

Report of the External Review Team for Moscow School District

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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 AdvancED External Review for Moscow Public Schools was conducted May 3 - 6, 2015. Preparations for the review began many months prior to the on-site review, and included a meeting between the Lead Evaluator and the superintendent in January, and several other phone calls during the months leading up to the review. Members of the External Review Team participated in a conference call two weeks prior to the review, for the purpose of discussing roles and responsibilities, reviewing evidence and assigning work groups. Team members were each assigned to lead the evidence review process for one of the five Standards, and to come to the review prepared with information to share with others.

The Team began its on-site work with a meeting and working dinner on the evening of Sunday, May 3. Each of the Standards were discussed, evidence was reviewed, and initial thoughts concerning themes were recorded. The Team prepared for Monday's work by discussing what information needed to be gathered and from whom, during the interview process.

Monday, May 4, was spent at the Moscow Public School district office conducting interviews and reviewing evidence. Team members were divided based on Standard assignments, and size of interview group. One Team member visited Paradise Creek Regional High School in the afternoon. The Team participated in an

evening work session that included discussions related to evidence for Standards 1, 2 and 4, and to determine further evidence needed and possible actions for each of these three Standards. The Student Performance and Stakeholder Feedback documents were reviewed and the ratings for the evaluative criteria were discussed. The evening session concluded with a review of the eleot™ process and confirmation of the Tuesday schedule.

On Tuesday, May 5, the External Review Team was able to visit the six traditional schools in the district. Fifty-five classroom observations were conducted and interviews with school leadership teams were completed at each campus. Students were interviewed in an informal manner, when appropriate. The evening work session was focused on the evidence related to Standards 3 and 5, including what was learned through the eleot data. Each Team member then completed a final rating of each of the forty-one Indicators and evaluative criteria to determine the district's IEQ, and determine actions. Discussion included comparisons of the scores from the review with those of the AdvancED Network Average for other public school systems. Final decisions regarding actions were made and Team members were assigned the responsibility of writing one or more of the statements and supporting evidence.

The Team spent the morning of Wednesday, May 6 finalizing statements for each of the actions, discussing evidence and clarifying information through brief interviews with district personnel. The Exit Report was completed, reviewed with the superintendent and presented at a called Board of Trustee meeting at 3:30 pm. The External Review Team departed the district at approximately 4:15 p.m.

The External Review Team recognized and appreciated the exemplary manner in which the Internal Review was conducted. The system provided the Team with ample evidence through Live Binder three weeks prior to the review. Evidence was organized by school site and at the district level. The Team appreciated the transparency regarding the type of evidence shared. During interviews, district and school staff verbalized the professional learning that occurred for staff as they reviewed evidence and conducted the Self Assessment. The district and each of the schools completed their Accreditation reports early and with complete fidelity.

The Team appreciated the hospitality provided by the entire community of Moscow. The accommodations were excellent and the people were warm and welcoming.

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	4
Administrators	14
Instructional Staff	45
Support Staff	19
Students	18
Parents/Community/Business Leaders	14
Total	115

Results

Teaching and Learning Impact

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

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

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

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

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

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

Standard 3 - Teaching and Assessing for Learning

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

Indicator	Description	Review Team Score	AdvancED Network Average
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	2.60	2.69
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	2.00	2.55
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	3.40	2.54
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2.80	2.70
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	2.80	2.57
3.6	Teachers implement the system's instructional process in support of student learning.	2.80	2.48
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	2.40	2.67

Indicator	Description	Review Team Score	AdvancED Network Average
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	2.80	2.97
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	2.00	2.46
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2.20	2.57
3.11	All staff members participate in a continuous program of professional learning.	2.20	2.60
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	2.60	2.63

Standard 5 - Using Results for Continuous Improvement

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

Indicator	Description	Review Team Score	AdvancED Network Average
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	2.20	2.67
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	2.00	2.48
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	1.80	2.14
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	2.80	2.45
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	2.00	2.85

