



Midvale School

Midvale, Idaho

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School Accreditation Engagement Review

230288

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Cognia Continuous Improvement System

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

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

Initiate

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

Improve

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

Impact

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

Cognia Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the Cognia Accreditation Process, highly skilled and

trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution’s performance against the research-based Cognia Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. Cognia provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

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

Cognia Standards Diagnostic Results

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

Color	Rating	Description
Red	Insufficient	Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
Yellow	Initiating	Represents areas to enhance and extend current improvement efforts
Green	Improving	Pinpoints quality practices that are improving and meet the Standards
Blue	Impacting	Demonstrates noteworthy practices producing clear results that positively impact the institution

Under Each Standard statement is a row indicating the scores related to the elements of Cognia’s i3 Rubric. The rubric is scored from one (1) to four (4). A score of four on any element indicates high performance, while a score of one or two indicates an element in need of improvement. The following table provides the key to the abbreviations of the elements of the i3 Rubric.

Element	Abbreviation
Engagement	EN
Implementation	IM
Results	RE
Sustainability	SU
Embeddedness	EM

Leadership Capacity Domain

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

Leadership Capacity Standards										Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.									Improving
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.									Impacting
	EN:	4	IM:	4	RE:	2	SU:	4	EM:	
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.									Improving
	EN:	3	IM:	3	RE:	3	SU:	2	EM:	
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.									Initiating
	EN:	2	IM:	2	RE:	2	SU:	2	EM:	
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.									Improving
	EN:	3	IM:	3	RE:	2	SU:	2	EM:	

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a

quality institution evaluates the impact of its learning culture, including all programs and support services and adjusts accordingly.

Learning Capacity Standards										Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.									Improving
	EN:	3	IM:	3	RE:	2	SU:	2	EM:	
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.									Improving
	EN:	3	IM:	3	RE:	3	SU:	2	EM:	
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.									Improving
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.									Improving
	EN:	3	IM:	3	RE:	3	SU:	2	EM:	
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.									Improving
	EN:	3	IM:	2	RE:	2	SU:	2	EM:	
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	
2.8	The institution provides programs and services for learners' educational futures and career planning.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	
2.9	The institution implements processes to identify and address the specialized needs of learners.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	
2.10	Learning progress is reliably assessed and consistently and clearly communicated.									Improving
	EN:	3	IM:	3	RE:	3	SU:	2	EM:	
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	

Learning Capacity Standards										Rating
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.									Initiating
	EN:	2	IM:	2	RE:	2	SU:	2	EM:	

Resource Capacity Domain

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

Resource Capacity Standards										Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.									Improving
	EN:	3	IM:	3	RE:	2	SU:	2	EM:	
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.									Improving
	EN:	3	IM:	2	RE:	2	SU:	2	EM:	
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.									Improving
	EN:	3	IM:	3	RE:	2	SU:	2	EM:	
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.									Initiating
	EN:	2	IM:	2	RE:	2	SU:	2	EM:	
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.									Initiating
	EN:	2	IM:	2	RE:	2	SU:	2	EM:	
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.									Impacting
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	

Resource Capacity Standards										Rating
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	

Effective Learning Environments Observation Tool® Results

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

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

eleot® Observations		
Total Number of eleot Observations:		21
Environments	Rating	2018-19 Averages
Equitable Learning Environment	3.14	2.82
Learners engage in differentiated learning opportunities and/or activities that meet their needs	3.05	2.34
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.52	3.30
Learners are treated in a fair, clear and consistent manner	3.76	3.45
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	2.24	2.18
High Expectations Environment	2.96	2.71
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	3.10	2.74

eleot® Observations		
Total Number of eleot Observations:	21	
Environments	Rating	2018-19 Averages
Learners engage in activities and learning that are challenging but attainable	3.29	2.95
Learners demonstrate and/or are able to describe high quality work	2.67	2.43
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.76	2.67
Learners take responsibility for and are self-directed in their learning	3.00	2.78
Supportive Learning Environment	3.52	3.15
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.62	3.07
Learners take risks in learning (without fear of negative feedback)	3.19	2.97
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.57	3.24
Learners demonstrate a congenial and supportive relationship with their teacher	3.71	3.34
Active Learning Environment	2.82	2.71
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.57	2.77
Learners make connections from content to real-life experiences	2.76	2.41
Learners are actively engaged in the learning activities	3.62	3.12
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.33	2.45
Progress Monitoring and Feedback Environment	2.54	2.63
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.29	2.43
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.00	2.93
Learners demonstrate and/or verbalize understanding of the lesson/content	3.19	2.90
Learners understand and/or are able to explain how their work is assessed	1.67	2.25
Well-Managed Learning Environment	3.39	3.20
Learners speak and interact respectfully with teacher(s) and each other	3.76	3.42
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.67	3.35
Learners transition smoothly and efficiently from one activity to another	2.71	2.89
Learners use class time purposefully with minimal wasted time or disruptions	3.43	3.15
Digital Learning Environment	1.44	1.79

eleot® Observations		
Total Number of eleot Observations:		21
Environments	Rating	2018-19 Averages
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.81	1.97
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.24	1.79
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.29	1.61

