

# Report of the External Review for SUCCESS Academy

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US

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## Introduction to the External Review

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 specified for their institution, demonstrate high levels of student performance or improvement of student performance if applicable, and provide evidence of stakeholder satisfaction with the operation of the institution. The accreditation standards focus on conditions and processes within a system that impact student performance and organizational effectiveness. The power of AdvancED Performance Accreditation lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

Institutions participate in an External Review by a team of highly qualified evaluators who examine the institution's adherence and commitment to the accreditation criteria. The External Review is the hallmark of AdvancED Performance Accreditation as it energizes and equips the leadership and stakeholders of an institution 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 examination of evidence and relevant data, interviews with stakeholders, and observations of instruction, learning, and operations.

The AdvancED External Review Team used the AdvancED Accreditation Standards and Indicators and related criteria to guide its evaluation, looking not only for adherence to standards but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the AdvancED External Review Team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

## Findings

The Findings section presents the External Review Team's evaluation of the AdvancED Accreditation Standards and Indicators. It includes Powerful Practices and Opportunities for Improvement identified by the External Review Team, as well as evaluations of Student Performance, the Learning Environment, Stakeholder Feedback and Assurances.

### Accreditation Standards and Indicators

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's Standards for Quality were developed by a committee comprised of effective 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 ensure excellence and continuous improvement. Before implementation, the standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains a detailed evaluation of each of AdvancED's Accreditation Standards and Indicators, identification of Powerful Practices and Opportunities for Improvement related to each of the standards (if appropriate), and a description of the evidence examined by the External Review team.

The AdvancED Standards and Indicators are the first of three primary areas of evaluation for AdvancED's Performance Accreditation model. Using indicator-specific performance levels, the External Review Team evaluates the degree to which the institution meets each indicator on a scale of 1 to 4. The scores assigned to the indicators are averaged to arrive at a single score. This score, along with scores from evaluations of student performance and stakeholder feedback, will be used to determine the accreditation status of the institution.

Average Indicator Score for this Institution	3.15
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**Standard 1: The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and 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 30,000 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.

<b>Standard 1</b>			
The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.			
<b>Indicator</b>		<b>Source of Evidence</b>	<b>Performance Level</b>
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<ul style="list-style-type: none"> <li>• Accreditation Report</li> <li>• Interviews</li> </ul>	3.0
1.2	The school's leadership and staff 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.	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Observations</li> <li>• Survey results</li> <li>• Accreditation Report</li> </ul>	4.0
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Interviews</li> <li>• Accreditation Report</li> </ul>	3.0

**Powerful Practices**

**Indicator**

1. The shared culture of high expectations for student learning is clearly evident throughout school.

1.2

High levels of learning, thinking and life skills are expected of SUCCESS students.

**Standard 2: The school operates under governance and leadership that promote and support student performance and school 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 2			
The school operates under governance and leadership that promote and support student performance and school effectiveness.			
Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Accreditation Report</li> <li>• Interviews</li> </ul>	3.0
2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none"> <li>• Accreditation Report</li> <li>• Interviews</li> </ul>	2.0
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	<ul style="list-style-type: none"> <li>• Accreditation Report</li> <li>• Interviews</li> </ul>	4.0
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Interviews</li> <li>• Accreditation Report</li> </ul>	3.0

Indicator		Source of Evidence	Performance Level
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	<ul style="list-style-type: none"> <li>• Survey responses</li> <li>• Accreditation Report</li> <li>• Interviews</li> </ul>	2.0
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	<ul style="list-style-type: none"> <li>• Accreditation Report</li> <li>• Observations</li> <li>• Interviews</li> </ul>	2.0

***Powerful Practices******Indicator***

1. The principal has been given the necessary autonomy by the Board of Trustees to meet goals for the school and manage the day to day operations effectively.

2.3

The Board has given the principal the authority to be the instructional leader in his school.

**Standard 3: The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student 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 to 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.

Standard 3			
The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.			
Indicator		Source of Evidence	Performance Level
3.1	The school'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.	<ul style="list-style-type: none"> <li>Survey results</li> <li>Interviews</li> <li>Accreditation Report</li> </ul>	4.0
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<ul style="list-style-type: none"> <li>Observations</li> <li>Interviews</li> <li>Accreditation Report</li> </ul>	3.0
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none"> <li>Interviews</li> <li>Observations</li> <li>Accreditation Report</li> </ul>	3.0