Student Performance Diagnostic

The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of

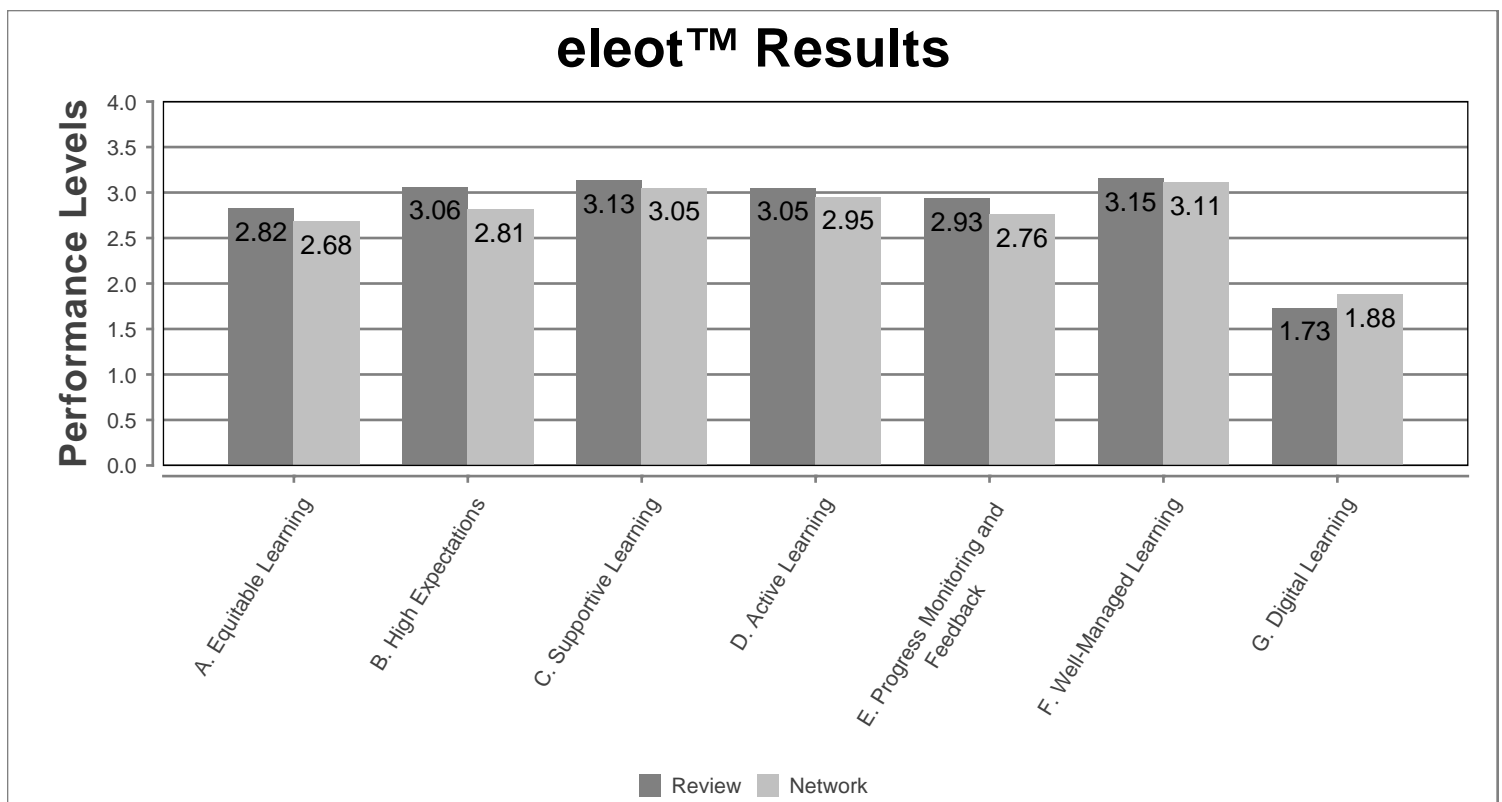
learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	3.40	3.32
Test Administration	3.00	3.62
Equity of Learning	2.80	2.52
Quality of Learning	2.80	3.06

Effective Learning Environments Observation Tool (eleot™)

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

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



The External Review Team was able to visit all seven of the district's schools. The Team conducted 55 classroom observations using the Effective Learning Environments Observation Tool™ (eleot™). All Team members were certified in the use of eleot at the time of the observations. All ratings using the eleot are based on a one to four scale. Paradise Creek Regional High School, an alternative setting was visited by one Team member on Monday afternoon. Due to the nature of the setting, and the time period allotted, no eleot data was

collected at this school.

With the exception of the Digital Learning Environment, all environments received higher ratings than the AdvancED Network Averages (AEN). The highest rated environment for Moscow Public Schools was the Well-Managed Learning Environment, receiving a 3.15. The Supportive Learning Environment was the second highest rated area with a score of 3.13. The High Expectations Environment received a rating of 3.06, which is notably higher than the AEN of 2.81.

The Digital Learning Environment was rated a 1.73, while lower than the AEN of 1.88, still within one standard deviation of the mean. The second lowest rated environment was the Equitable Learning Environment, with a rating of 2.82, but still higher than the AEN of 2.68.

In the Supportive Learning Environment, the sub-categories of "Demonstrates or expresses that learning experiences are positive," "Demonstrates positive attitude about the classroom and learning" and "Is provided support and assistance to understand content and accomplish tasks" were at least somewhat evident in every one of the 55 classrooms observed. The evidence from the classroom observations supports findings of the Team for Indicators 4.7 and 4.8, which led to the inclusion of a Powerful Practice, recognizing the efforts by the system to provide for the academic, social and emotional needs of all students.

In the High Expectations Environment, several sub-categories were rated very high by the Team. "Knows and strives to meet the high expectations established by the teacher," "Is tasked with activities and learning that are challenging but attainable" and "Is engaged in rigorous coursework, discussions, and/or tasks" were at least somewhat evident in every classroom visited. In the Active Learning Environment, the sub-category of "Is actively engaged in the learning activities" was rated a 3.27. Each of these sub-categories contributed to the findings of the Team regarding the exemplary use of instructional strategies that lead to student success that was recognized with a Powerful Practice.

