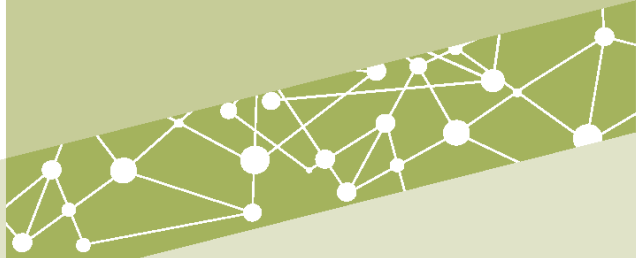


February 11-13, 2018



AdvancED® Engagement Review Report



AdvancED® Performance Accreditation

» **Results for:**
Cordova Jr/Sr High School
675 Second Street
Cordova, Alaska 99574

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Introduction

AdvancED Performance Accreditation and the Engagement Review

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

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

As a part of the Engagement Review, stakeholders were interviewed by members of the Engagement Review Team to gain their perspectives on topics relevant to the institution's learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the Engagement Review. The following chart depicts the number of persons interviewed representative of various stakeholder groups.

Stakeholder Groups	Number
Leadership	3
Parents	7
Students	15
Teachers	13
Total	38

Once all of the information is compiled and reviewed, the team develops the Engagement Review Report and presents preliminary results to the institution. Results from the Engagement Review are reported in four ratings represented by colors. These ratings provide guidance and insight into the institution's continuous improvement efforts as described below:

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

AdvancED Continuous Improvement System

The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions. AdvancED identifies three important components of a continuous improvement process and provides feedback on the components of the journey using a rubric that identifies the three areas to guide the improvement journey. The areas are as follows:

Commitment to Continuous Improvement	Rating
The institution has collected sufficient and quality data to identify school improvement needs.	Emerging
Implications from the analysis of data have been identified and used for the development of key strategic goals.	Emerging
The institution demonstrates the capacity to implement their continuous improvement journey.	Emerging

Continuous Improvement Journey Narrative

The Cordova Jr/Sr High School administrators are on a journey of school improvement. They are evaluating the impact of changes that have occurred in their organizational leadership, culture, and practice. They are analyzing a variety of data sources that lead to improved student academic performance.

Cordova Jr/Sr High School (CJSHS) leadership and staff are engaging stakeholders through polls, interviews, and face-to-face meetings. Cordova is a city school district with three schools (Jr/Sr High School, elementary, and a small program for at-risk students), governed by five school board members, advised by one site council, and led by a superintendent and two site administrators. The district is in its final year of a five year strategic plan that originally rolled out in 2013. They hope to approve a new five year plan in the spring of the 2018. The 2013-2018 Strategic Plan was well written and conceived, however, the Engagement Review Team (Team) was not presented with any evidence that the plan was universally embraced by all stakeholders. Further, the Team did not see evidence that tools were adopted to evaluate the plan.

It was clear to the Engagement Review Team that there was intent to collect appropriate data from multiple sources. Indeed, quality data was collected from multiple sources that included formative, interim, and summative assessments. Data collected included input from most key stakeholder groups served by the institution. It was not clear that all the stakeholders were effectively engaged in a shared effort and common vision. Specifically, the Team did not see evidence that data collected was aligned to strategic plan objectives. Therefore, it was not clear that analyzed data, albeit reflective of most of the population served by CJSHS, had a positive impact on student success and organizational effectiveness. It was not evident that key roles of stakeholders were aligned to maintain a high level of fidelity to their vision and purpose.

In a review of agendas and minutes from school board, site council, and staff meetings, it was not clear that a priority was set on monitoring the implementation of the 2013-2018 Strategic Plan. It was evident that CJSHS officials engaged in reviewing some data sources and types. In fact, the Team found that there was some

disaggregation of the data. Further, the information was organized to allow staff to examine some trends and patterns across multiple types of data. Still, it was not apparent that the data analysis conducted by stakeholders was reflected back upon goals and objectives outlined in the strategic plan.

AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on AdvancED's Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Point values are established within the diagnostic and a percentage of the points earned by the institution for each Standard is calculated from the point values for each Standard. Results are reported within four ranges identified by the colors representing Needs Improvement (Red), Emerging (Yellow), Meets Expectations (Green), Exceeds Expectations (Blue). The results for the three Domains are presented in the tables that follow.