Assurances

Assurances are statements accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances Met		
YES	NO	If No, List Unmet Assurances By Number Below
X		

Accreditation Status and Index of Education Quality®

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

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

Institution IEQ	319.50	AIN 5 Year IEQ Range	278.34 – 283.33
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Insights from the Review

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

The Engagement Review Team identified the following themes as part of Midvale School's continuous improvement journey. These areas of strength and opportunities for further action offer a guide as the school continues to refine their improvement journey.

Quality leadership and communication were evident at all levels across the system. Interviews confirmed that strong building and board leadership have resulted in sustained operational effectiveness and fiscal stewardship. The principal/superintendent, now in her second year, is intentionally building on Midvale's track record of success by focusing her efforts on retaining staff, increasing student attendance, raising math performance schoolwide, and balancing expenditures so that the existing campus continues to be maintained and upgraded, even while the new school campus is being completed. Review of board minutes, agendas and policies, as well as a board member interview, confirmed board members are prepared for their leadership roles through training and mentoring from the Idaho School Boards Association. The retired superintendent is serving as the construction manager on the new facility to ensure a seamless transition as the new administrator takes the helm. The combined district continuous improvement plan, literacy plan, assessment plan, technology plan and published budget provide the yardsticks for monitoring implementation of initiatives. The review team found evidence of a sustained track record of educational success and a culture of community support and institutional trust built over time. Staff, student and parent interviews, as well as classroom observations and document review, confirmed parent and community involvement as a key component of delivering the school's mission of providing individualized instruction. Staff and parents commented on the support, responsiveness and approachability they have experienced from the leadership team and their colleagues. Students expressed that the responsiveness of the staff and the opportunities for individualized attention and support were a highlight of attending Midvale School. Although much of the communication and interaction across stakeholder groups is informal, all stakeholder groups felt they had a voice in the organization's decisions and were kept informed in the areas that were important to them. Stakeholders commented on high levels of trust with all members of the organization. There is a willingness to do whatever it takes to ensure students are well served, as evidenced by the staff members' willingness to assume multiple responsibilities above and beyond their initial job titles, including advisory, coaching, club sponsorship, fundraising, and volunteering after hours. Although communication occurs at all levels, it would be advantageous for the staff to begin to cultivate more formal opportunities for stakeholder input and feedback. This change would enable the school to increase communication and enhance the message that feedback from the community, parents, students and teacher is valued and necessary for achieving the school's goals.

The school, district and board leadership have provided sustained strategic resource

management and innovative problem solving. Stakeholder interviews, document review, and classroom observations corroborated Midvale’s success in stretching limited resources and reaching across the table to collaborate with other districts to extend their ability to meet the academic, social and emotional needs of their students. “The little engine who could” exemplifies the sustained, multigenerational hard work and optimism of the stakeholders in providing well-rounded and value-added supports to their educational services for students. Attracting and retaining qualified staff has been an ongoing challenge due to the school’s rural location and changing economic outlook. Staff vacancies often have no outside applicants. Leadership is focused on ensuring all present employees are valued and supported through shared leadership and professional development opportunities, and on a commitment to grow expertise in-house. The school has financed existing staff’s education to add needed endorsements and certifications. This has led to the school reporting 100 percent staff retention this past year. When not available in-house, critical expertise is attained through sharing positions with surrounding school districts in the areas of occupational, physical, and speech therapy, business management, technology support, counseling, psychology and diagnostics. The community has also played an important role in filling the staffing and service gaps, with the sheriff providing a part time school resource officer, a parent serving as athletic director, and the community library collaborating on needed resources. The larger community has also played a role in Midvale’s ongoing success. When an area school district found out that Midvale had a need for a handicap accessible bus, they donated one for their use. For the past 15 years, the school has been part of a three-district sports cooperative. The three school boards meet annually to coordinate the sports offered, finances, transportation, scheduling and staffing. With each school being too small to enable students to participate in sports, this is a compelling story about school leadership and community uniting for the benefit of all their students. No preschool programs were available in the county, so the board approved both a part time preschool program and full day kindergarten program, to ensure students were supported early on for their future academic and social emotional success. The school is just completing construction on a new high school and gym, financed in part by a generous donation of the steel buildings. Although it took three times to pass, the school and community came together to pass a facilities levy that addressed significant infrastructure needs. The school/district has always operated within their means and has never had to ask the community to pass a supplemental levy to fund operations. It is no surprise that stakeholders described the school as the hub of the community, with the facilities being utilized year-round by both community and school groups. Midvale is encouraged to continue searching and utilizing the unique opportunities on site and throughout the community it has used to achieve success in meeting student needs.