Students in Moscow Public Schools were polite, well-mannered and exhibited a positive attitude about learning, as noted in several of the Well-Managed Learning Environment sub-categories. "Speaks and interacts respectfully with teacher(s) and peers" was rated 3.51, and was very evident/evident in 98% of classrooms visited. Likewise, "Knows classroom routines, behavioral expectations and consequences" was rated 3.25 and was very evident/evident in 91% of classrooms visited.

The External Review Team noted high-quality instruction throughout the district, and a sense of community within each of the schools. During interviews, stakeholders identified the teaching staff as a strength of the district. Through funding provided from additional tax revenue, the district has been able to sustain small class sizes in all areas. This has contributed to teachers' abilities to meet the needs of all students.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.55	Has differentiated learning opportunities and activities that meet her/his needs	16.36%	34.55%	36.36%	12.73%
2.	3.35	Has equal access to classroom discussions, activities, resources, technology, and support	43.64%	47.27%	9.09%	0.00%
3.	3.20	Knows that rules and consequences are fair, clear, and consistently applied	30.91%	60.00%	7.27%	1.82%
4.	2.20	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	20.00%	20.00%	20.00%	40.00%
Overall rating on a 4 point scale: 2.82						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.27	Knows and strives to meet the high expectations established by the teacher	38.18%	50.91%	10.91%	0.00%
2.	3.22	Is tasked with activities and learning that are challenging but attainable	32.73%	56.36%	10.91%	0.00%
3.	2.84	Is provided exemplars of high quality work	27.27%	38.18%	25.45%	9.09%
4.	3.02	Is engaged in rigorous coursework, discussions, and/or tasks	29.09%	43.64%	27.27%	0.00%
5.	2.96	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	32.73%	36.36%	25.45%	5.45%
Overall rating on a 4 point scale: 3.06						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.25	Demonstrates or expresses that learning experiences are positive	32.73%	60.00%	7.27%	0.00%
2.	3.38	Demonstrates positive attitude about the classroom and learning	43.64%	50.91%	5.45%	0.00%
3.	3.11	Takes risks in learning (without fear of negative feedback)	32.73%	47.27%	18.18%	1.82%
4.	3.31	Is provided support and assistance to understand content and accomplish tasks	36.36%	58.18%	5.45%	0.00%
5.	2.62	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	18.18%	32.73%	41.82%	7.27%
Overall rating on a 4 point scale: 3.13						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.04	Has several opportunities to engage in discussions with teacher and other students	30.91%	43.64%	23.64%	1.82%
2.	2.85	Makes connections from content to real-life experiences	30.91%	32.73%	27.27%	9.09%
3.	3.27	Is actively engaged in the learning activities	38.18%	50.91%	10.91%	0.00%
Overall rating on a 4 point scale: 3.05						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.87	Is asked and/or quizzed about individual progress/learning	25.45%	43.64%	23.64%	7.27%
2.	2.95	Responds to teacher feedback to improve understanding	21.82%	54.55%	20.00%	3.64%
3.	3.11	Demonstrates or verbalizes understanding of the lesson/content	25.45%	60.00%	14.55%	0.00%
4.	2.82	Understands how her/his work is assessed	18.18%	50.91%	25.45%	5.45%
5.	2.91	Has opportunities to revise/improve work based on feedback	23.64%	50.91%	18.18%	7.27%
Overall rating on a 4 point scale: 2.93						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.51	Speaks and interacts respectfully with teacher(s) and peers	52.73%	45.45%	1.82%	0.00%
2.	3.33	Follows classroom rules and works well with others	40.00%	52.73%	7.27%	0.00%
3.	2.93	Transitions smoothly and efficiently to activities	20.00%	54.55%	23.64%	1.82%
4.	2.75	Collaborates with other students during student-centered activities	25.45%	32.73%	32.73%	9.09%
5.	3.25	Knows classroom routines, behavioral expectations and consequences	34.55%	56.36%	9.09%	0.00%
Overall rating on a 4 point scale: 3.15						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.76	Uses digital tools/technology to gather, evaluate, and/or use information for learning	9.09%	12.73%	23.64%	54.55%
2.	1.71	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	10.91%	9.09%	20.00%	60.00%
3.	1.71	Uses digital tools/technology to communicate and work collaboratively for learning	7.27%	14.55%	20.00%	58.18%
Overall rating on a 4 point scale: 1.73						

Findings

Opportunity for Improvement

Construct a system-wide, comprehensive student assessment profile to be used by instructional staff to monitor and support instructional decisions and to inform common grading and reporting practices. (Indicators 3.2, 3.10, 5.1)

Evidence and Rationale

The Moscow School District does not have a comprehensive student assessment profile. During interviews, members of district and school-level leadership teams identified this as a need that arose during the Internal Review process. The system has a multitude of assessments that are administered, and has the framework for a district assessment calendar; however, assessments are not aligned across grade levels, like courses and between schools within the district. A review of evidence reveals inconsistencies in the types and numbers of assessments that are used across grade levels. Additionally, there are few common formative assessments used to monitor and adjust curriculum and instruction. Interviewees identified gaps in student profile data that is available to teachers in subsequent grades and during transitions to the next school level. Instructional staff have access to and use Mileposts data management profile; however, the use of the product is inconsistently applied.