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.	Needs Improvement
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learners.	Needs Improvement
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Needs Improvement
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.	Meets Expectations
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Meets Expectations
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Emerging
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Emerging
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.	Meets Expectations
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Emerging
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Meets Expectations

Learning Capacity Domain

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

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

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

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

Effective Learning Environments Observation Tool® (eleot®)

Results

The eProve™ Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. 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. Classroom observations are conducted for a minimum of 20 minutes. Results from eleot are reported on a scale of one to four based on the degree and quality of the engagement.

eleot® Observations	
Total Number of eleot® Observations	18
Environments	Rating
Equitable Learning Environment	2.97
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.83
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.28
Learners are treated in a fair, clear and consistent manner	3.39
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	2.39
High Expectations Environment	2.81
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.72
Learners engage in activities and learning that are challenging but attainable	3.22
Learners demonstrate and/or are able to describe high quality work	2.33
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	3.00
Learners take responsibility for and are self-directed in their learning	2.78
Supportive Learning Environment	3.24
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.28
Learners take risks in learning (without fear of negative feedback)	3.00
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.28
Learners demonstrate a congenial and supportive relationship with their teacher	3.39
Active Learning Environment	2.76
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.00
Learners make connections from content to real-life experiences	2.78
Learners are actively engaged in the learning activities	3.06
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.22
Progress Monitoring and Feedback Environment	2.69
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.61
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.11
Learners demonstrate and/or verbalize understanding of the lesson/content	2.83
Learners understand and/or are able to explain how their work is assessed	2.22

Well-Managed Learning Environment	3.29
Learners speak and interact respectfully with teacher(s) and each other	3.44
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.39
Learners transition smoothly and efficiently from one activity to another	3.06
Learners use class time purposefully with minimal wasted time or disruptions	3.28
Digital Learning Environment	1.87
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.22
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	2.06
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.33

eleot® Narrative

The three person Engagement Review Team conducted eighteen eleot® observations. All of the teachers outlined on the teacher schedule given to the Team had a trained eleot® observer visit their classroom at least one time during the engagement.

It was evident to the Team that students felt they were in a supportive environment (3.24). Further, teachers maintained well-managed learning environments (3.29). Students demonstrated a sense of community that was positive, cohesive, engaged, and purposeful (3.28). The Engagement Review Team observed that students' relationships with teachers were positive. Both the students' academic and social needs were being met with strong personal connections. There was a feeling that the strong personal connections were promoting the students' desire to learn. The well-managed classrooms encouraged the students to speak and interact respectfully with teacher(s) and each other. Students demonstrated an exceptional knowledge of classroom rules and adhered to behavioral expectations.

All of the members of the Team were very impressed with CJSHS student engagement. The degree of attention, interest, and optimism in students was impressive. Teachers used a variety of strategies to keep the students engaged, such as; classroom seating arrangements, small group learning centers, competitive games to check for understanding, self-directed learning, individualized learning plans, open-end questioning, and active learning environments. Staff members were visible in the hallways during transition times. The Team found that students seamlessly focused on the next task at hand; whether that was getting to the next class on time or smoothly transitioning from one activity to the other in the classroom. Students and staff were friendly and cordial to one another and to visitors.

Interviews and polls with parents revealed that they appreciated the mix of small group and whole class activities. They felt that their children were comfortable taking risks and trying "new things" at school. They appreciated the school's commitment to technology. As one parent put it, "The technology here is a pretty big deal... In order to get everything they need for college, pretty much, everything is online, with support from the school." Parents felt that school officials were making education a priority for their children because teachers were available to talk with them. In addition, parents expressed appreciation for parent/teacher conferences. Parents value the direct communication teachers made through texting, emails, and social media. Further, they were grateful for the visibility of the teachers, for specific programs targeting school safety, and for school officials planning events at different times to accommodate work schedules.

