Report of the
External Review Team
for
Sweetwater County School District #1

PO Box 1089
3550 Foothill Boulevard
Rock Springs
WY 82902
US

Mrs. Kelly McGovern
Superintendent

Date: October 26, 2014 - October 30, 2014

AdvancED

This report is pending final approval by the AdvancED Accreditation Commission.

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.   Page 2

Table of Contents

This report is pending final approval by the AdvancED Accreditation Commission.

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.   Page 3

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 Sweetwater County School District #1 External Review Team (the team) composed of fifteen members convened for the first team session Sunday, October 26, 4 pm at the hotel in Rock Springs, Wyoming. Team members had previously met via conference call utilizing the AdvancED ASSIST platform for orientation and discussions concerning the system and the External Review. Prior to the team visit, the system conducted a well orchestrated Internal Review, surveys to provide data concerning student performance and stakeholder perceptions, and submitted the system level Accreditation Report required by AdvancED.

It is of importance to note that at the time of the External Review visit the superintendent had been in office for only two weeks after serving as interim superintendent since August. She had served for several years as Director of Human Resources for the system and was thus well known and trusted by stakeholders across the system. This situation was an important factor throughout the visit and weighed heavily in the conclusions and Actions provided by the team for the system in that this is a time of transition that is being firmly guided by the new superintendent.

Additional documents such as the system Accreditation Report (AR), the District Improvement Plan, school level Accreditation Reports and Improvement Plans required for public schools were provided to the team

ahead of the visit. Leading up to and throughout the visit, the system provided a steady flow of information to provide evidence of their work and the system operations to support learning.

A wealth of information was provided to the team supporting their operations and the accreditation processes. Some access issues to digital information occasionally appeared. However, system personnel were on hand to solve the issues and provide access to evidence as requested. A discussion with system personnel involved in this facet of the process was held to ensure that this evidential initiative will support continued improvement efforts, system operations, preparations for the response to the Improvement Priorities required by AdvancED, and most importantly, support improvement of classroom and student performance.

On Sunday evening after the beginning of the first team session at the hotel, the team traveled to the high school for dinner with the superintendent, chief academic officer, district office leadership and school leadership. There the superintendent made a well-prepared, informative presentation that set the tone for the visit, outlining how stakeholders had come together to revisit the purpose and direction of the district. After dinner team members met in the high school media center and discussed the documents and evidence provided to them to date sharing insights, questions, and items of note concerning all standards and indicators. They then made the necessary plans for the work on Monday and adjourned for the evening to the hotel.

On Monday morning the team reconvened at the central office for highly informative and skillfully produced presentations by the superintendent, central office personnel and school leadership. Again the superintendent presented a clear vision of her direction and goals in leading the system. The team noted the positive, congenial attitudes of personnel, their excitement about the possibilities for the future of their system, and their strong support of their new superintendent.

During the Monday sessions interviews with school board members, support personnel, community members and leaders were conducted which added detail to the data provided by the system and already gathered by the team. From time to time during the day, team members would come together to share what they had learned, make sense of the data, and redirect to ensure they were collecting the data they felt was necessary.

At the end of the Monday central office sessions, the team traveled back to the hotel for a quick break, returning to the central office for dinner and to continue their work. Before the team had arrived in Rock Springs system personnel had determined that the hotel accommodations were not adequate to support the needs and work of the team, stepping up to make their district office available in the evenings and providing catered meals for the team each night of the visit. This provision greatly expedited the work of team.

Reconvening after dinner team members worked in Standard Level and Domain Level groups using the Performance Indicator language of the AdvancED standards to guide analysis of the data. The team made plans for the next day, supported by a well developed school visit plan provided by the system, before retiring for the evening.

On Tuesday the team traveled to the schools across the system for short meetings with school leadership, interviews with teachers and students, and to conduct classroom observations utilizing the Effective Learning

Environments Observation Tool (eleot™) to collect data on learning activities. At the end of the day the team returned to the hotel, completed the eleot observational data entries, and reconvened to analyze the findings of the day. Plans were carefully made for the next day to ensure that a visit to every classroom was conducted by the end of the review.

Wednesday morning began the second day of classroom visits, the team doing their best to see every classroom. As the team members returned to the hotel and then to the central office to complete eleot data, they began the work of finalizing findings, describing the issues and trends concerning school and student performance, comparing these to the AdvancED Network (AEN) scores, composing the Actions required for the External Review visit, and constructing the Exit Report. Special attention was paid to the correlations between the Domain scores, AEN ratings, eleot scores and the perceptions of the team. The team found that the data analyses of the team and scores generated by the AdvancED reporting system had high correlations.

On Thursday the team returned to the central office to continue their work on analysis and findings which resulted in the formulation of Actions, collection and organization of evidence to support the External Review report, and construction of the Exit Report to be presented later in the day. Additional evidence was requested by the team which was supplied by system personnel. The team work session was supported by spontaneous discussions, questions and answers generated by team members across the Standards, Domains, themes and trends, these leading to even deeper understanding and reporting of the trends and issues facing the system.

The Exit Report was presented to system personnel and stakeholders at the central office after the end of the school day. Personnel from across the system were in attendance, their excitement about the accreditation process evident in their conversations. The External Review team took the opportunity to recognize and thank system personnel responsible for their work in supporting student learning as well as for facilitation of the accreditation process that made the team feel welcomed and comfortable.

The Sweetwater County School District #1 External Review team thanks the leadership of the system for their hospitality, for making the team comfortable during their stay, and for facilitating the work of the team which included a very enjoyable coconut cake. In particular the team commends the chief academic officer for orchestrating a highly effective internal review, for facilitating the external review, and for her efforts that greatly aided the work of the team.

The team also conveys their thanks for the generosity and honesty of the principals, students and teachers for sharing openly with them. The team noted the strong bond between students and faculty that has supported student performance over the years. Additionally, the team recognizes the support and involvement of parents and community whose expectations for the school and student performance are evident in the school environment.