The district has begun the process to implement a standards-based report card for the elementary grades, but the information needed for measuring student outcomes has not been completed.

A comprehensive, system-wide profile of student assessment will not only provide district staff with the data needed to guide decisions, but identify information gaps that need to be filled, and allow for systematic communication to all stakeholders.

Opportunity for Improvement

Develop a systematic process for collecting, analyzing, monitoring and communicating data from all sources to be used in the decision-making process regarding curriculum, instruction, professional development and program evaluation.

(Indicators 5.2, 5.5)

Evidence and Rationale

As indicated in a previous Action, the Moscow School District does not have a comprehensive student assessment and data profile system. Although there is a large variety of assessment given to students, there exist gaps in information needed for student placement, curriculum adjustment, and program evaluation.

School schedules allow for protected collaboration time for instructional staff each week. Activities to be performed during this 45-minute time period are determined by teachers and reported to school and district leaders for monitoring purposes. Many teachers interviewed indicated the time is used to analyze student performance, make decisions regarding interventions and determine curriculum alignment; however not all teachers have access to student performance data, and not all teachers engage in the collaborative process focused on improving student outcomes.

The district has implemented several programs, such as new curriculum at the elementary level, professional learning, and collaborative structures, but no formal process for assessing the effectiveness of programs has been used. Common formative assessments are not routinely utilized across the system to inform teachers of student progress. Stakeholders expressed a desire for increased communication regarding the outcomes of programs, especially as they pertain to student progress.

The use of student performance data in the decision-making process for curriculum, instruction, grading, reporting, and program evaluation will ensure appropriate student placement, effective use of resources and evidence of the need to retire ineffective programs.

Opportunity for Improvement

Develop and implement a continuous, long-term, professional development program.

(Indicators 3.3, 5.3)

Evidence and Rationale

Accreditation Reports submitted by the district agree there is a need to improve the professional development program. For example, the reports cite improvement areas such as more professional development and learning for all staff; specific trainings for classified staff, particularly for special education paraprofessionals; trainings outside of the Idaho Core Standards; and more interdisciplinary trainings. Survey data indicate most teachers agree they are involved in some professional development. Fewer agree professional development is designed to build capacities of professional and support staff. Information from school visits and staff interviews reveals professional development is most often local and is not continuous. Those findings are consistent with the district leadership team's expressed intent to promote more integration, unity, and cooperation among schools and departments.

The district agrees in its Accreditation Report that there is a need for “continued staff training in the use and analysis of data.” (P. 20.) Evidence gathered by the External Review Team is consistent with that statement. During an interview, the district leadership team reported it wants to improve the district’s use of assessment results to create improvement goals and improve teaching and learning. A low percentage of teachers surveyed agreed the district ensures teachers are trained in the evaluation, interpretation, and use of data. That training is inconsistent across schools. Some receive trainings from in-house experts such as Title I staff. Others develop their own protocols. Some staff expressed support for using leadership funds to train a network of data analysts representing each school.

A continuous, long-term professional development program helps establish and maintain quality instruction. As part of the districts’ improvement planning, it also helps the district set and achieve its continuous improvement goals.

Powerful Practice

Teachers throughout the district engage students in their learning through instructional strategies that help ensure achievement of learning expectations.

(Indicators 3.3)

Evidence and Rationale

As noted in eleot observation data, the Team saw many examples of excellent instructional practice. Information from classroom observations and interviews with staff is consistent with the district’s statement at page 20 of its Accreditation Report “[a]cross the district, teachers modify instruction through differentiated curriculum and/or system process to meet the individual needs of students in the classroom.” Elementary school teachers use district and on-site resources such as Title I, Gifted and Talented, a Speech and Language Pathologist, and a Brailist to identify and use a variety of instructional strategies. Elementary, middle, and high school teachers use their collaboration time to identify strategies intended to personalize classroom instruction. Specific strategies observed included working with students in large and small groups, computer and web-based instructional programs, demonstrations and visuals, student-led projects, lessons designed to combine direct instruction with student-centered activities, and lessons designed to teach to multiple learning styles. The team also witnessed students asking and answering questions, solving problems, using rubrics and applying their learning to real life.

Using a variety of instructional strategies helps differentiate and personalize instruction by teaching to students aural, logical, physical, social, solitary, verbal, and visual learning styles. That also helps teachers, schools, and the district meet or exceed their growth and improvement goals.

Leadership Capacity

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

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

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

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

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

Standard 1 - Purpose and Direction

The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Indicator	Description	Review Team Score	AdvancED Network Average
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	2.00	2.67
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	1.60	2.69
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	2.80	2.87
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.20	2.64

Standard 2 - Governance and Leadership

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

Indicator	Description	Review Team Score	AdvancED Network Average
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	2.20	2.96
2.2	The governing body operates responsibly and functions effectively.	3.40	2.99
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	3.40	3.20
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	2.60	3.00
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	2.00	2.69

Indicator	Description	Review Team Score	AdvancED Network Average
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	2.40	2.78

Stakeholder Feedback Diagnostic

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

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

Evaluative Criteria	Review Team Score	AdvancED Network Average
Questionnaire Administration	2.80	3.43
Stakeholder Feedback Results and Analysis	3.00	3.12

Findings

Improvement Priority

Develop and adopt a formal process for the regular and timely review and revision of all board policies. (Indicators 2.1)

Evidence and Rationale

A review of district policies revealed that many have very old adopted or revised dates. Board of Trustee members indicated that a complete review of all policies has not been done in many years. District-level leaders indicate that policy review is not a continuous, thoughtful process at regular board meetings.