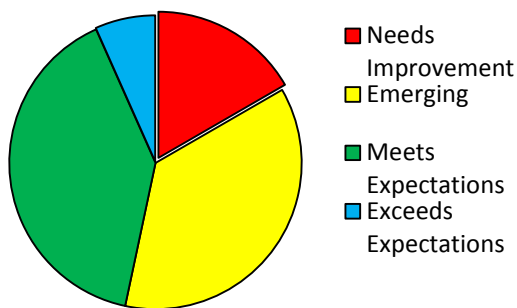
Teachers shared with the Team that they felt their classrooms were learner centric because they encourage their students to work collaboratively with one another. The students agreed that they were challenged to work in many small groups, however, they equally felt that they were expected to work by themselves. The Engagement Review Team observed that both practices were part of the culture. Students expressed that they worked hard to finish their work during class and they enjoyed staying after school for activities. The majority of teachers felt that being a confident teacher frees them to try new things and not to worry about the outcomes. Students shared that teachers kept them on task. They appreciated that teachers allowed them to use technology to do their work. Most students stated that they use computers primarily to prepare presentations and to "look things up". Students felt that their teachers know a lot about their subjects. Teachers appreciated professional learning from online courses and going to conferences, however, they expressed a need for job-embedded learning and professional learning communities.

The lowest observation scores were recorded in the area of digital learning (1.87). The Engagement Review Team noticed the school's commitment to technology. Indeed the Team did not feel that the eleot® reflected the comprehensive nature of the technology plan and the implementation of the one-to-one laptop initiative. Cordova Jr/Sr High school ensures that all students and staff have the capacity to utilize information and communication technologies. During the observation the Team did not see students collaboratively using technology to communicate and problem solve with one another. Therefore, that portion of the digital learning environment received a low score (1.33) and negatively impacted the overall score in this learning environment.

The Engagement Review Team would like to invite stakeholders to take a deeper look at the eleot® scores and unpack the data in a way that is relevant to them. The Team encourages CJSHS staff to use the data to help them move forward with a shared vision to improve student learning. Further, Cordova Jr/Sr High school is encouraged to consider its own implementation of a learning observation protocol using the eleot® instrument. As a benefit of its association with AdvancED, the district and each institution has full access to eProve eleot® as well as having three training/endorsement seats for each school (and three for the school district).

Findings

The chart below provides an overview of the institution ratings across the three Domains.



Rating	Number of Standards
Needs Improvement	5
Emerging	11
Meets Expectations	12
Exceeds Expectations	2

Powerful Practices

Powerful Practices reflect noteworthy observations and actions that have yielded clear results in student achievement or organizational effectiveness and are actions that exceed what is typically observed or expected in an institution.

Powerful Practice #1

Cordova Jr/Sr High School implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.

Primary Standard: 2.9

Evidence:

Evidence provided by the school, including survey data, interviews and observations, reflect a school that cares about and is addressing the many needs of its students. Students in need of help may be identified, referred and supported through both the Special Education Program and resources for English Language Learners. Teaching assistants support these programs. While there is not currently an identified program in place at the school for addressing social-emotional learning, observations in hallways and classrooms revealed students who were positive, respectful of peers and adults, and participating in many activities. Students who are English Language Learners appeared to be well integrated, strongly supported as needed, taking risks, and demonstrating full participation in learning opportunities. Additionally, while interviews and reporting indicate the school's Innovative Learning Program may be in need of some rethinking or restructuring, the school is commended for devoting resources to assure all its students have opportunities to succeed. While many positive interactions can be observed on a daily basis throughout the school, surveys and data from teacher inservices indicate that there is a fairly widespread desire to explore incorporating a program and/or strategies that directly address social-emotional learning.

Powerful Practice #2

Cordova Junior/Senior High School demonstrates strategic resource development that includes long-range planning that maximizes community partnerships in support of organizational effectiveness and student performance.

Primary Standard: 3.7**Evidence:**

During the Engagement Review, interviews and evidence revealed that the Cordova School District engages with multiple community organizations with robust partnerships that enrich and support student learning and organizational success. Partnerships such as the dual enrollment courses with the Prince William Sound College, offered to all 9-12 grade students, enhance course offerings and support post-secondary pursuits for almost 50% of Cordova High School's current high school population. The Copper River Watershed Project, Cordova Family Resource Center, and Prince William Sound Science Center are additional community partnerships supporting science learning, student support opportunities and place-based activities.

Opportunities for Improvement

Opportunities for Improvement are those actions that will guide and direct institutions to specific areas that are worthy of additional attention.

Opportunity for Improvement #1

Ensure the achievement of the institution's purpose and desired outcomes for learners are developed by documenting and formalizing existing practices into administrative manuals for Cordova Jr/Sr High that outlines standard operating procedures.

Primary Standard: 1.7**Evidence:**

Through interviews the Engagement Review Team discovered that some office staff documented sensitive deadlines. However, the practice is not formalized across all operational and management facets of the school organization. The Team did not review any administrative manuals for use by the site administrator. The Engagement Team observed that the incoming principal was the fourth in four years and that she did not have all the tools at her disposal that new administrators traditionally should have to begin work in their new school community.