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	6
Administrators	28
Instructional Staff	142
Support Staff	42
Students	175
Parents/Community/Business Leaders	25
Total	**419**

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.	2.27	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.	2.40	2.55
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2.33	2.54
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2.53	2.70
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	2.60	2.57
3.6	Teachers implement the system's instructional process in support of student learning.	2.27	2.48
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	3.00	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.	2.13	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.	3.00	2.57
3.11	All staff members participate in a continuous program of professional learning.	2.60	2.60
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	2.87	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.	2.27	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.	2.53	2.48
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	2.20	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.	2.47	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.	2.40	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
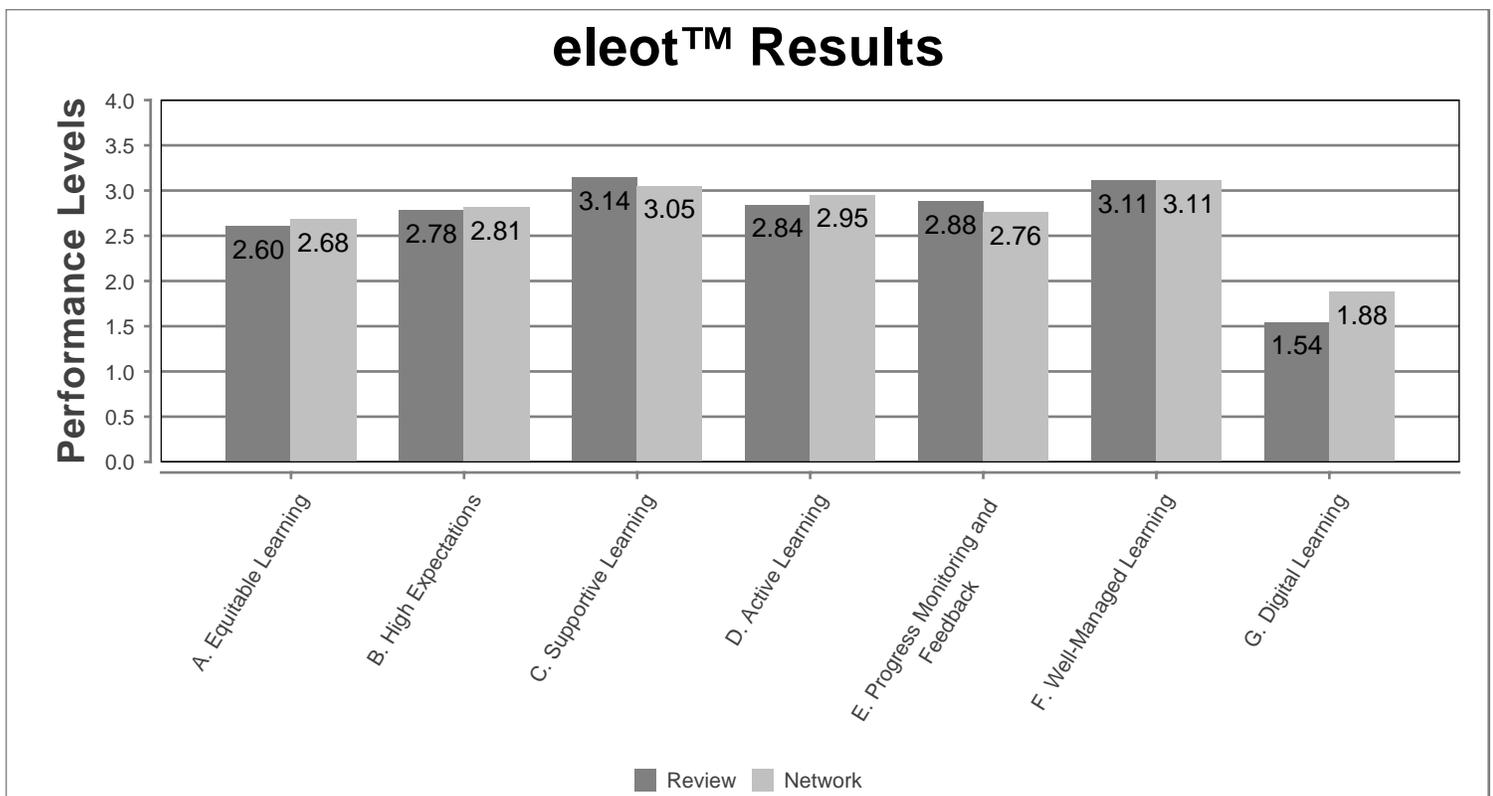
learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	3.27	3.32
Test Administration	3.87	3.62
Equity of Learning	2.93	2.52
Quality of Learning	3.00	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.

eleot™ Results

Performance Levels (vertical axis, 0.0 to 4.0)

Environment	Review	Network
A. Equitable Learning	2.60	2.68
B. High Expectations	2.78	2.81
C. Supportive Learning	3.14	3.05
D. Active Learning	2.84	2.95
E. Progress Monitoring and Feedback	2.88	2.76
F. Well-Managed Learning	3.11	3.11
G. Digital Learning	1.54	1.88

Legend: Review, Network

The team conducted 279 eleot™ observations in the schools of the system plus an undocumented number of short, "walk-through" observations to gather additional data. The Supportive Learning Environment scored 3.14, Well-Managed Learning Environment 3.11, Progress Monitoring and Feedback 2.88. These are at or above AdvancED Network Score (AEN) for the environment.

Active Learning Environment at 2.84, High Expectations Environment 2.78, Equitable Learning Environment at 2.60 and the Digital Learning Environment at 1.54 are the district's lowest scores and are each below the AEN and are therefore areas for improvement. The lowest score is in the Digital Learning Environment domain. A few high quality, engaging technology-based and technology-supported lessons were observed. Conversely, many classes were not using the technology that was present in the room. The team recognizes that not every lesson should be expected to have a high level of technology integration depending on the lesson and the nature of the learning activities planned.

These average scores generally depict the classroom environments observed across the system. The Improvement Priority and Opportunities for Improvement contained in this report will serve to drive improvement in these environments. Many examples of traditional, teacher delivered content were observed though these classrooms exhibited generally good levels of engagement, the majority students focused on the lesson and commendable levels of discussion and teacher feedback to students concerning their progress.

At an elementary school, most observations were during the ninety minute reading block. In every classroom students were in groups working on a variety of activities. There were two or three different groups engaged in different lessons or learning activities in each room observed. Some rooms had a para-professional helping one group while the teacher worked with another. Students were working collaboratively, in small groups, and one-on-one with an adult. When asked about the student grouping, a teacher explained that students are assigned to their reading groups based on assessment data. Student progress is reviewed in the weekly Professional Learning Community (PLC) meetings and group changes can be made based on that review.

Another set of classes observed during the afternoon were math and social studies classes. In math class student desks were arranged in groups of four. The teacher used a Promethean Board to display a problem for the class to solve. Students worked collaboratively in their groups to come up with a solution. Each group shared their result and how they had arrived at it. The teacher then led a class discussion on the results using open-ended questions.

