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Indicator	Description	Review Team Score	AdvancED Network Average
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	3.00	2.95
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	3.00	2.98
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.60	3.14
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	3.00	2.84
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	4.00	2.63

Indicator	Description	Review Team Score	AdvancED Network Average
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	2.80	2.86
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	3.00	2.75

Findings

Powerful Practice

Without question, Wyndmere School's technology infrastructure provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the district.

(Indicator 4.5)

Primary Indicator

Indicator 4.5

Evidence and Rationale

A review of evidence and discussions with building administrators, staff and students revealed that the technology infrastructure supports the school's teaching, learning, and operational needs. The equipment and infrastructure is modern, fully functional, and equipped to more than handle the technology needs of the school. There is a comprehensive plan in place to allow for the updating and/or replacing of outdated machines, as well as a routine for annual maintenance and upkeep of equipment in place. The technology committee meets regularly to administer needs assessments, prioritize those needs and implement plans to allow for continuous technology improvement.

A comprehensive technology plan which addresses current and future teaching, learning and operational needs ensures the effectiveness of information resources as it relates to the school's educational goals.

Conclusion

Wyndmere Public School demonstrates a culture dedicated to producing students who thrive in an academically challenging environment and prepared with the 21st Century skillsets needed for today's society. They have established daily routines which foster their philosophy as demonstrated through dedicated staff, well-rounded curriculum, and numerous student leadership opportunities. Through their commitment to their mission, Wyndmere Public School has created a strong, positive culture for its school community.

Wyndmere School has developed an academically strong curriculum which challenges students. This was evident at all levels throughout the school. To support a culture of academic learning, the school has adopted policies which allow for 1:1 technology resources grades K-12, STEAM days at the MS/HS levels, an RTI process at the elementary levels to identify students in need of interventions and a new Flex-Time program in grades 7-12 to allow for interventions, additional homework time, as well as connecting each student to an adult advocate in the school. The evidence of these positive effects show up in consistent ranking in the 10% in the state assessment scores.

The working relationship between all entities definitely speaks to the success of the school. The governing board allows the school administration to manage the day-to-day operations of the school without micro-managing. The building administrators communicate and collaborate regularly, divide tasks logically, and work in a unified way towards the district goals. School staff, likewise, are able to teach in their respective areas. Cross-curricular collaboration is encouraged, and regular, meaningful evaluations allow for positive professional relationships.

Wyndmere Public School has a highly developed and strong interim assessment process to provide opportunity for student progress monitoring, and to guide instruction through the use of the Renaissance STAR Reading and Math assessments. At this time, there is no formal process for staff to gather, evaluate, interpret and implement data from these assessments to affect instruction and program evaluation. Engaging in a school-wide focus on developing a plan for all instructors to access data within the assessment program is an opportunity which will help this school continue to grow in this area as well as guide decisions when working towards their school-wide goal of improving oral communication.

Currently, Wyndmere Public School encourages and allows staff members to choose professional development opportunities that are of interest to them. While it is quite clear through evidence provided, observations and interviews that the staff is dedicated to improving in their respective areas, it is worthwhile for Wyndmere Public School to engage in a formal process in determining professional development needs. The process of aligning professional development opportunities to the school's purpose and direction will unify the district's commitment to continually improving instruction, student learning and the conditions that support learning.

The External Review has provided Wyndmere School with two interrelated Improvement Priorities that focus around the development of a school-wide process that will guide the revision of the school's mission and professional development processes. The implementation of those processes will enable the school to

enhance the professional development practices of staff to enhance the focus on student learning. The school has built the capacity to engage administrators, teacher leaders and staff in the development of a professional development program and the team is confident that the school will be able to leverage that capacity to address these priorities related to student learning. This capacity, coupled with the school's focus on continuous improvement will enable them to achieve even greater levels of student learning.