Improvement Priorities

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Engagement Review Team to have the greatest impact on improving student performance and organizational effectiveness.

Improvement Priority #1

Review the current vision and mission statements and revise them as necessary. Develop them to be concise and represented by a powerful phrase. The staff and administration at Cordova Jr/Sr High School should use the school board's vision and mission to create a purpose statement specific to Cordova Jr/Sr High School.

Primary Standard: 1.1

Evidence:

There was little evidence that a process for reviewing, revising, or communicating a school purpose was developed. Documentation such as meeting minutes reflecting the development, implementation, and communication of a school purpose were not presented. Likewise, a review of the evidence, substantiated by interviews, shows that there was little fidelity to the school's strategic plan, its vision and mission, and it is in need of review.

It was not evident through interviews that all stakeholders of the school could articulate a common purpose. The Engagement Review Team found limited evidence in survey data that stakeholders were invested in the process and/or understanding of the district mission and school purpose. School staff appeared to be engaged in many informal and meaningful conversations, but they are not engaged in a formal process that involves all stakeholders and uses standard tools to help them come to a clear consensus as to the school's purpose.

Improvement Priority #2

Adopt intervention tools to focus continuous improvement processes that produce evidence of alignment to specific goals, strategies, and activities that measure and systematically improve student learning.

Primary Standard: 1.3

Evidence:

There was a lack of evidence from polling data that stakeholders were trained in the use of professional continuous improvement tools to aid them in analyzing the effectiveness of their school organization as it relates to improving student learning.

A review of previous strategic plans did not provide the Engagement Review Team with evidence that district and school officials were conducting continuous improvement work. Further, the Engagement Review Team did not review any tools adopted to aid school officials in leading an improvement journey. Likewise, there was limited evidence after a review of agendas and minutes that the school board, site council, or staff reviewed and approved tools that would guide them through an analysis of their "current realities" to identify strengths and weakness.

Improvement Priority #3

Ensure that educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning, including providing ongoing training for instructional and paraprofessional staff.

Primary Standard: 2.11

Evidence:

Little evidence was presented to show that the majority of instructional staff is adept at using data to make decisions that lead to the demonstrable improvement of achievement and success of individual and collective groups of learners in preparation for the next educational level. Interviews with staff, as well as results from

surveys, do not show that sufficient time is spent in analyzing either summative or formative assessments. Additionally, while regular Friday staff meetings, as well as scheduled inservice days, provide some opportunities to learning about the effective use of data, the school did not provide sufficient evidence to show that the data is being regularly used to make decisions to modify instruction and transform learning experiences for learners. Staff and professional development agendas do not demonstrate a focus on instructional accountability.

Improvement Priority #4

Establish a professional learning structure and expectations for teaching staff to collaborate in support of increased student performance and enhanced organizational effectiveness, as well as to support all staff with induction, mentoring, and coaching needs.

Primary Standard: 3.2**Evidence:**

Interviews and evidence from the Engagement Review indicate the absence of a formal structure for professional learning communities designed to strengthen collaborative efforts that impact student learning and improve instructional practice. Current professional time allocations demonstrate a focus on operational topics and cursory efforts for data review. A dedicated, intentional time allocation for professional learning communities provides collegial conversation regarding best practices, effective differentiation of instruction, equity of student learning, and data-informed decision making, and survey data illustrates a desire by the teaching faculty to meet those needs. The current conditions at CJSHS indicate prime implementation conditions, as administrators, teachers, and community members have a shared desire for such professional learning time.

Accreditation Recommendation and Index of Educational Quality™ (IEQ™)

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

AdvancED provides the Index of Education Quality™ (IEQ™) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity and the results of elect classroom observations. 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.

Institution IEQ	290.66
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Conclusion Narrative

Cordova Jr/Sr High School experiences very low turnover in their teaching staff. The Jr/Sr High School is on its fourth principal in four years. With no formal induction or mentoring program in place for newer teachers it is incumbent upon the staff with institutional and community knowledge to introduce new teachers and administrators to the school's cultural norms. The only written procedural guidelines consistent through this four year period was the secretary's "tickler" file and the district created school calendar. Consequently, current staff knowledge gleaned from experienced staff has become a critical resource for new staff members.