In a high school language arts class students were being prepared for a focused, extended writing assignment. Students used notebook computers to search for examples of the writing and printed these for guidance. The teacher utilized the Smartboard to highlight significant writing features for the class. The observer noted the intense attention by students on the task at hand and the skillful monitoring and encouragement by the teacher to quickly assess progress, provide feedback and move students forward. On cue (and the observer was not quite sure what that cue was), students spun chairs around into small groups and began immediate, high level discussions on the writing topics, talking excitedly about what they were learning and worked together to review and revise their work while the teacher moved from group to group. The eleot scores for this class were above most of those for the system and support the findings of the External Review Team on Standards and Indicators.

Classroom observations within the school district reveal positive trends and patterns as well as areas of concern. In each classroom there is consistent evidence of a positive learning environment. Students are cared for by their teacher, understand the classroom expectations, and interact respectfully with their teachers

and their peers. Students are on-task and compliant in nearly all classrooms, suggesting significant focus on behalf of the teachers early in the year to establish classroom norms.

While students are attentive to the task at hand, this would not necessarily be characterized as high engagement. Throughout the visits, it is clear that many classrooms work at the lower levels of rigor, complexity and difficulty though the team observed some examples of highly engaging, challenging lessons. Most of the collaborative learning opportunities are centered around recall and classification rather than analysis and synthesis. Exceptions are in the academies at the high school where student engagement and rigor are very evident and questioning and activities require higher order thinking. Teachers in all classes are supportive but class size in some schools limit the amount of support teachers could give individuals

Some teachers were observed using instructional strategies to elevate the level of rigor within their content area but this is not a pervasive or consistent practice across classrooms and schools. Students have some opportunities to engage in meaningful discussions with their peers in order to support diverse thinking, cultural backgrounds and perspectives, and learn from each other's experience.

There is significant evidence of teachers aligning their instruction to standards. However, there is little evidence that the employment of a variety of instructional strategies to ensure all students are making progress is a systemic effort. In many classrooms a low incidence of individualized support, feedback and use of exemplars was observed. Differentiation strategies for the most part are limited to student-centered question and answer rather than the use of specific strategies for the specific lesson or learning goal.

Teachers in all classrooms have impressive access to technology. Many classrooms were observed using the tools but there were limited examples of these tools being used for problem solving, creating authentic works, or working in collaborative groups. Again, there are impressive exceptions to this across the system. The team discussed how these teachers and practices could be identified and used as a structure for professional development. There are many models of high quality instruction and learning activities that can be used to drive the district-wide instructional model.

eleot™ Data Summary

A. Equitable Learning				%			
Item	**Average**	**Description**		**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	2.42	Has differentiated learning opportunities and activities that meet her/his needs		20.74%	26.30%	27.41%	25.56%
2.	3.36	Has equal access to classroom discussions, activities, resources, technology, and support		52.96%	33.70%	9.26%	4.07%
3.	3.05	Knows that rules and consequences are fair, clear, and consistently applied		35.56%	42.96%	12.59%	8.89%
4.	1.58	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences		8.15%	10.00%	13.70%	68.15%
Overall rating on a 4 point scale: 2.60							

B. High Expectations				%			
Item	**Average**	**Description**		**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	3.10	Knows and strives to meet the high expectations established by the teacher		36.67%	40.00%	19.63%	3.70%
2.	3.11	Is tasked with activities and learning that are challenging but attainable		35.93%	44.07%	15.56%	4.44%
3.	2.13	Is provided exemplars of high quality work		15.19%	25.19%	17.41%	42.22%
4.	3.06	Is engaged in rigorous coursework, discussions, and/or tasks		33.70%	43.33%	18.15%	4.81%
5.	2.49	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)		18.89%	34.81%	22.96%	23.33%
Overall rating on a 4 point scale: 2.78							

This report is pending final approval by the AdvancED Accreditation Commission.

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.   Page 18

C. Supportive Learning			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	3.21	Demonstrates or expresses that learning experiences are positive	40.74%	42.22%	14.81%	2.22%
2.	3.29	Demonstrates positive attitude about the classroom and learning	44.07%	42.22%	11.85%	1.85%
3.	3.13	Takes risks in learning (without fear of negative feedback)	41.11%	37.04%	15.19%	6.67%
4.	3.31	Is provided support and assistance to understand content and accomplish tasks	47.41%	37.78%	12.96%	1.85%
5.	2.76	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	30.00%	34.07%	17.78%	18.15%

Overall rating on a 4 point scale: 3.14

D. Active Learning			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	3.03	Has several opportunities to engage in discussions with teacher and other students	44.07%	25.19%	20.74%	10.00%
2.	2.17	Makes connections from content to real-life experiences	19.63%	18.15%	21.48%	40.74%
3.	3.33	Is actively engaged in the learning activities	52.22%	30.00%	15.93%	1.85%

Overall rating on a 4 point scale: 2.84

E. Progress Monitoring and Feedback				%			
Item	**Average**	**Description**		**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	2.91	Is asked and/or quizzed about individual progress/learning		31.85%	38.15%	19.26%	10.74%
2.	3.03	Responds to teacher feedback to improve understanding		31.85%	45.56%	16.67%	5.93%
3.	3.15	Demonstrates or verbalizes understanding of the lesson/content		40.74%	38.89%	14.81%	5.56%
4.	2.44	Understands how her/his work is assessed		23.70%	25.56%	22.22%	28.52%
5.	2.87	Has opportunities to revise/improve work based on feedback		30.37%	40.00%	15.93%	13.70%

Overall rating on a 4 point scale: 2.88

F. Well-Managed Learning				%			
Item	**Average**	**Description**		**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	3.42	Speaks and interacts respectfully with teacher(s) and peers		54.44%	34.81%	9.26%	1.48%
2.	3.26	Follows classroom rules and works well with others		44.81%	39.26%	13.33%	2.59%
3.	3.01	Transitions smoothly and efficiently to activities		40.00%	34.81%	11.85%	13.33%
4.	2.57	Collaborates with other students during student-centered activities		30.37%	25.19%	15.93%	28.52%
5.	3.26	Knows classroom routines, behavioral expectations and consequences		42.96%	42.59%	11.85%	2.59%

Overall rating on a 4 point scale: 3.11

G. Digital Learning				%			
Item	**Average**	**Description**		**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	1.66	Uses digital tools/technology to gather, evaluate, and/or use information for learning		14.44%	7.78%	7.04%	70.74%
2.	1.51	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning		11.48%	5.56%	5.93%	77.04%
3.	1.45	Uses digital tools/technology to communicate and work collaboratively for learning		8.15%	7.78%	4.81%	79.26%
Overall rating on a 4 point scale: 1.54							