Indicator		Source of Evidence	Performance Level
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Interviews</li> <li>• Accreditation Report</li> </ul>	3.0
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	<ul style="list-style-type: none"> <li>• Accreditation Report</li> <li>• Interviews</li> </ul>	3.0
3.6	Teachers implement the school's instructional process in support of student learning.	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Accreditation Report</li> </ul>	3.0
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	<ul style="list-style-type: none"> <li>• Accreditation Report</li> <li>• Observations</li> <li>• Interviews</li> </ul>	3.0
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Interviews</li> <li>• Accreditation Report</li> </ul>	3.0
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	<ul style="list-style-type: none"> <li>• Accreditation Report</li> <li>• Survey results</li> <li>• Interviews</li> <li>• Observations</li> </ul>	4.0
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.	<ul style="list-style-type: none"> <li>• Accreditation Report</li> <li>• Observations</li> <li>• Survey results</li> <li>• Interviews</li> </ul>	3.0
3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Survey results</li> <li>• Accreditation Report</li> <li>• Observations</li> </ul>	3.0
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Interviews</li> <li>• Accreditation Report</li> </ul>	3.0

***Powerful Practices******Indicator***

1. The school has produced compelling evidence that all students are developing learning, thinking and life skills that lead to success at the next level. 3.1

It was reported to the team from students and parents interviewed, that they are experiencing great success in their Early College learning experiences. One outstanding example is the survey of graduates from the classes of 2009 and 2010, which shows how many students have completed their bachelor's degrees and how many are currently in degree earning programs.

2. The school guarantees that all students are well known by at least one adult advocate. 3.9

Individually and by cohort groups there are structures in place that ensure advocacy for each student.

**Standard 4: The school has resources and provides services that support its purpose and direction to ensure success for all students.**

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 30,000 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. The institution ensures compliance with applicable governmental regulations.

Standard 4			
The school has resources and provides services that support its purpose and direction to ensure success for all students.			
Indicator		Source of Evidence	Performance Level
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Survey results</li> <li>• Interviews</li> <li>• Accreditation Report</li> </ul>	4.0
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	<ul style="list-style-type: none"> <li>• Accreditation Report</li> <li>• Interviews</li> </ul>	4.0
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Accreditation Report</li> </ul>	3.0
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Accreditation Report</li> <li>• Observations</li> </ul>	3.0
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Assessments to inform development of technology plan</li> <li>• Interviews</li> </ul>	4.0
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none"> <li>• Accreditation Report</li> <li>• Interviews</li> <li>• Observations</li> </ul>	3.0

Indicator		Source of Evidence	Performance Level
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Accreditation Report</li> <li>• Interviews</li> </ul>	4.0

***Powerful Practices******Indicator***

1. Great vision and planning goes into providing sufficient instructional time, resources and finances to support the school's work. 4.2  
 Skill is shown in the balancing act when the school partners with two universities and a school district. The priority is on maximizing student learning.
2. The technology infrastructures, including acquisition and training, results in improved instruction and learning. 4.5  
 On both campuses, the school has worked with its university partners to provide more than adequate digital resources. Teachers appeared well trained in their effective use of technology in their classrooms.
3. Services are provided that support the counseling, assessment, referral and career/and or college readiness needs of all students. 4.7  
 Many levels of services are provided such as College Placement Tests, and managing Individual Education Plans. The school is working with a wide range of student needs and is providing diverse programs to accommodate the needs of each student.
4. The ratio of students to staff is low, which is extremely beneficial to students. 4.1  
 In order to optimize opportunities for smaller classes the priority goes to keeping hiring highly qualified teachers. Administration and support services take on multiple responsibilities to ensure smaller class sizes.

**Standard 5: The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.**

Systems 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 5			
The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.			
Indicator	Source of Evidence	Performance Level	
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none"> <li>• Accreditation Report</li> <li>• Observations</li> <li>• Survey results</li> <li>• Interviews</li> </ul>	4.0
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.	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Observations</li> <li>• Accreditation Report</li> </ul>	3.0
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Accreditation Report</li> </ul>	2.0

Indicator		Source of Evidence	Performance Level
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> <li>• Description of process for analyzing data to determine verifiable improvement in student learning</li> <li>• Interviews</li> </ul>	3.0
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Accreditation Report</li> <li>• Interviews</li> </ul>	3.0