The Engagement Review Team consistently observed students that have been taught effective communication skills. They were often self-directed and they monitored their own progress. Observations backed up information found in surveys regarding the students' positive attitudes, self perceptions, and beliefs about learning. The school's approach facilitates school-wide harmony. Both faculty and administration are on the same page when it comes to being supportive of one another's roles. The students know what is expected of them and the consequences of non-compliance. The Team witnessed students taking personal responsibility to create a pleasant and relaxed atmosphere.

CJSHS has an impressive number of students involved with their school business partners. School leaders foster quality partnerships for the benefit of all the CJSHS students and staff. School leaders leverage personal relationships to build partnerships that enhance student learning such as the partnership with a local executive that engages students in a popular robotics program. A variety of community stakeholders are engaged to foster strong connections between the business community and the school. The school has demonstrated that strategic resource management is part of the institutional support of student learning.

The Engagement Review Team observed that peer-to-peer relationships were an integral part of the learning culture at CJSHS. They work to develop strong learning attitudes, beliefs, and skills needed for success. Teachers fostered mutually beneficial relationships that encouraged knowledge sharing, ideas, and experiences. Students expressed gratitude for their opportunities to participate in activities and learn from their peers. As one student said, "I like the small size of our school because I get a chance to get to do things with the friends I've known for a long time." Statements such as these demonstrated to the Team a level of trust that promotes a safe learning environment.

It is clear that the governing body for Cordova takes seriously its responsibility to establish and ensure adherence to policies designed to support institutional effectiveness. Indeed, the school board is an active member of the Alaska Association of School Boards (AASB) and one of their members is an active AASB board member. The school board, as is the case with their 2013-2018 Strategic Plan, has leveraged their relationship with AASB to hire consultants to help them with evaluating institutional effectiveness. They adopt and update their written policy to comply with applicable laws. They use “Board Docs”, a web-based board management system, to post agendas and minutes. In addition, the board makes available to the public an online version of the board policies.

Team members observed teachers frequently using current and relevant data from major content areas to monitor and adjust instruction. The Engagement Review Team observed ungraded formative assessments that were impacting instruction. Experienced staff members were armed with multiple formative assessment techniques that serve as evidence that their methods are modern and enhance student performance. Student work was analyzed, strategic questioning was used to encourage high level thinking, classroom polls (both digital and analog) were used to check for understanding, and “pair and share” helped students articulate understanding peer-to-peer. These multiple measures were effectively used by CJSHS teachers to gather and analyze data to measure improvement.

The Team found limited evidence that stakeholder groups were taking common actions to align vision and/or purpose. It was not evident that research-based processes were in place to support the achievement of desired learning outcomes. Some data was used to evaluate achievement, however, stakeholders did not appear to collaboratively work together for desired outcomes. Some “disconnect” existed between stakeholder groups regarding data collection. One example; the value placed on interim and summative assessments. School leaders felt as if a relatively limited amount of time was being taken from instruction for these assessments (MAPs). Parents interviewed held an opposing view feeling that the assessments were time consuming and not necessarily important for driving instruction.

Cordova Jr/Sr High School has many informal structures whereby each student is known by an adult. The school’s smaller size lends itself to “everyone knowing everybody”. A high percentage of students are involved in activities, teachers are charged with individual class sponsorship, and the community is welcome in the school. However, the Engagement Review Team did not review any formal program that worked to make every student’s education more personal and/or guided by common principle. CJSHS’ multitude of unmeasured informal structures provided many opportunities for students to develop respectful relationships with adults and peers.

The Team was not presented with evidence that the school identifies and implements programs or services for students to self assess strengths and interests that support career planning and/or educational success at the next level. Interviews with students and staff suggested that some students are assisted in developing and documenting their personal goals or achievement. However, no formal program was part of the engagement. It was felt by staff members that CJSHS will be challenged to build the capacity of staff to provide a sufficient level of career planning services.

Cordova district and school leaders are actively involved in strategic planning. Indeed, they are in the final months of the five year strategic plan that rolled out in 2013. They demonstrated that they are including long-range planning that will support the school’s purpose and direction. It was clear to the Team that school officials wish to engage all the stakeholders in a more meaningful way in the new strategic plan. Their hope is to align efforts of multiple stakeholder groups to properly manage the budget, facilities, and organizational needs to support student achievement. Indeed, efforts are underway to bring stakeholders together. Polling of external stakeholder groups has started for the 2018 - 2023 Strategic Plan. Staff, students, parents, community, government, and educational policy groups are working together to understand how to develop a shared vision and purpose with common goals to positively impact student success. They are being encouraged to consider evaluation tools that will measure success and fidelity to the plan.