Findings

Improvement Priority

Establish a systemic process, guided by the purpose and direction of the district, that will ensure horizontal and vertical alignment of curriculum, assessment, and instruction. This process should also inform support by resources, professional development, and evaluation systems that will frequently monitor implementation of all processes system-wide.
(Indicators 1.3, 3.2, 3.4)

Evidence and Rationale

It is clear from the superintendent's presentation, stakeholder interviews and observations by the External Review team that the system has worked closely with stakeholders to develop powerful direction and purpose statements and all are working collectively in the process of embedding and bringing to life these guiding statements. Due to the turnover in system leadership and the lack of instructional focus and systems alignment which was identified in the "too much too fast" statements by system personnel, the team agrees with system personnel that the diversity of programs is negatively impacting the effectiveness of these initiatives. Additionally, the "fix it" initiatives in place may be inconsistent with the system's desire to "get back to basics" and inconsistent with the purpose and direction statements.

The team noted the impressive school leaders who have successfully designed instructional programming, support structures and professional learning communities. The system has supported these leaders by providing them the autonomy to make data based decisions. The team also found many exemplary classrooms and practices that are the products of highly skilled classroom professionals and these strong school leaders working collaboratively. These can serve as models for improvement for the numbers of more traditional classrooms that should become aligned with system beliefs and guidance concerning what happens in the learning processes.

Significant autonomy between schools is of definite value. However, the power of system support of the improvement of student performance lies in the identification of what fits the purpose and direction and the resulting guidance and provision of appropriate resources to schools and classrooms supporting systemic beliefs and values.

Ensuring horizontal and vertical alignment across the district in order to scale up what works, and discontinue what has not worked is the natural next step. A system-wide guaranteed and viable curriculum aligned with the purpose and direction of the district and with the Wyoming Content and Performance Standards will promote systemic alignment of resources including monetary, facility, systemic processes, and professional development and will provide systemic focus for the improvement of student performance.

Opportunity for Improvement

Complete the design, implementation and monitoring of a clearly defined, comprehensive, and focused student assessment system which is aligned to curriculum and instructional decision-making.
(Indicators 5.1)

Evidence and Rationale

The system's self-assessment report and available evidence indicate the system utilizes a variety of assessments including Measures of Academic Progress (MAP), Proficiency Assessments for Wyoming students (PAWS), Student Assessment of Writing Skills (SAWS), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Body of Evidence (Passport) Assessments (BOE), and Common Formative Assessments (CFAs) in K-6 English Language Arts (ELA). This school year, the focus is on developing Common Formative Assessments (CFAs) in ELA for grades 7-12 and initiating the development of CFAs in mathematics. The draft of the District Assessment System (DAS) plan reflects the attributes of quality assessments and how the system will document those qualities. Matrices for each content area list most assessments currently used and the standards to which they are aligned.

The team found that despite being "data rich," the system lacks a comprehensive and purposeful assessment system specifically formulated to meet the unique needs of the system and its learners, and thus a lack of analysis of targeted data for the specific purposes of the system. Most assessments currently in use, reflected the 2014-2015 Teacher Handbook, are mandated by state and federal policies rather being adopted to gather information on a specific program, item or initiative. Additionally, stakeholder feedback during interviews indicates a concern regarding possible "over-testing." The team acknowledged that this perception may be a reflection of insufficient communication to stakeholders regarding testing purposes.

For maximum direct impact on student learning and achievement of the Wyoming standards and to meet the specific performance expectations of the system, locally determined (and perhaps developed) assessments that are directly aligned to curricular goals in all content areas and across all grade levels will provide data on the specifics of system student performance to guide improvement in instruction, system support and focus resources to meet learning needs. The team noted that the system's well-designed CFA protocol will support highly functioning Professional Learning Communities and will positively impact student achievement.

Furthermore, implementation of the District Assessment Plan with fidelity will ensure continuous improvement of student performance.

Opportunity for Improvement
Develop and implement a clearly articulated systemic approach to curriculum and learning experiences which includes individualized learning activities for all students in a way that supports core instruction and challenges them to academic excellence "in pursuit of their interests and passions" (from the Accreditation Report). (Indicators 3.1)

Evidence and Rationale
Classroom observations at all levels revealed inconsistency in teaching approaches with most students doing the same level of work and little differentiation. The team found a common practice of knowledge level worksheets and activities across the schools while "across the hall," other students engaged in challenging activities and differentiation to meet the needs of all students. The team noted the great opportunity to clearly define system beliefs about how learning should take place in all classrooms.

The team review of test scores indicates highs and lows with no sustained growth over a period of years. While many students do well, a large number do not perform at grade level as measured by Proficiency Assessment for Wyoming Students (PAWS). Measures of Academic Progress (MAP) scores provide similar data. The team discussed possible reasons for this flat line performance (in addition to the identified lack of systemic focus and leadership turnover) such as "first time teaching," instructional delivery not matched to learning preferences of students, ineffective intervention programs, or lack of systemic support due to inadequate alignment.

Clearly defined system beliefs about how learning should take place and what should be learned, identification of expected instructional practices and strategies, professional development aligned with these expectations, and system support through the provision of resources aligned with purpose and direction will result in highly focused and sustained practices supporting improvement of student performance.

Opportunity for Improvement
Refine the structures in all schools whereby each student is well known by at least one adult advocate in each school who supports the student's educational experience.
(Indicators 3.9)

Evidence and Rationale
Interviews with stakeholders during school visits indicate approaches to ensuring that an adult who the student knows well and supports the individual student's educational experience. Some schools have excellent programs in place and others rely only on the classroom teacher. Principals report this to be an area they have considered and will possibly implement in the future.

Strong advocacy programs noted by the External Review team include a small rural school where all students were divided into groups of six students and assigned to adults in the building. Students and mentors meet three times a month on Mondays and follow a specific plan supporting the students' overall needs.

Another school has developed academies wherein students stay with the same teacher for several years. The academies essentially have become a school within a school. The focus of both mentioned programs is the development of strong relationships with adults. Teachers and administrators reported that following the relationship development, they noted students' increased desire to learn and attention to learning tasks.

The adult advocate provides social, emotional and academic support that compels students to take ownership of their learning, become more actively engaged in classroom learning activities and other activities provided by the school, and promotes higher expectations by the students for their behavior and learning. As the schools further develop the adult advocate initiatives, academic rigor, relevance and strong relationships will grow to more strongly support student and system performance.