***Powerful Practices******Indicator***

1. The school has implemented a clearly defined and comprehensive student assessment system.

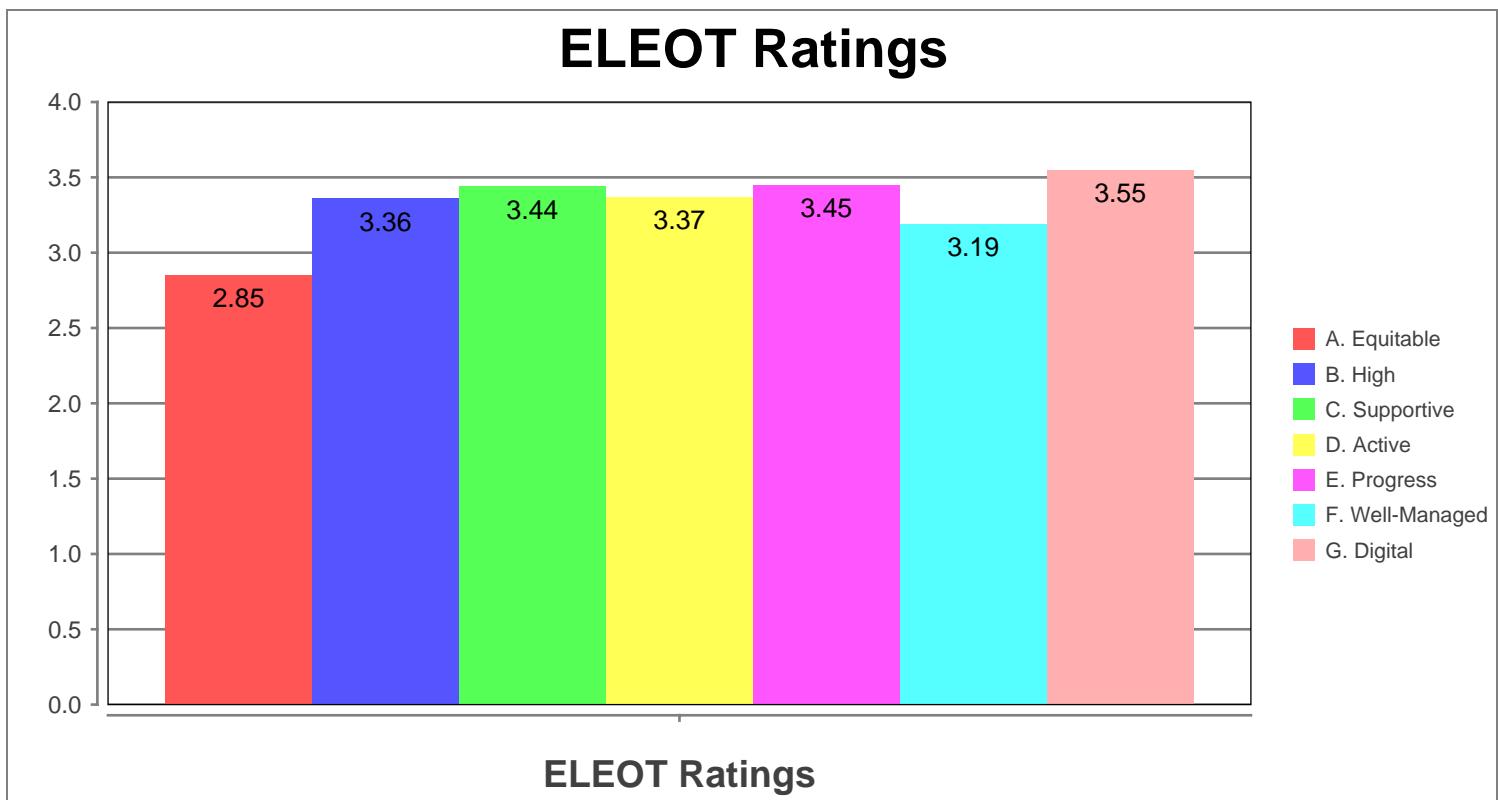
5.1

The school goes beyond the mandated requirements for assessments. They are using results from data to guide their programs.

## Learning Environment

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. External Review Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale. The following provides the aggregate average score across multiple observations for each of the seven learning environments included in ELEOT.



## Student Performance

Student Performance on assessments is the second of three primary areas of evaluation for AdvancED's Performance Accreditation model. Institutions are asked to collect and analyze student performance data, then submit the data and the analyses to the External Review Team for review. The External Review Team evaluates the quality of the assessments used by the institution, the degree to which the institution properly administered the assessments, analyzed and acted on the results, and the overall performance of students using a set of rubrics. The scale is from 1 (low performing) to 4 (high performing). Results of that evaluation are reported below.

Student Performance Evaluation		
Evaluative Criteria		Performance Level
Assessment Quality		4.0
Test Administration		4.0
Quality of Learning		4.0
Equity of Learning		4.0

## Stakeholder Feedback

Stakeholder Feedback is the third of three primary areas of evaluation in AdvancED's Performance Accreditation model. The AdvancED surveys are directly correlated to the AdvancED Accreditation 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 and the degree to which the institution analyzed and acted on the results. The scale is from 1 (low performing) to 4 (high performing). Results of that evaluation are reported below.

Stakeholder Feedback Evaluation		
Evaluative Criteria	Performance Level	
Questionnaire Administration		4.0
Stakeholder Feedback Results and Analysis		3.0

# Conclusion

## ***Summary of the External Review***

***In off-site and on-site review sessions, the AdvancED External Review Team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted observations.***

The external review was two full days occurring on April 2-3, 2014. Both campuses were visited, one on each day. The campuses are approximately 50 miles apart.

