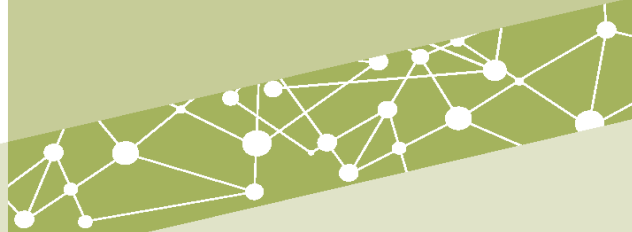


February 12-13, 2019



AdvancED® Engagement Review Report



AdvancED® Performance Accreditation

- » **Results for:**
Sargent Central Public School
575 5th Street SW
Forman, North Dakota, 58032-4212

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Introduction

AdvancED Performance Accreditation and the Engagement Review

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

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

AdvancED Standards Diagnostic Results

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

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

Leadership Capacity Domain

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

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

Learning Capacity Domain

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

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Meets Expectations
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Needs Improvement
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Meets Expectations
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.	Exceeds Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Needs Improvement

Learning Capacity Standards		Rating
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.	Needs Improvement
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Emerging
2.8	The institution provides programs and services for learners' educational futures and career planning.	Exceeds Expectations
2.9	The institution implements processes to identify and address the specialized needs of learners.	Exceeds Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Exceeds Expectations
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Exceeds Expectations
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Emerging

Resource Capacity Domain

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

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

Effective Learning Environments Observation Tool® (eleot®)

Results

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

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

eleot® Observations		
Total Number of eleot® Observations from the Engagement Review	19	
Environments	Rating	AIN
Equitable Learning Environment	3.09	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.42	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.63	3.74
Learners are treated in a fair, clear and consistent manner	3.68	3.77
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	2.63	2.06
High Expectations Environment	2.85	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.89	3.17
Learners engage in activities and learning that are challenging but attainable	3.16	3.14
Learners demonstrate and/or are able to describe high quality work	2.53	2.83
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.84	3.06
Learners take responsibility for and are self-directed in their learning	2.84	2.89
Supportive Learning Environment	3.50	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.32	3.66

eleot® Observations		
Total Number of eleot® Observations from the Engagement Review	19	
Environments	Rating	AIN
Learners take risks in learning (without fear of negative feedback)	3.16	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.74	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.79	3.66
Active Learning Environment	2.88	3.08
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.37	3.34
Learners make connections from content to real-life experiences	2.58	2.80
Learners are actively engaged in the learning activities	3.05	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.53	2.74
Progress Monitoring and Feedback Environment	2.71	3.14
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.21	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.16	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	3.00	3.37
Learners understand and/or are able to explain how their work is assessed	2.47	2.63
Well-Managed Learning Environment	3.51	3.58
Learners speak and interact respectfully with teacher(s) and each other	3.79	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.63	3.83
Learners transition smoothly and efficiently from one activity to another	3.42	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.21	3.54
Digital Learning Environment	1.72	1.50
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.79	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.74	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.63	1.46

Assurances

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

Assurances			
Met	X	Unmet	
Unmet Assurances			

AdvancED Continuous Improvement System

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

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

Initiate

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

Improve

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

Impact

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

Findings

The findings in this report represent the degree to which the Accreditation Standards are effectively implemented in support of the learning environment and the mission of the institution. Standards which are identified in the **Initiate** phase of practice are considered Priorities for Improvement that must be addressed by the institution to retain accreditation. Standards which are identified in the **Improve** phase of practice are considered Opportunities for Improvement that the institution should consider. Standards which are identified in the **Impact** phase of practice are considered Effective Practices within the institution.

IB Rubric Levels	STANDARDS
Initiate Priorities for Improvement	Standard 1.3 Standards 2.2, 2.5, 2.6 Standards 3.1, 3.3, 3.5
Improve Opportunities for Improvement	Standards 1.1, 1.2, 1.10 Standards 2.7, 2.12 Standards 3.7
Impact Effective Practices	Standards 1.4, 1.5, 1.6, 1.7, 1.8, 1.9 Standards 2.1, 2.3, 2.4, 2.8, 2.9, 2.10, 2.11 Standards 3.2, 3.4, 3.6, 3.8

Accreditation Status and Index of Education Quality® (IEQ®)

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

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

Institution IEQ	311.00	AIN 5 Year IEQ Range	278.34 – 283.33
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Insights from the Review

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

The Engagement Review Team identified several overarching themes from the review that support the continuous improvement process for Sargent Central Public School School. These themes present strengths and opportunities to guide their improvement journey.