Powerful Practice

The district has implemented a Career Academy system that provides equitable and challenging learning experiences for all participants. On a daily basis, students use technology for research, presentations and skill training. Students are challenged with cognitively demanding tasks and questions both in class and on job shadowing experiences.
(Indicators 3.3)

Evidence and Rationale
Students tour job sites and shadow professionals in the field. They are held accountable for professional dress and are encouraged to participate in their shadow sponsor's job. Observations revealed students researching topics relevant to their career field or topics related to the kind of work the field entails. Students demonstrate a high level of on-task behavior and self-regulation skills. They use computers to find topics and research ideas while the instructor presents problems to them. While they may choose to attend other programs or schools, all the students are accepted at Western Wyoming College in preparation for post graduation plans and are qualified for the Hathaway Scholarship.

Students shared their belief that these classes were meaningful and important to them: "These classes prepare us for life and deal with real issues, and our other classes just do 'stuff.'" Students emphasized that a strength of the program is their teachers. Students stay with the teacher for two to three years.

The Rock Springs High School Career Academies demonstrate what the team believes to be a model for district expectations for teaching and learning. Students are at the center of the work. Student work is defined by rigor, relevance and relationships. This highly engaging environment has positively impacted Career Academy graduation rates: Energy Academy graduation rate is ninety percent and the Health Academy is rate is ninety-five percent.

Powerful Practice

The district is heavily invested in collaborative structures to support and influence the teaching and learning.
(Indicators 3.5)

Evidence and Rationale

At each school, principals described the use of Professional Learning Communities as a tool for teachers to work together, develop and evaluate common assessments, and learn together through book studies and research. While there is variance in their effectiveness between schools, the persistent value throughout the system of adults working together in teams is recognized as a powerful practice.

The system has developed system-wide structures for principals to work together to build alignment between buildings and instructional programs. The team noted that, in time, the use of this structure will promote best practices, improve consistency in instructional programming throughout the system, and provide essential, on-the-spot professional development for school leaders. This will also provide system leadership the opportunity to reinforce a common vision for a guaranteed and viable curriculum, leadership expectations, and data analysis.

Professional Learning Communities have been used to support the system's development of common formative assessments aligned to the Wyoming Content Standards. This strategy is likely to advance the understanding of assessment literacy throughout the system, as well as facilitate buy-in from teachers to utilize and value the assessments. In reviewing the Common Formative Assessments (CFAs), it is clear that they are strong tools to support student learning aligned to the heightened expectations of the new standards.

As the district moves toward an aligned, standards based instructional program, the use of PLCs will not only support teachers and develop the instructional tools to meet the needs of diverse learners, but will act as a lever to advance the use of CFAs, responsive teaching (interventions), and collegiality.

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.	3.00	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.	3.00	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.	2.87	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.	2.40	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.	2.93	2.96
2.2	The governing body operates responsibly and functions effectively.	3.00	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.	3.00	3.20
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	2.73	3.00
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	2.40	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	3.87	3.43
Stakeholder Feedback Results and Analysis	3.13	3.12

Findings

Improvement Priority

Establish a systemic process, guided by the purpose and direction of the district, that will ensure horizontal and vertical alignment of curriculum, assessment, and instruction. This process should also inform support by resources, professional development, and evaluation systems that will frequently monitor implementation of all processes system-wide.
(Indicators 1.3, 3.2, 3.4)

Evidence and Rationale

It is clear from the superintendent's presentation, stakeholder interviews and observations by the External Review team that the system has worked closely with stakeholders to develop powerful direction and purpose statements and all are working collectively in the process of embedding and bringing to life these guiding statements. Due to the turnover in system leadership and the lack of instructional focus and systems alignment which was identified in the "too much too fast" statements by system personnel, the team agrees with system personnel that the diversity of programs is negatively impacting the effectiveness of these initiatives. Additionally, the "fix it" initiatives in place may be inconsistent with the system's desire to "get back to basics" and inconsistent with the purpose and direction statements.

The team noted the impressive school leaders who have successfully designed instructional programming, support structures and professional learning communities. The system has supported these leaders by providing them the autonomy to make data based decisions. The team also found many exemplary classrooms and practices that are the products of highly skilled classroom professionals and these strong school leaders working collaboratively. These can serve as models for improvement for the numbers of more traditional classrooms that should become aligned with system beliefs and guidance concerning what happens in the learning processes.

Significant autonomy between schools is of definite value. However, the power of system support of the improvement of student performance lies in the identification of what fits the purpose and direction and the resulting guidance and provision of appropriate resources to schools and classrooms supporting systemic beliefs and values.

Ensuring horizontal and vertical alignment across the district in order to scale up what works, and discontinue what has not worked is the natural next step. A system-wide guaranteed and viable curriculum aligned with the purpose and direction of the district and with the Wyoming Content and Performance Standards will promote systemic alignment of resources including monetary, facility, systemic processes, and professional development and will provide systemic focus for the improvement of student performance.

Opportunity for Improvement

Define clearly all attributes of the system purpose and direction to more sharply focus and align school level processes with the expectations of the system.
(Indicators 2.4)

Evidence and Rationale

Comments from principals and teachers in system schools, survey results, examination of improvement efforts and innovations in building level educational programs, observations of PLC meetings, and the examinations of system and school improvement and staff development plans indicate a high degree of variability between schools.

Enlightenment, alignment and a sharp focus on system expectations will result in greater consistency between buildings in the implementation of system-wide expectations supporting improved student performance.

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.	2.73	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.	3.07	2.98
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.07	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.	3.00	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.	2.87	2.82
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	3.07	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.	2.93	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.	2.87	2.64

Findings

Powerful Practice

The system has made the availability of technology a priority and provides technology resources that are modern, sufficient in number, and are supported by qualified technical support staff.

(Indicators 4.6)

Evidence and Rationale

The team learned of the systemic emphasis on technology resources that support student learning. The system began their process by assessing needs and created a technology plan that guides technology decisions and acquisition. The system has responded by prioritizing expenditures to provide these resources. As a result, the system has an inventory of 3600 student computers, 920 teacher computers, 2500 mobile devices, 500 document cameras, and numerous other technological tools. A federal school improvement grant has added seven mobile computer labs and 30 mobile device labs with five more computer labs anticipated. During visits to schools, team members observed the ready availability of digitial equipment in classrooms and labs. Interviews and documents also describe the utilization of programs such as Schoolnet, My Big Campus and PowerSchool to support the effective and efficient organization and operation of the educational system.

For teaching and learning, as well as organizational operations, to reach their greatest potential, the availability of technology resources is crucial.