Organizational structures are in place to personalize student education and provide more of big school offerings in a rural school setting. It was apparent to the team that a focus on students’ well-being has long been a pillar of how Midvale school staff operates. Student clubs and activities are a large focus at the school and engage a significant number of students in the high school experience above and beyond their course offerings. Interviews with administration, staff and students confirmed that students are “expected” to be involved. Student interest and needs drive scheduling and instructional decisions. The variety of courses and opportunities Midvale students experience is not limited by their school size or rural location. Students create a six-year plan at the start of middle school that helps to align students’ requirements and interests with long-range resource management by staff. Dual credit courses and Idaho Digital Learning Academy (IDLA) courses extend the menu of offerings digitally. All students are expected to “try” one of the three Career Technical Education (CTE) programs (business, agriculture and family and consumer science). Student leadership provides opportunities for students to have a voice and impact school decisions. Friday school supports additional one on one support as well as credit recovery. The district offers three levels of diplomas and has sustained a 100% graduation rate. An alternative education program

provides further flexibility and small class learning environments for students needing additional supports. Class sizes kindergarten through twelfth grade are small, including a first grade with additional paraprofessional support. An unintended consequence of the new facility construction has been students participating along with the “paid employees” and general contractor in the actual construction of the new school, learning firsthand the requirements for accuracy, quality, work ethic, and expertise. The travel sports and clubs are combined and have allowed students to participate in opportunities to meet and become friends with peers outside of their community and have many “firsts” such as the first time riding an elevator. Over the past couple of years, updated English language arts and math curriculum materials have been purchased and implemented in the elementary grades. However, it was unclear how those purchasing decisions were made and what concerns and gaps they were selected to address. Some teachers have abandoned using the purchased math instructional materials in search of others they viewed as being more successful. The school may want to identify a process for ensuring when instructional materials are purchased, they are accompanied with appropriate professional development, and they are implemented and monitored for a period of time to determine effectiveness before adjustments are made. Equally important, as materials are selected, effective vertical alignment across grades could be considered in meeting curriculum and core standards. As the school continues to focus on improving student achievement, they may want to consider using curriculum maps as their road maps. Curriculum mapping is a common form of ensuring alignment across grades and subjects and is strongly correlated with student achievement. Along with student assessments results, curriculum maps can provide the template against which instructional materials are vetted.

An intentional initiative to identify, enhance and further utilize technology resources to support learning is underway and sorely needed. A technology plan has been adopted by the board, and a committee under the direction of the technology director is tasked with improving the school’s access to and use of technology to enhance student learning and staff’s delivery of instruction. The plan not only outlines the work of the committee, but budgets funding to address hardware, software, infrastructure and professional development needs. While technology was observed throughout the school facilities, classroom observations indicated a lack of integration of technology tools used by students to support their learning. Few students were observed using devices to conduct, gather, evaluate and/or use information for learning; further, few were observed conducting research, solving problems or creating original works of learning. Additionally, there was minimal use by teachers of technology for delivery or enhancement of instruction. Teachers and administration identified a need for professional development on how to incorporate appropriate technology and build staff confidence and expertise in this area. The school is well positioned to operationalize the present technology plan and might consider introducing some accountability measures to identify how success will be measured and over what period of time.

Part of the journey toward continuous school improvement includes the use of formalized processes and procedures to engage the school in data-driven and collaborative efforts that produce measurable results of improving student learning and professional practice. The school collects and monitors a variety of summative student data including graduation rates, attendance, grades and the state mandated assessments. Although teachers are involved in formative assessments for progress monitoring purposes, there did not appear to be a coordinated schoolwide system that included agreed upon data checkpoints and coordination of curriculum and instruction across grade levels and system wide. Interviews with staff and leadership suggest discussion centered on the use of data to drive school improvement happens informally rather than in a collaborative setting focused on identifying specific strategies, actions, timelines and appropriate measures to systematically support learning goals and objectives. While staff do meet to discuss individual student assessment results and placement needs, there was no evidence of a more formal

process and timeline when school staff continuously assesses its programs and organizational conditions to improve student learning. Training in the implementation of professional learning communities or teacher learning communities would create the internal structure for monitoring, adjusting and analyzing data, which in turn could improve instruction and ultimately affect student success.