Updated policies that reflect current Idaho Code will guide the District in assuring they are in compliance with law and provide guidance in the day to day operations of the district.

Improvement Priority

Develop and implement a systematic process for review and revision of the district's purpose and direction for continuous improvement, and that results in a meaningful and unified commitment to the same high expectations for student success between the district and its schools.

(Indicators 1.1, 2.5)

Evidence and Rationale

The district's self-assessment rating of 2 for this indicator in its Accreditation Report is consistent with this Improvement Priority. The External Review Team noted that the district's Website update is under construction and not complete. Some of the parents interviewed reported frustration with the lack of information available to them due to the non-functioning website. Additionally, parents expressed concern with the inconsistent or un-timely communication from schools regarding student events and activities.

Use of PowerSchool, an on-line student information system, is available only for students in grades 5-12. In addition, some features related to reporting and communicating student progress have not yet been activated. Parent interviewees expressed frustration with the inconsistent use by teachers of this information tool. Teachers expressed a desire for expanded use of the product and its functions.

Up-to-date and effective modes of communication are essential to building and maintaining support for the district, its programs and its improvement planning.

Improvement Priority

Develop and implement a systematic process for reviewing and revising the purpose and direction for continuous improvement that yields a meaningful unifying commitment by the district and each school to the same high expectations for student success.

(Indicators 1.1, 1.2, 1.4)

Evidence and Rationale

During interviews, the district leadership team expressed that the District Strategic Plan is not a living document and requires significant revision or should be totally deleted. In addition each of the district's schools has developed unique statements of purpose or direction with no unifying district theme. Principals and teachers confirmed the lack of common direction. The statement of "schools are islands unto themselves" was repeated in multiple interview settings and served to be highly revealing of the need for a unified focus.

The District currently maintains three guiding documents: the District Strategic Plan, the WISE (Ways to Improve School Effectiveness) Tool and the Moscow School District Improvement Plan (Accreditation Report). These documents appear in isolation of each other with no unifying focus. None of these documents make reference to the district mission, vision or purpose. Knowledge and awareness of these guiding documents is limited to the district Leadership team and updates were completed in isolation of outside stakeholder input.

Successful systems have unified purpose and direction to guide the work of all.

Opportunity for Improvement

Develop a systematic process for collecting, analyzing, monitoring and communicating data from all sources to be used in the decision-making process regarding curriculum, instruction, professional development and program evaluation.

(Indicators 5.2, 5.5)

Evidence and Rationale

As indicated in a previous Action, the Moscow School District does not have a comprehensive student assessment and data profile system. Although there is a large variety of assessment given to students, there exist gaps in information needed for student placement, curriculum adjustment, and program evaluation.

School schedules allow for protected collaboration time for instructional staff each week. Activities to be performed during this 45-minute time period are determined by teachers and reported to school and district leaders for monitoring purposes. Many teachers interviewed indicated the time is used to analyze student performance, make decisions regarding interventions and determine curriculum alignment; however not all teachers have access to student performance data, and not all teachers engage in the collaborative process focused on improving student outcomes.

The district has implemented several programs, such as new curriculum at the elementary level, professional learning, and collaborative structures, but no formal process for assessing the effectiveness of programs has been used. Common formative assessments are not routinely utilized across the system to inform teachers of student progress. Stakeholders expressed a desire for increased communication regarding the outcomes of programs, especially as they pertain to student progress.

The use of student performance data in the decision-making process for curriculum, instruction, grading, reporting, and program evaluation will ensure appropriate student placement, effective use of resources and evidence of the need to retire ineffective programs.

Powerful Practice

The Moscow Board of Trustees operates responsibly, functions effectively and assures autonomy throughout the district.

(Indicators 2.2, 2.3)

Evidence and Rationale

The External Review Team found evidence of a highly functioning Board of Trustees. The board includes members who have served for more than twenty years, as well as new board members who have recently been appointed to serve the district. The board includes business owners, members of the educational community of the local universities, and represents parents of current, past and future students of the district.

Board of Trustee members participate in required training through the Idaho School Boards Association and have implemented a process of self-evaluation that includes reflection on their actions as a board, as well as a review of the code of ethics and behavior.

Effective governance occurs when a Board devotes time to governing, providing direction and guaranteeing that the students are provided quality education.

Resource Utilization

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

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

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

Standard 4 - Resources and Support Systems

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

Indicator	Description	Review Team Score	AdvancED Network Average
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	3.40	2.98
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	3.00	2.98
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	2.40	3.05
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	1.80	2.67

Indicator	Description	Review Team Score	AdvancED Network Average
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	3.00	2.82
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	2.80	2.64
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	3.00	2.65
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	3.00	2.64

Findings

Improvement Priority

Develop and implement a district-wide safety plan that connects all schools and the district office with common language and procedures to prevent and respond to emergencies.