Conclusion

Three significant themes emerged during the External Review, all identified by the system and affirmed by the External Review team, that are significant factors in the quest to improve student performance.

Turnover in Leadership

Due to the turnover in system leadership and the lack of instructional focus and systems alignment which was identified in the "too much too fast" statements by system personnel, the team agrees that systemic alignment of standards, curriculum, teaching and assessment supported by resources and staff development has yet to be established and that the diversity of programs is negatively impacting the effectiveness of each initiative. The team confirmed their belief that leadership is in place to propel the system into a standards-based teaching and learning environment leading to increased levels of student achievement. As one principal stated: "We are weaving a basket and we are cinching up the weaves. We are beginning to pull it together."

Too much too fast

The "fix it" initiatives in place from past attempts to initiate programs and processes to improve student performance may be inconsistent with the system's desire to "get back to basics," inconsistent with the purpose and direction statements, and place a burden on human and other system resources.

Flat-lining of student performance scores

The team examined the flat line of student performance and attributed the lack of improvement momentum to the lack of systemic focus, leadership turnover and to such factors as "first time teaching," instructional delivery not matched to learning preferences of students, ineffective intervention programs, and lack of systemic support because of the alignment issues.

The team concludes that there is strong leadership at the system level and at most building levels, and that the above issues are the products of the past. There is every indication that the district is on the correct path, that the superintendent and chief academic officer can and will drive a sharpening of the focus on and greater alignment of standards, curriculum, assessment supported by the great resources already in place, and the considerable staff development available. The following areas are identified for particular attention:

Focus on aligning the many initiatives, possibly doing fewer with the expectation of obtaining more depth and value through greater understanding and implementation;

Consistently direct the focus of the schools back to the district purpose and direction statements and the aligned school level purpose and direction statements;

Continue the effective use of stakeholder surveys and explore ways system-wide to involve more parents and

community;

Include the school board in training and information to intensify their knowledge of and focus on student performance coordinated with the implementation of the district communication plan, so that all stakeholders understand all the "good to great" things that are being done in the district, described in language understood by all; and

Support school flexibility and autonomy through processes that ensure clear communication from the district leadership to the building leadership about the alignment expectations. Identification of district expectations and focusing staff development and resources on these will move the district forward.

The team commends the system for these additional improvement processes already underway:

The Curriculum Leadership Institute can have a great impact on aligning all areas of curriculum, instruction, and professional development system-wide;

The district intends to complete their Common Formative Assessment work in English/Language Arts and Mathematics, continuing this initiative in other curricular areas;

Professional Learning Communities are a consistent structure across the district among leadership and teachers supporting improvement initiatives and instructional strategies. Instructional coaches are an integral part of PLCs and play a significant role in supporting and facilitating the teaching and learning processes as well as professional development.

This report provides the "Improvement Priority" which the External Review team determined to be a powerful next step in improvement of school and student performance. Additionally, "Powerful Practices" and "Opportunities for Improvement" provide support and guidance toward meeting the Improvement Priorities. The Improvement Priority is inter-related to the Opportunities and builds on the Powerful Practices in the sense that strengths and improvement in one area support growth in the others, thus empowering the systemic operations supporting continually increasing student performance.

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:

- Establish a systemic process, guided by the purpose and direction of the district, that will ensure horizontal and vertical alignment of curriculum, assessment, and instruction. This process should also inform support by resources, professional development, and evaluation systems that will frequently monitor implementation of all processes system-wide.

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	278.21	282.79
Teaching and Learning Impact	265.40	274.14
Leadership Capacity	289.44	296.08
Resource Utilization	295.00	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
Desert Elementary	352.38	354.55	342.86	351.28
Desert Middle School	352.38	354.55	342.86	351.28
Desert View Elementary School	233.33	263.64	200.00	235.90
Eastside Elementary School	252.38	281.82	271.43	264.10
Farson-Eden Elementary School	304.76	318.18	257.14	300.00
Farson-Eden High School	271.43	290.91	271.43	276.92
Farson-Eden Middle School	276.19	309.09	242.86	279.49
Lincoln Elementary	252.38	272.73	285.71	264.10
Northpark Elementary School	314.29	327.27	328.57	320.51
Overland Elementary School	295.24	309.09	300.00	300.00
Pilot Butte Elementary	300.00	309.09	328.57	307.69
Rock Springs High School	266.67	254.55	257.14	261.54
Rock Springs Independence High School	252.38	281.82	271.43	264.10
Rock Springs Junior High School	319.05	309.09	342.86	320.51
Sage Elementary	304.76	318.18	314.29	310.26
Walnut Elementary School	276.19	245.45	300.00	271.79
Westridge Elementary School	290.48	309.09	257.14	289.74

Team Roster

Member	Brief Biography
Dr. Drew Moore	Drew Moore began his teaching career as an elementary music teacher in Shreveport, Louisiana. In 1978 he moved to the middle laboratory school at Northwestern State University adding multiple subjects to his teaching repertoire and began working in accreditation through the Southern Association of Colleges and Schools (SACS) which accredited his school. Professional experiences include media director at a residential high school for the gifted in math, science, and performing arts; teaching adjunct for the local university and university laboratory school administrator. Retired after thirty-three years in public and higher education, he now chairs and serves as team member on external review teams at the school, district, distance learning, and corporate level. Drew also serves on the Louisiana State AdvancED/SACS committee and the AdvancED Accreditation Commission. Degrees include: Bachelor of Music Education, Master's in Music, Specialist Degree in Public School Administration and Doctorate in Education Technologies from Northwestern State University in Louisiana and additional graduate work at Memphis State University in Tennessee and Louisiana State University- Shreveport.
Dr. Mary Krisko	Mary Krisko, Ph.D., is a retired district curriculum director and consolidated grant manager with previous experience as a middle school and high school science teacher, a university instructor specializing in cell morphology, and a graduate-level curriculum, instruction, and assessment instructor. Her doctoral research in education focused on teacher leadership, initiating the concept of teacher leadership beyond the walls of the classroom with publications relating to the attributes of a teacher leader. During her career in the public school system, she was the Wyoming Teacher of the Year, the National Presidential Awardee in Mathematics and Science, and the Wyoming Curriculum Director of the Year, and received the Wyoming Excellence in Education Award from AdvancED. Dr. Krisko serves as a member of the Wyoming AdvancED State Board and as an AdvancED Lead Evaluator at both the school and school systems levels in the United States, as well as DDESS, DODEA Europe, and DODEA Pacific schools.
Dr. Edlow Barker	Edlow Barker retired as of July, 2011 as the Assistant Superintendent for Instruction for the Spotsylvania County Schools system in Virginia (located mid-way between the cities of Washington, DC, and Richmond.) Prior to serving in that role, Dr. Barker served as a director of instruction, principal (elementary, middle, and high), assistant principal, teacher, and coach. His experience was primarily in Virginia, but includes two years as Director in a multi-national private school in Cali, Colombia, South America. He earned his undergraduate degree from Wake Forest University, the Master's Degree from the University of Virginia, and the Doctorate from Virginia Tech. He has served on numerous visiting committees for the Southern Association of Colleges and Schools and the Virginia Department of Education, in addition to his work with AdvancED. He has taught graduate courses for the University of Virginia and Radford University. Related leadership activities include development of educational foundations in two public school districts, development of a regional academic competition league for high schools, Chairman of the Virginia High School League, and development of a regional Governor's School program for gifted students.
Mr. Bart C. Bailey	Bart Bailey received his BA in Music Education k-12 with a broad-field option from Montana state University. He received his Master in Educational Leadership from The University of Idaho. He has spent 1 year teaching music in Presho SD, and 17 years teaching music in Hailey ID. The last 7 years have been spent as a Principal at St Labre Indian Catholic High School in Ashland MT. He is currently the principal at Cody High School in Cody WY.