The school's report was complete and its self-assessment was open and honest. The way the evidence for the standards was presented was outstanding. The administrator, counselor, two office managers, ten teachers, five students, four parents and a Board member were interviewed.

***Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Accreditation Standards and Indicators.***

The school is strong on all standards with standard 4 receiving the most powerful practices.

***During the on-site review, members of the External Review Team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team evaluated the quality of instruction and learning that took place classified around seven constructs or environments: equity, high expectations, support, engagement, progress monitoring and feedback, management, and use of technology.***

High Expectations and Supportive Learning Environments were strengths. There is a strong correlation from what the school expresses in its purpose and direction and what is observed in practice in the classrooms.

The team appreciates the genuine welcome and hospitality shown us. Our time in SUCCESS Academy was positive for all of us.

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 criteria. Beginning with school year, 2013-14, AdvancED is introducing a new framework to describe the result of an accreditation review. Consistent with the modern focus of accreditation on continuous improvement with an emphasis on student success, AdvancED introduces an innovative and state-of-the-art framework for diagnosing and revealing institutional performance called the Index of Education Quality (IEQ). The IEQ is comprised of three domains of performance: 1) the impact of teaching and learning on student performance; 2) the leadership capacity to govern; 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.

The three domains of performance are derived from the AdvancED Standards and Indicators; the Analysis of Student Performance; and the Engagement and Involvement of Stakeholders. Within each domain institutions will

be able to 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 can be a valuable source of guidance for continuous improvement. Upon review of the findings in this report, institutional leaders should work with their staff to review and understand the evidence and rationale for each Required Action as well as the corresponding pathway to improvement described in the performance levels of the selected Indicator.

The IEQ provides a new framework that recognizes and supports the journey of continuous improvement. Your institution's IEQ is the starting point for continuous improvement. Your actions for improvement that have a positive impact will be reflected in your IEQ score.

IEQ Institutional Score: 326

Teaching and Learning Impact: 329

(Standards 3 and 5; Student Performance Criteria)

Leadership Capacity: 300

(Standards 1 and 2; Stakeholder Engagement Criteria)

Resource Utilization: 357

(Standard 4)

The External Review team recommends that SUCCESS Academy receive a new 5 year term of accreditation.

## Improvement Priority

1. Build teacher confidence in the evaluation, interpretation and use of data.

Related Indicator(s) or Assurance(s):

5.3 Professional and support staff are trained in the evaluation, interpretation, and use of data.

Description:

This should be accomplished by designing professional development trainings that are focused on the use of data to make informed choices for modifying instruction for the improvement of learning. This required action is a matter of degree. The teachers will benefit from increased training in the specific area of using the data from assessments both formal and informal.

2. Commit to a teacher evaluation process that results in improved professional practice.

Related Indicator(s) or Assurance(s):

2.6 Leadership and staff supervision and evaluation processes result in improved professional practice and student success.

Description:

Reach an agreement on what the teacher evaluation instrument will be and fully implement it.

3. Engage a higher percentage of stakeholders effectively in support of the school.

Related Indicator(s) or Assurance(s):

2.5 Leadership engages stakeholders effectively in support of the school's purpose and direction.

Description:

The school leadership expressed a desire to increase parental involvement.

4. Train all board members to comply with assurances.

Related Indicator(s) or Assurance(s):

2.2 The governing body operates responsibly and functions effectively.

Description:

There is inconsistency in the amount of level of board training. A timeline should be constructed whereby all members will become as trained as the most trained member.

## Addenda

### ***The External Review Team***

**Lead Evaluator:**

Mr. Robert Stillwell

**Reviewer:**

Mrs. Bonnie Mortensen

**Team Member:**

Mrs. Kathrine Whittekiend

Mrs. Ellen Zaifnejad

## Next Steps

The institution should:

1. Review and discuss the findings from this report with all 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. Develop action plans to address the Required Actions made by the team. Include methods for monitoring progress toward addressing the Required Actions.
4. Use the report to guide and strengthen the institution's efforts to improve student performance and system effectiveness.
5. Following the External Review, submit the Accreditation Progress Report detailing progress made toward addressing the Required Actions. Institutions are required to respond to all Required Actions. The Required Actions should be completed before the Accreditation Progress Report is submitted. 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 complete the Required Actions. The accreditation status will be reviewed and acted upon based on the completion of the Required Actions and the resulting improvement.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

## ***Celebrating Accreditation***

Following the External Review, the team submits the final report to AdvancED for review and for action by the AdvancED Accreditation Commission that confers accreditation upon the institution. Upon receiving its accreditation, the institution should share its achievement with internal and external communities.

## ***About AdvancED***

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 joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, these divisions share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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