Improvement Priorities

The institution should use the findings from this review to guide the continuous improvement process. The institution must address the Improvement Priorities listed below:

- Develop and implement a systemic, systematic, inclusive, and comprehensive process to review, revise, and communicate a systemic purpose for student success, involving randomly selected representatives from all stakeholder groups in the process.
- Generate a plan for the continuous professional development of all staff based on the needs of the school district.

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	303.08	278.94
Teaching and Learning Impact	298.10	268.48
Leadership Capacity	301.82	293.71
Resource Utilization	320.00	286.27

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

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

Addenda

Team Roster

Member	Brief Biography
Julie Kaspari	Julie currently serves as the Professional School Counselor for grades 7-12 at Maple Valley High School in Tower City, ND. In addition to providing social, emotional, and career counseling services, she is the Student Council Adviser, and Public Relations Chair for the North Dakota School Counseling Association. Concurrently, Julie is an adjunct course facilitator for the University of Mary Counseling Education program at the Fargo Campus.
Mrs. Jill Harris	<p>Jill Harris lives in Rothsay, MN. She has been teaching for 13 years. She has been at Richland 44 for ten years and prior to that at Lakota Elementary School in Lakota, ND. Currently she is teaching 5/6 math, science, spelling, and art. For six of those years she taught Title I. She graduated with a bachelors degree in Elementary Education from Mayville State University in 2002, and completed her master's degree in 2011 from Southwest State in Educational Teaching, Learning, & Leadership.</p> <p>Her experience with AdvancED is just at the school level. She is on the district leadership team at Richland 44 and was part of the team who completed their review on ASSIST.</p>
Mrs. Julie A Jensen	<p>Julie Jensen was born and raised in Kindred, ND. She graduated from Kindred High School in 1977, and graduated from Concordia College in 1981 with a Bachelor of Arts in Business Education.</p> <p>She taught Business Education and Physical Education for ten years in Sheldon, 23 years in Kindred, and now serves as the Technology Integration Specialist in Kindred. She coached basketball for 23 years and golf for 12 years.</p> <p>Julie currently serves on the school's Technology Committee and the AdvancED Committee.</p> <p>Julie is married to Paul Jensen.</p>
Mrs. Sarah Pohl	<p>Sarah is completing her eighth year as the business and computer instructor at Hankinson Public School. She teaches financial literacy, business fundamentals, accounting, desktop publishing, seventh and eighth grade computers, and this fall she had the opportunity to offer a dual credit computer applications class through North Dakota State College of Science. Sarah holds a bachelor of science in E-business Education from Northern State University, a Master of Science & Specialist in Educational Leadership from Minnesota State University Moorhead, and both elementary and secondary school principal credentials in North Dakota.</p> <p>In addition to her teaching duties, she also advises prom and yearbook and leads a group of Hankinson High School juniors and seniors to Washington, D.C. every two years. She serves on Hankinson's AdvancED School Improvement Committee, negotiation team, technology committee, and she is the Hankinson Education Association President.</p> <p>As an active member of her community, Sarah is the summer recreation director for the Hankinson Park Board, the Hankinson city Webmaster, and is a member of the city housing authority.</p>

Member	Brief Biography
Mrs. Tara Steiner	<p>Tara Steiner is a native of Oakes, North Dakota. She is a wife and mother of two daughters, Aubrei (15) and Ayrian (12).</p> <p>In May 2000, Tara received her Bachelor's degree in Elementary Education from Minnesota State University Moorhead. She spent 3 years as a substitute teacher in area schools near Oakes. In 2003, Tara began teaching in the Oakes Public School district as a Title 1 teacher. In 2004, she completed an ESL endorsement from Valley City State University. Thus, she took on another role in Oakes as an ESL teacher.</p> <p>Tara is currently teaching Title 1 Reading and Math in grades K-6 in Oakes. Along with teaching Title 1 classes, she is a coach on the school's MTSS support team. She is currently enrolled in the Teacher Leadership Academy from North Dakota State University pursuing a Master's degree in Educational Leadership.</p>

Next Steps

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

About AdvancED

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

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

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

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