(Indicators 4.3)

Evidence and Rationale

In the review of artifacts provided by the district and schools along with interviews with district and building staff, it was evident that a district wide safety plan is not in place. Although plans are being implemented at individual schools, there is no systemic plan connecting a district-wide safety plan to each of the schools. There is a lack of evidence of common terminology, protocols and language used in the school emergency plans. During interviews, a district staff member stated that safety procedures are sometimes shared across buildings but not across the district; there is not a district wide emergency response plan at this time.

It is imperative that schools know what the district's role is an emergency to aid in effective communication, with response time being a priority. First responders can help support the development of the district plan by sharing their expertise.

Opportunity for Improvement

Develop and maintain long-range strategic plans for all business and operations functions to support the district's purpose and direction.

(Indicators 4.4)

Evidence and Rationale

During a review of evidence, the Team found some long-range planning for facilities and technology, but a comprehensive long range plan for the use of district resources is not in place at this time.

The district enjoys the benefits of a permanent additional levy that increases its operating budget by almost 50%. The use of revenues has been clearly focused on students and instructional priorities. As conditions in the community and school district change, the need for long-range planning becomes increasingly more important.

Five to ten year plans that include needs assessments, priority alignment, and long-term goals that are developed with input from all stakeholder groups will provide focus for all work in the district.

Powerful Practice

Moscow School District has a systematic and thorough process to recruit, employ, and retain qualified professional and support staff that sustains the educational and support programs throughout the district. (Indicators 4.1)

Evidence and Rationale

Evidence from the accreditation report, artifacts, and interviews with building and district office staff demonstrated a strong system is in place for securing highly qualified personnel for the district. It starts with thorough hiring process at the district office with new staff receiving orientation concerning benefits and other important information needed in beginning their career with the district.

Once at the buildings, new staff are welcomed and provided support. This "camaraderie" as described by a teacher during an interview creates a positive culture and motivates certified and support staff to remain and grow professionally with the district.

The connection with two universities close to the Moscow schools has helped in hiring excellent staff and has provided opportunities for them to continue their education and earn advanced degrees. The average years of service for staff is 13.6 years, indicating the commitment of staff to the community. Many staff expressed how much they enjoy working for Moscow School District and appreciate the positive connections to the community that exist in the schools.

Consistent hiring and induction programs lead to satisfied staff members, reducing turn-over rates and increasing performance.

Powerful Practice

The Moscow School District provides outstanding structures to identify, evaluate, and meet the physical, social, emotional and academic needs of all of its students. (Indicators 4.7, 4.8)

Evidence and Rationale

The External Review Team found evidence of a community structure that is intended to meet the needs of all students in the district. Some of these structures are very formal, including Title 1 services, Special Education, Gifted and Talented, counseling services, and the use of collaboration time to discuss student needs. Each of the schools have adequate staff to support the specialized needs of students, and the counseling programs

offer information for community resources to families in need.

However, many of the structures are informal. Class sizes are small, allowing teachers to create a true sense of community among students and provide support for individuals. Students indicate they have someone at school to support them and demonstrated support for classmates in need of additional help.

The district enjoys high student achievement, as measured on standardized assessments and graduation rates. These outcomes can be directly related to the focus the district places on meeting the needs of each individual.

All schools have students with a wide variety of academic, social and emotional needs that must be met in order for maximum academic success. Providing frameworks for these needs ensures the success for students, schools and the district.

Conclusion

Moscow Public Schools is at an important juncture in its continuous improvement efforts. The Superintendent has only been in the position for two years and many of the district's leaders are new to their jobs as well. The state changes to student testing, the implementation of new curriculum standards and decreases in state funding have created a unique opportunity for the district to reimagine itself to meet these challenges. The district is the first in the state to embrace the AdvancED Systems model of accreditation, and stakeholders indicate full commitment to the process to improve conditions that support learning.

The district conducted the Internal Review with fidelity. Each of the schools developed leadership teams, and provided a representative for the district leadership team. At the district level, the team divided the work of the Internal Review to represent each of the five AdvancED Standards. Interviewees at all levels indicated the process was valuable to them, confirming some of what they already knew and identifying what improvement was needed.

The district has not developed a formal process for reviewing and revising the vision, mission and purpose that involves representation of all stakeholders. The district has three current documents meant to guide their work: the Strategic Plan, the WISE (Ways to Improve School Effectiveness) Tool, and the District Improvement Plan completed in ASSIST for the Internal Review. The three documents were created at different points in recent history, are not aligned to each other, and when combined, represent at least nine goals and several action steps. The Team noted that some of the schools within the district have published mission and vision statements, but they do not appear to be related to each other or to the vision of the district.

The Board of Trustees has stable membership with some serving for more than 20 years. The External Review Team identified strengths as well as areas in need of improvement. The board functions effectively, participates in training and has embraced opportunities for self-assessment. Members have served on the district improvement committees and all who were interviewed were knowledgeable of the AdvancED accreditation process. The board has not conducted a complete review of their governance policies, and many posted are over ten years old.