This report is pending final approval by the AdvancED Accreditation Commission.

Member	Brief Biography
Ms. Suzi P Cabe	Ms. Cabe currently contracts with North Carolina New Schools to provide coaching services to early college high schools. She received her BS degree in secondary social studies from Western Carolina University. She also holds MA degrees in library science and curriculum instruction and an EdS in educational leadership. Her professional experience includes teaching at the elementary, secondary, and community college level. She served 10 years as media coordinator at the middle school level. During her last 15 years in Macon County public schools, she was assistant superintendent for curriculum/instruction, testing/accountability, and student information systems. Upon retirement in 2005, she contracted with the system to provide testing and accountability services for another two years. She also spent 10 years in an business environment. Her association with accreditation spans over 30 years. She currently serves as a NC field consultant for AdvancED, lead evaluator for NC schools, and a team member for out-of-state district, corporate, and distant learning visits.
Dr. Richard J Darst	During Dr. Darst's professional life he has served served as a teacher and coach, director of curriculum and instruction, assistant principal, associate principal, principal and asst. superintendent. He has a Ph.D. from the University of Oregon in Education (Curriculum and Instruction). For the past 14 years he has served as the Oregon State Director for the Northwest Accreditation Commission, now a Division of AdvancED. In addition to leading numerous state accreditation external evaluations he has been a team member, associate and lead evaluator for international, DoDDS and DoDEA external evaluations. He resides in Eugene, Oregon with the state office being located in Salem, Oregon.
Ms. Dianne Frazer	As a teacher certified for K-9, Dianne taught at the elementary level in Iowa for 2 years. Later she taught pre-K in Iowa for 3 years. Pursuing her interest in young children, she became a Head Start director and held this position for 19 years. During that time she participated in federal peer reviews throughout the Midwest. The peer reviews are similar to accreditation visits and involve a review of all systems as well as planning processes. During that time she also taught Early Childhood classes at the local community college. After relocating to Colorado Dianne joined the staff of the Wyoming Department of Education as an accreditation consultant. Her role has expanded to include school improvement support. Over her 12 years of work with the department, Dianne has been involved in AdvancED accreditation as a team member and team leader. She has participated in school and district visits in Wyoming as well as school visits in 3 other states and one international visit.
Mr. Steve Larson	I started my career as a special education teacher in a charter school in Phoenix, Arizona. During my first year I was asked to take an administrative role at the corporate office in Boston supervising the special education and related services programs for 8 schools nation-wide. For about 3 years, we added schools and programs in new locations. Near the end of my 3 years, I decided to return to teaching in my home state of Oregon. During my time as a special education teacher in the Tigard Tualatin School District, I obtained my administrative credential. During my third year, I was hired as an assistant principal at an elementary school in the Salem-Keizer School District. The following year I became a principal of a large, bilingual, Title I elementary School. Once I completed my 5th year, I was asked to take the position as the Director of Elementary Education. In this capacity I supervised half of the 50 elementary schools in the school district. Completing my third year as Director, I was asked to assume the directorship of Instructional Services (Teaching and Learning). While in this position, I was asked to join the Hillsboro School District by the Superintendent to be the Assistant Superintendent of the Office for School Performance. In this position I am responsible for school operations, teaching and learning, special education, technology services and federal programs. I am now in my 4th year in this position.

Member	Brief Biography
Mrs. Donna Mathern	Donna Mathern is currently the Valley City State University (VCSU) Wyoming Liaison and Field Experience Director working to place pre-service teachers in student teaching posts throughout Wyoming. In addition she serves as university supervisor for many VCSU student teachers and for other area colleges. She has served as an assistant evaluator for AdvancED both in the United States and for DoDEA sites. She retired from Natrona County School District in 2010 while serving her 12th year as elementary principal of Evansville School. She was an assistant principal at a high school for 7 years, social studies department chairperson for 10 years. She taught junior high social studies in Cheyenne and Casper Wyoming for 20 years. She has served as Secretary of the National Association of Secondary Principals from 1992-93, President of the Natrona County School Administrators and Phi Delta Kappa. She is a past member of the Board of Directors for McREL and is currently on the Board of Directors for the Natrona County Self Help Center and the Crossroad Ministry. Her love of education continues to be felt working with student teachers throughout Wyoming, and at home with her grandchildren! Contact Information: (307) 472.5291 (H) (307 262.8366 (C) Email: donna.mathern@gmail.com Skype: donna.mathern@gmail.com Address: 4415 East 24th Street, Casper, Wyoming 82609
Mr. Kelly D Merager	Kelly Merager received his B.A. in Education from Black Hills State University in 1996. He earned his M.A. in Educational Administration from Grand Canyon University in 2006. During his 19 years in education, Kelly taught elementary and middle school physical education and health in South Dakota and Wyoming for 10 years before becoming an elementary administrator. He currently serves as the principal of Valley and Wapiti Elementary School's and fulfills the assistant principal role at Eastside Elementary School in Cody, WY.
Ms. Brenda W Morris	Brenda Morris received her B.S. degree in biology and chemistry from McMurry College in Abilene, Texas. After working in industry as a chemist and biochemist, she earned a M.Ed. in secondary education from the University of Maryland and her teaching certificate from the State of Maryland. She has been an educator for 24 years. After teaching high school science for several years, Mrs. Morris moved to the district level in Duval County, FL as a grant writer and manager for the Tech Prep and School-to-Work federal grants. Mrs. Morris then moved into a position developing security profiles for the new student information system under development. She earned a second M.Ed., in educational leadership, from the University of North Florida. Upon completion of that degree, she entered into school-based administration as an Assistant Principal. Brenda began working with Southern Association of Colleges and Schools/AdvancEd more than ten years ago and has served as a team member and team leader. Mrs. Morris is currently pursuing a doctoral degree in instructional leadership.
Mr. Victor L Morris	Victor Morris' experience in education began as a Career and Technology Education (CTE) teacher In Jacksonville, Florida at the high school and community college level. He left the classroom after 18 years to work at the district level and coordinate business partnerships for Career Academies and then for the entire school system. Victor became involved with the Southern Association of Colleges and Schools (SACS) in 1998 and serves as chair and team member of school and district external review teams. He earned a Bachelor's degree in Psychology from Nova Southeastern University.