Fostering relationships is at the heart of this school and continues to ensure its success for years to come. A sense of community bonding was evident when stakeholders shared their pride in the school - a true point of cohesiveness within the community. The team found evidence of trust and transparency in the school but the absence of an improvement and induction plan and the alignment of professional development and standards. A school system built on a foundation of trust is perhaps the most crucial piece to ensure a school's success, and the team found this theme resonating in its deliberations.

Varying levels of leadership at Sargent Central work intricately to ensure organizational effectiveness. Interviews with teachers, leaders, students and parents all indicated a sense of community and a sense of purpose within the school. The parents interviewed discussed how they feel their children are safe at school and that they know their child's needs are being met every day. The governing board discussed the transparency of the superintendent and an overall purpose of making choices based on what is best for children. An interview with one of the school leaders indicated the school believes in using a "bottom up" approach to inform decision-making and planning. The school's theme of celebrating individuality while honoring togetherness resonated throughout the team's visit and was evident in the feel of the school's culture and climate. At the same time, a clearly documented improvement plan could ensure that decision-making and student achievement are aligned. Without a document to guide decision-making processes, there may be very little cohesiveness, and long-term goals may seldom be realized. A comprehensive vision for the future of the school will help to guide instructional decision-making. Adding a formalized teacher induction program tied to this vision and to an improvement plan could benefit new teachers and enable them to have a better understanding of the culture of the school. Finally, it is encouraged that the school collect and analyze data from various stakeholder groups when devising any long-range plan.

While professional development opportunities are currently at the discretion of the teacher, future activities could be driven by a data review process. In interviews, leadership concluded that because of recent changes in leadership positions, professional development plans are still being constructed. Future professional development would benefit from being tied to the district's vision and statement of purpose. This could better help leadership navigate the evaluation process. It would also allow teachers to have a formalized process whereby they can improve their practices to continually create a stronger learning environment. For example, results from the elect observations indicated that students were not always receiving differentiated instruction and that they could engage in more collaborative learning activities, especially through a more focused use of digital technology. Professional development opportunities that are planned and delivered based on data derived from needs assessments and from the evaluation process could contribute to a learning environment in which all students'

needs are met in appropriate, effective ways.

There is minimal evidence of a process used to ensure that the school's curriculum is aligned to standards and best practices. Team members did not observe classrooms that had "I can" learning target statements displayed and did not find evidence of power standards or horizontal and vertical alignment among grade levels and subject areas. Because alignment to standards ensures optimal student outcomes, more attention to these standards is necessary throughout the school. It is encouraged that the staff consider creating a formal curriculum revision and review cycle. As part of that development, the staff could consider implementing processes to ensure the written curriculum is aligned to a recognized and rigorous set of standards and that it is implemented across the school with quality and fidelity.

In conclusion, the school is poised to make ongoing improvement a priority. All stakeholder groups in this community value education and the educational environment. The ongoing improvement of this school in their growth areas will be vital to the future success of the students attending Sargent Central Public School. The team is confident that a focus on continuous improvement will lead the school to even greater success in the future.

Next Steps

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

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

Team Roster

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

Team Member Name	Brief Biography
<p>Kara Munro Team Lead</p>	<p>Kara Munro is a fourth grade teacher in the Mapleton School District. In this position she helps coordinate the curriculum implementation process for reading and writing. She serves as the Backpack Program director, facilitates summer school for fourth through sixth graders and recently served as the president of the Mapleton Education Association. This spring, Mrs. Munro will earn a master’s degree in educational leadership from Minnesota State University Moorhead along with North Dakota superintendent licensure. She also serves on the leadership team for the Mapleton School District.</p>
<p>Linda Christensen</p>	<p>Linda Christensen is the fourth grade teacher in Litchville-Marion. This is her 26th year working in the education field. Linda has been taking classes in the STEM field and has completed certification as a SMART LAB facilitator. Linda has a bachelor’s degree in education with minors in reading and in early childhood education with a concentration in mathematics.</p>
<p>Alison Radermacher</p>	<p>Allison Radermacher is the library-media specialist at Ellendale Public School in Ellendale, North Dakota. She has held that position since August of 2010. She obtained a master’s degree in education with a concentration in library technology from Valley City State University in July of 2012. Her bachelor’s degree in education, with a minor in social and behavior sciences, was obtained from the University of Mary in May 2009. Allison has attended and presented at several regional education conferences including the ND Library Association Conference, ND Association of Technology Leaders and the International Society for Technology in Education national conference. Throughout the past school year, she has volunteered for AdvancED. She is currently taking courses to complete her ND principal credential.</p>

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About AdvancED

AdvancED is a non-profit, non-partisan organization serving the largest community of education professionals in the world. Founded on more than 100 years of work in continuous improvement, AdvancED combines the knowledge and expertise of a research institute, the skills of a management consulting firm and the passion of a grassroots movement for educational change to empower Pre-K-12 schools and school systems to ensure that all learners realize their full potential.

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