During classroom observations the External Review Team observed students actively engaged in and demonstrating positive attitudes about their learning. Staff strive to meet the needs of individual students, and the schools are adequately staffed, resulting in low student to teacher ratios. A review of evidence revealed that teachers do not regularly and consistently use student achievement data to guide decisions regarding curriculum and instruction. The Team found pockets of teachers who were able to clearly describe how data is analyzed and applied during decisions for intervention groups and placement at the next level. Some teachers participate in formal collaborative structures, where student achievement is regularly discussed and analyzed, but the practice is inconsistently used throughout the district.

Although no classroom observations were conducted at Paradise Creek High School, one Team member spent part of an afternoon there, conducting interviews with staff. It was noted that the school's unique structure serves an at-risk population, and there may be potential for expanding the program in order to serve

additional students. The district is encouraged to explore options available through state law or education department regulations for the expansion of this school.

The district enjoys the benefits of a permanent supplemental levy for additional revenue, amounting to almost one-half the total operating budget. The additional funds have allowed for small schools and small class sizes. Due to the location of two nearby universities, the district receives several responses to any job posting, and many of the classified staff have advanced degrees.

The need for improved communication from the district was heard from all stakeholder groups and was identified as a weakness by the district. The External Review Team was made aware of the inconsistent use of Power Schools, the online student information reporting tool, and the need for expanding the functions available to teachers. Several stakeholders shared their experience and sometimes frustration, with teachers inconsistent or non-compliance with the posting of student grades and information to parents. The Team found multiple examples of out-of-date marketing brochures, some with former administrators names still listed. In addition to daily communication and updates about school events, there is a need to involve stakeholders in meaningful ways in the school district. Although there are parent organizations at each of the schools, many interviewees were not aware of the functions of the groups, who to contact, or what role they might play in the decision-making process at their school.

Another challenge facing the district is its facilities. The school buildings are aging and the presence of a long-range facility plan was not evident. During the summer of 2014, bathrooms in many of the schools were updated, but additional work will be needed in the near future.

State funding for schools in Idaho has decreased significantly in recent years, placing an ever-increasing burden on districts to retain and expand offerings for students. Moscow Public Schools has managed to maintain educational opportunities for its students, but will need to develop and implement long-range plans for technology, curriculum and professional development in order to stay abreast of educational needs.

"The Pride of the North" is the motto of the Moscow School District. The External Review Team found much to be proud of. The system is to be commended for being the first in the state to obtain AdvancED Systems Accreditation. The district has displayed an air of transparency and a true desire to improve and achieve its goals.

The Improvement Priorities are meant to provide a method of prioritizing all that the district wishes to accomplish. By beginning with a clear vision, mission and purpose that are supported by clearly defined goals and updated governing policies, providing a district-wide safety plan and implementing a focused communication plan, the district will have the framework to continue the student successes currently enjoyed.

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 adopt a formal process for the regular and timely review and revision of all board policies.
 - Develop and implement a district-wide safety plan that connects all schools and the district office with common language and procedures to prevent and respond to emergencies.
 - Develop and implement a systematic process for review and revision of the district's purpose and direction for continuous improvement, and that results in a meaningful and unified commitment to the same high expectations for student success between the district and its schools.
 - Develop and implement a systematic process for reviewing and revising the purpose and direction for continuous improvement that yields a meaningful unifying commitment by the district and each school to the same high expectations for student success.

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	259.02	282.79
Teaching and Learning Impact	254.29	274.14
Leadership Capacity	253.33	296.08
Resource Utilization	280.00	286.32

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

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

Addenda

Individual Institution Results (Self-reported)

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
A. B. McDonald Elementary	300.00	309.09	314.29	305.13
J. Russell Elementary	271.43	281.82	257.14	271.79
Lena Whitmore Elementary	257.14	254.55	228.57	251.28
Moscow High School	238.10	236.36	271.43	243.59
Moscow Middle School	223.81	245.45	285.71	241.03
Paradise Creek Regional High School	304.76	290.91	271.43	294.87
West Park Elementary School	300.00	327.27	300.00	307.69