Member	Brief Biography
Mr. Scott Gregory Otremba	Scott O'Tremba is the principal of Lovell High School. This is his 9th year as principal in Lovell. Previously Scott was the principal at Kemmerer High School for 5 years and the guidance counselor for 1 year. Scott has worked as a guidance counselor, principal and English teacher in Alaska, Montana and North Dakota. He is starting his 28th year in public education. Scott received his Bachelor's Degree in Education with majors in English and Psychology from Minot State University, Minot, N.D. He received his Master's of Education in Counseling and Development from the University of Montana at Northern, Havre, MT and his Endorsement in Administration from The University of Alaska, Anchorage, AK. Lovell High School recently received the National Blue Ribbon Award in 20013 and Scott was named the NASSP Wyoming Principal of the Year 2014.
Mrs. Susan E Stevens	Mrs. Stevens has been in the field of education for 34 years. She began her career teaching English and Reading at the junior high level and high school remedial reading for five years. Sue then moved on to her first love, elementary, and taught mainly at the first and third grade levels for 11 years. After receiving her Masters degree, she became the director of curriculum for her school district and served in that role for six years. Sue was then presented with an opportunity to work for the Wyoming Department of Education as an assessment consultant in which she helped other districts set up their assessment systems as well as working with the Wyoming Comprehensive Assessment System (WyCAS). During that time, she also ran an educational consulting business, serving districts throughout Wyoming and in other states. After spending six years traveling her life away, Sue decided it was time to stay home and became the principal at Pine Bluffs Elementary. She also serves as the district director of curriculum and assessment.
Mrs. Judy S Wesley	Judy Wesley, a lead evaluator for AdvancED, currently chairs teams throughout the United States and Latin America. Though retired from Marion School District One in SC, she is still a dedicated educator serving as a field consultant for AdvancEd and received the 2012-13 AdvancEd's Excellence in Education Award for South Carolina. Judy started her career as a high school English teacher with a BA from Campbell University. During her 34 years in MSD 1, she also served as a tennis coach, director of federal programs, director of assessments, and grant writer. After retiring from the school system in 2004, Judy worked with Francis Marion University as a supervisor of student teachers. She also has worked with the SC Department of Education to assist low-performing schools.
Mr. Mike Wood	Mike Wood studied education at the University of Wyoming. He received his Bachelor of Arts in 1990 and followed it with a Master of Arts in Educational Leadership in 2000. The 2014-15 school year marks Mike's first year as the principal at Glenn Livingston Elementary in Cody WY. This past summer Mike moved over the mountain from Sagebrush Elementary in Sheridan Wyoming, where he served as a principal for twelve years. Prior to his experience in Sheridan, he served as an elementary and middle school instructor and later as a K-12 principal in a small school district.

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.

References

- Alwin, L. (2002). The will and the way of data use. School Administrator, 59(11), 11.
- Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y. (2010). Teachers' mathematical knowledge, cognitive activation in the classroom, and student progress. American Educational Research Journal, 47(1), 133-180.
- Chartered Institute of Personnel and Development. (2012). Shared purpose: the golden thread? London: CIPD.
- Colbert, J., Brown, R., Choi, S., & Thomas, S. (2008). An investigation of the impacts of teacher-driven professional development. Teacher Education Quarterly, 35(2), 134-154.
- Conley, D.T. (2007). Redefining college readiness (Vol. 3). Eugene, OR: Educational Policy Improvement Center.
- Datnow, A., Park, V., & Wohlstetter, P. (2007). Achieving with data: How high-performing school systems use data to improve instruction for elementary students. Los Angeles, CA: Center on Educational Governance, USC.
- Dembosky, J., Pane, J., Barney, H., & Christina, R. (2005). Data driven decision making in Southwestern Pennsylvania school districts. Working paper. Santa Monica, CA: RAND.
- Ding, C. & Sherman, H. (2006). Teaching effectiveness and student achievement: Examining the relationship. Educational Research Quarterly, 29 (4), 40-51.
- Doyle, D. P. (2003). Data-driven decision making: Is it the mantra of the month or does it have staying power? T.H.E. Journal, 30(10), 19-21.
- Feuerstein, A., & Opfer, V. D. (1998). School board chairmen and school superintendents: An analysis of perceptions concerning special interest groups and educational governance. Journal of School Leadership, 8, 373-398.
- Fink, D., & Brayman, C. (2006). School leadership succession and the challenges of change. Educational Administration Quarterly, 42 (62), 61-89.
- Greene, K. (1992). Models of school-board policy-making. Educational Administration Quarterly, 28 (2), 220-236.
- Horng, E., Klasik, D., & Loeb, S. (2010). Principal time-use and school effectiveness. American Journal of Education 116, (4) 492-523.
- Lafee, S. (2002). Data-driven districts. School Administrator, 59(11), 6-7, 9-10, 12, 14-15.
- Leithwood, K., & Sun, J. (2012). The Nature and effects of transformational school leadership: A meta-analytic review of unpublished research. Educational Administration Quarterly, 48 (387). 388-423.
- Marks, H., Louis, K.S., & Printy, S. (2002). The capacity for organizational learning: Implications for pedagogy and student achievement. In K. Leithwood (Ed.), Organizational learning and school improvement (p. 239-266). Greenwich, CT: JAI Press.
- McIntire, T. (2002). The administrator's guide to data-driven decision making. Technology and Learning, 22(11), 18-33.
- Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L. (2003). Examination of resource allocation in education: connecting spending to student performance. Austin, TX: SEDL.