They expressed to the Team that they wished to see a higher level of faithfulness to the strategic plan as opposed to the perceived notion that fidelity was not a high priority for the 2013-2018 Strategic Plan.

School leaders have implemented the Danielson Framework as an evaluation tool. They are working to develop a common understanding that includes mechanisms for feedback and monitoring. In addition, teachers create “Ippys” – Individual Professional Development Plans (IPDP). The IPDP is a thoughtfully developed written plan designed by teachers that follows a four-step process for ongoing professional growth. It includes: self-assessments, goals, strategies, and timelines. The teachers take seriously their responsibility to create experiences for students that are relevant and meaningful.

Schools need everyone in the community engaged in a common purpose and shared vision to move forward on the continuous improvement cycle. Committed and engaged stakeholders understand all aspects of the plan and they are continually encouraged to help implement and participate in improvement efforts. It is important that school officials address how their community can use the results found in the findings diagnostic and eleot® observations. When everyone is committed, the community can address how the school should use the results of the Accreditation Engagement Review Report for their continuous improvement efforts.

Next Steps

The results of the Engagement Review provide the next step to guide the improvement journey of the institution in their 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 their current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

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 Improvement Priorities 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 your Improvement Journey.

Team Roster

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

	Brief Biography
Tim Scott, Lead Evaluator	<p>Mr. Tim Scott is the former principal and CEO of Frontier Charter School in Anchorage. He was a principal in the Anchorage School District for sixteen years. He received his M.Ed. in Public School Administration from the University of Alaska, Anchorage in 1996 and his superintendent endorsement in the spring of 2013. A Kotzebue High School graduate, he earned his B.A. from Harding University in Searcy, Arkansas. He spent the past thirty years in education working as a coach, teacher, and administrator. Prior to his education career he worked both as a carpenter and an airline customer service agent. Mr. Scott has experience serving the state and the education community in many capacities: on the State Board of Education, the Alaska Workforce Investment Board, the President of the Reinventing School's Coalition (RISC), the Chair of the Alaska Youth Council, and he has been a member of the Alaska Post-Secondary Education Commission. Currently, Mr. Scott is a board member of the Alaska AdvancEd Commission.</p>
Mary Johnstone, Team Member	<p>Mary Johnstone has been involved with school improvement and accreditation for over 25 years. In her time as a teacher and school principal in Anchorage, she was honored as both a Milken Educator and a National Distinguished Principal. She held leadership positions in several local and state professional organizations, including the Northwest Accrediting Association, now AdvancED, and was the State Director for AdvancED/Alaska for three years. Mary has served on many school and system review teams throughout both rural and urban Alaska, as well as in other states, and continues to serve on Engagement Reviews as both a team member and lead evaluator. She currently also supervises university administrative candidate internships. Her education is from Seattle University and University of Alaska Anchorage.</p>
Paula Casperson, Team Member	<p>Paula Casperson is a life-long Alaskan, who took a brief trip to the lower 48 for her post-secondary pursuits. She has been a member of the Juneau-Douglas High School community since 1997, where she has served as a teacher, Assistant Principal and now Principal. She is passionate about equity within educational systems and appreciates the opportunities professionally and personally that she has to contribute to academic conversations about instruction and leadership. She has a B.A. in Anthropology, an M.A. in Education (both from Stanford University) and her Educational Leadership certificate from the University of Alaska Anchorage. In 2012 Paula was awarded the Dr. William Demmert Leadership Award for significant contributions to the education of Alaska Native children and youth. She is the proud mother of two young daughters who teach her about learning each and every day.</p>
Norene Rice, Reader/Reviewer	<p>Norene Rice serves as the Senior Coordinator for the AdvancED Pacific USA Region Vice President, as well as Administrative Assistant to the AdvancED Alaska, California, Northwest Mariana Islands, Guam, and Nevada managing offices. After working more than 30 years as an accountant in the business industry, she served 9 years with the Northwest Accreditation Commission (NWAC) in a variety of capacities including controller for the non-profit corporation, office manager and supervisor, and administrative assistant. She is a graduate of Chico State University with a Bachelors of Arts in American Studies and also minored in Business Administration.</p>



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About AdvancED

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