Team Roster

Member	Brief Biography
Dr. Barbara J Remondini	<p>Dr. Remondini is the Vice President of Accreditation - Public School Systems for AdvancED. Prior to this assignment, Barbara served as Assistant Superintendent in the J.O. Combs Unified School District, San Tan Valley, AZ, where she was responsible for the Human Resources, Curriculum and Instruction, and Professional Development Departments. From 2001 to 2010, Dr. Remondini was the Principal of Brimhall Jr. High in Mesa, AZ. From 1996 to 2001, Dr. Remondini served as the Assistant Principal of Lynn Middle School in Las Cruces, New Mexico. Barbara has taught grades 4-7, specializing in Math and Science. She earned her Bachelor of Science in Elementary Education, Master of Arts in Curriculum and Instruction and Ph.D. in Educational Administration, all from New Mexico State University. She is currently an adjunct faculty member for Northern Arizona University in the Educational Leadership Department.</p>
Dr. Richard H Bauscher	<p>Dr. Bauscher has served as the Superintendent of Middleton School District for the past 13 years. The Middleton School District continues to be recognized as a leader in education throughout the State of Idaho under leadership of the School Board, the Schools and District Administration. Dr. Bauscher's nine years of experience as an Education Facility Planner and his previous experience as a School Superintendent has served the Middleton School District well. He earned his EdD in Leadership from Washington State University in 1984.</p>
Dr. George W Griffin	<p>Dr. Griffin holds B.A. and M.Ed.degrees from Duke University. He received his Ph.D.in Special Education from The University of North Carolina at Chapel Hill. Primary areas of concentration included the education of students with learning disabilities and/or behavior problems, and educational administration. During his 40-year education career Griffin has been a special education teacher, high school principal, central office program director, state department program director, and university professor. He has extensive experience in alternative school programming; having served as a school director and statewide program director for services for violent and assaultive youth in North Carolina. Griffin has served as the Department Chair in the Department of Educational Leadership, Research, and Technology at North Carolina Central University. He has also served as a Special Education Due Process Hearing Officer in North Carolina. Griffin is the author of several entries in the Encyclopedia of Educational Leadership and Administration as well as a contributor to several special education textbooks and professional journals.</p> <p>Dr. Griffin is an independent educational consultant (learnerdifferences.com). He serves as a Lead Evaluator with AdvancED and has lead reviews in numerous schools and school districts throughout the United States and in the Middle East. He was the keynote speaker and a session presenter at the first AdvancED International Learning Disabilities Conference (May, 2013) in Beirut, Lebanon. He has also presented interactive training sessions at AdvancED Global Education Conferences in the United Arab Emirates, Saudi Arabia, and Egypt.</p>

Member	Brief Biography
<p>Cliff Brush</p>	<p>Cliff Brush retired from Portland, Oregon, Public Schools in 2011 as Director of Grants and Compliance. His responsibilities included working with federal and state agencies to ensure the district’s compliance with laws and rules, responding to complaints, managing federal and other grant programs, and managing the district’s preparations for federal and state audits. Prior to taking that position, he was a Senior Projects Manager assigned to the superintendent’s office. His responsibilities included monitoring and reporting on the fidelity of implementation of school improvement and operational plans; following up on parent and community concerns; and tracking, reporting on, and drafting the district’s positions on state legislation. He originally came to Portland Public Schools in 2006 from the Oregon Department of Education to take a position administering the district’s processes for approving and working with its district sponsored charter schools.</p> <p>While an Education Specialist at the Oregon Department of Education (ODE), Cliff’s responsibilities included statewide monitoring of alternative education programs, providing technical assistance to districts and schools regarding state statutes and rules on K-12 education, developing proficiency-based diploma credit options, and drafting administrative rules. Before coming to the ODE, he taught dual-credit college writing and other high school English/language arts classes, chaired a high school site council, and lead the implementation of a district wide writing curriculum and assessment program for grades 7-12.</p> <p>During a 14-year hiatus from education, Cliff held private sector positions in banking, land title insurance and escrow services, and real estate development.</p> <p>Cliff received his J.D. from the Lewis and Clark Northwestern School of Law; his Interdisciplinary M.S. in Education, Language Arts, and Social Science from Western Oregon University; and his Initial Administrative License from the State of Oregon.</p> <p>Since retiring from full-time employment, Cliff continues to provide accreditation and monitoring services involving public schools and school districts, charter schools, and public and private alternative education programs.</p>
<p>Dr. Robert M. Donaldson</p>	<p>Dr. Robert (Bob) Donaldson has been employed as the Lewiston Independent School District No. 1 Superintendent of Schools since 2013. In his current position, Dr. Donaldson works under the direction of the board of directors overseeing all functions of the district as well as administrative and certified personnel; directs legal, policy and financial matters as well as public relations. Bob’s professional experience also includes 10 years as Idaho state accreditation chair; employment as assistant superintendent; junior high school principal; senior high school principal; University of Idaho part-time education instructor; Washington State University in-service project administrator and special education instructor; ISDE regional state special education consultant; University of Idaho graduate assistant in the leadership training program, and classroom teacher.</p> <p>Dr. Donaldson received a B.A., Psychology degree, at Pennsylvania State University in 1975; an M.Ed., Special Education degree at University of Kentucky in 1977, and a Ph.D., Education degree, with an education administration emphasis, at University of Idaho in 1986.</p> <p>Dr. Donaldson's published works include: "Influencing high school students' attitudes toward and interactions with peers with disabilities" (1994); "Consultation and collaboration: A decision making model" (1990); "Professional growth plans for public school teachers: An analysis of their efficacy" (1986); and "Professional growth plans for public school teachers" (1985).</p>

Member	Brief Biography
Mr. Gary R. Johnston	<p>Gary Johnston is currently the assistant superintendent at Vallivue School District in Caldwell, Idaho. His experience includes curriculum and assessment director, federal programs director, elementary principal, elementary counselor and jr. high English language arts teacher. He is also the district director for the AVID program. He has provided assistance to the secondary schools in Vallivue in school improvement and restructuring. Other duties have included school safety and community relations. His educational experience include a B.A. Secondary English, Northwest Nazarene College; M.Ed. School Counseling, College of Idaho; Administrative Certification, University of Idaho; and Education Specialist (ED.S.), Superintendent Endorsement, University of Idaho.</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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