While board policies, school continuous improvement plans, as well as plans for technology, assessment, literacy and facilities were in place, procedures and protocols were primarily informal and unwritten. A concerted effort is being made to ensure all new board members are prepared for their work and accountable for fulfilling their roles. Training is being provided by the Idaho School Board Association (ISBA). Board policies are being updated monthly to ensure they are timely, accurate and meet the legal requirements of the state. School trustees and administration attend offsite ISBA conferences. Stakeholder interviews corroborated that board leadership is effective, responsive and accountable to the community understanding that schools are complex organizations with many moving parts. Policies and procedures codify the board, school, and community expectations and ensure everyone is working in unison. They articulate the agreed upon standards for learning and safety and ensure the accountability of all relevant stakeholders. Policies are the guiding principles used to set direction for the organization. They describe the what and why of the organization's mission. Procedures are the step by step descriptions of the tasks required to carry out the policies-the how, when and who of the policies. Procedures establish protocols before there is an issue and ensure when emergencies occur, all members of the organization know and respond according to procedures. Policies and procedures interact together as the cohesive basis for efficient and effective operations in the organization. With the overall board policy framework and processes soundly in place, the school/district might focus next on aligning their procedures to ensure consistent, accountable, streamlined, efficient day to day functioning of the institution. The team found student handbooks posted on the website and referred to in stakeholder interviews, but there is a need for an employee handbook to be codified. As procedures and protocols are codified, publishing them in a platform such as Google Docs/Classroom allows all staff to have digital access and facilitates ease of updates and additions over time.

Midvale School clearly provides many positive opportunities for students to experience and grow in a unique, rural, intimate learning environment. All stakeholder groups value and support the mission and vision and actively participate in numerous venues to strengthen student success. Nurturing a strong community/school culture where students are inclusive, collaborative and caring speaks well for their future success. As the school continues to develop under new leadership, a more coordinated and in-depth analysis of data will provide validation for decisions in all aspects of the school operations. Evaluating and monitoring the consistent use of data by all members of the organization to accomplish their work, the expansion of digital tools to enhance student learning, and the formalization of procedures, protocols and curriculum adoption processes will support Midvale's continuous improvement goals.

The insights identified by the Engagement Review Team are offered for consideration, along with the themes and findings referred to in this report, as part of Midvale's continuous improvement process. It is the intention of the team that the insights will provide the next possible steps to guide the school's improvement journey, focused on improved quality instruction and meaningful opportunities for all learners.

Next Steps

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Priorities for Improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete Cognia training and elect certification to provide knowledge and understanding of the Cognia tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
<p>Dr. Mary Gervase, Lead Evaluator</p>	<p>Dr. Mary Gervase is presently a mentor to new principals, as part of the Idaho Principal Mentoring Program, Idaho State Department of Education. Previously, she successfully authored and facilitated the charter application process enabling Syringa Mountain School to become the first public school in Idaho founded on Waldorf methodology. She also served as the school’s first director. She has served as a capacity builder as part of the Idaho State Department of Education System of Support. She was the director of education for the 2009 Special Olympics World Winter Games. She served as the assistant superintendent of the Blaine County School District, in Hailey, Idaho. She has been a K-8 elementary teacher, an elementary school guidance counselor, an assistant principal and principal, an adjunct professor at the university level, and a State Department of Education consultant. She has worked in the United States in Utah, Idaho, New Mexico, and internationally with the Department of Defense Dependent Schools System (DODDS) in both Scotland and Germany. She has also served as the executive director and co-founder of the Sun Valley Spiritual Film Festival. She holds a master’s degree in educational psychology, and a Ph.D. in educational administration.</p>
<p>Anthony Butler</p>	<p>Anthony Butler is the superintendent and secondary principal for the Cambridge School District #432 in Cambridge, Idaho. He also teaches seventh and eighth grade mathematics during the school day while overseeing the curriculum and educational activities in the middle-high school. Anthony is in the process of completing his Ed.S. in executive leadership through Boise State University. He earned his Master of Science in teaching middle school mathematics grades 6-8 from Walden University and his Bachelor of Arts in elementary education from Northwest Nazarene University. Anthony spent ten years teaching sixth grade mathematics in the Nampa School District. Anthony is currently serving on an engagement review.</p>

Team Member Name	Brief Biography
Marci Haro	Marci Haro is the principal at Fruitland High School in Fruitland, Idaho. She started in education 25 years ago and has been an administrator for the past 19 years. Mrs. Haro holds a Bachelor of Arts in psychology, history and education from Rutgers University and a Master of Arts in administration from Central Washington University. Additionally, she just completed her Human Resource Certification from Concordia University. Mrs. Haro worked at a vocational college and helped them obtain accreditation through four different accrediting bodies, and went through the accreditation process three years ago with Cognia.

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