Report of the External Review Team for Omak School District #19

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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 External Review Team arrived in the district on the evening of February 5th, 2017, and followed the AdvancED Protocol for Public School Systems External Reviews through completion of the process on February 8th, 2017. Prior to arrival, the Team completed training for team members and for using the eleot™ instrument. The Team met electronically two weeks before arrival to review logistics and expectations. Team members studied and analyzed available evidence for assigned Standards and arrived prepared to fully participate in the first team meeting at the hotel chosen by the district. The Team consisted of a Lead Evaluator from Minnesota, a superintendent and school board chair from Oregon, and a principal and teacher from Washington. To prepare for the Team's arrival, the Lead Evaluator engaged in several phone conversations with the district's superintendent and support staff. The first team meeting provided an opportunity for team members to meet face-to-face and to share what they had learned about each Standard Indicator through their preparation. The Lead Evaluator reviewed the schedule for the following day with the Team and the meeting was adjourned.

On the morning of Monday, February 6th, the Team was transported to the district's offices and met the District's Leadership Team. Following introductions the superintendent presented an overview of the district, its goals and organization. His presentation was followed by interview questions. District-level staff then presented

the Standards, Student Performance, and Stakeholder Feedback Overview followed by interviews of Omak School Board Members. After lunch, the Team was able to interview staff members who had worked on the Standards presentations, as well as two sets of parents and community members consecutively. At the end of the day, the Team returned to the hotel and prepared for the second team meeting. The second team meeting began with a review of what was learned during the day and a first round of indicator ratings. After discourse and discussions, the Team prepared to visit the schools the next morning.

On Tuesday morning, two team members were transported to North Elementary School and two team members were transported to Omak High School. The Lead Evaluator met with the superintendent at the beginning of the day to review some questions generated during the second team meeting. After meeting in the Superintendent's Office, the Lead Evaluator was transported to the high school. At each of the schools the team members met with the Leadership Team, conducted eleot™ observations, and met with the school's principals. The schedule for the afternoon was similar, with two team members visiting East Elementary School, two team members visiting Omak Middle School, and one team member visiting Highlands High School. At the conclusion of the day, the Team returned to the hotel and began the third team meeting. The Team engaged in discussion regarding their eleot™ observations and information gathered at the schools that could inform ratings and findings. After a second round of ratings, the Team determined broad areas from which to consider Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

On the morning of Wednesday, February 8th, the Team continued deliberations regarding action statements and thoroughly examined and re-examined evidence provided. The Team also engaged in a second interview with the superintendent. After a third round of ratings, the Team finalized the action statements and began to prepare the Exit Report. Following lunch, the Team was transported to the Omak District Office and completed the Exit Report. The Exit Report was delivered in a formal School Board Meeting to an audience that included the School Board Members and several members of the district's leadership. Following the Exit Report, the Team concluded the External Review and departed the district.

The Team sincerely thanks the district's staff members and stakeholders for their gracious hospitality, their careful preparation, their willingness to answer all questions and provide all evidence requested, and for their transparency and earnest engagement in the process. The district and each school conscientiously conducted surveys and engaged in a thorough Internal Review. The Team was impressed by the friendliness, helpfulness and dedication of the students and staff members in all the schools and at the District Office. In spite of threatening weather, a generous number of parents and community members came to speak with the Team. The External Review was conducted in a sincere spirit of improvement focused clearly on the students in their schools.

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	3
Administrators	9
Instructional Staff	32
Support Staff	29
Students	106
Parents/Community/Business Leaders	16
Total	**196**

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.	2.20	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.	1.80	2.49
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2.20	2.59
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2.60	2.71
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	2.20	2.58
3.6	Teachers implement the system's instructional process in support of student learning.	2.20	2.48
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	1.60	2.60

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.	2.60	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.	3.00	2.50
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.	2.80	2.47
3.11	All staff members participate in a continuous program of professional learning.	2.20	2.65
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	2.20	2.64

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.	1.80	2.66
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.	1.80	2.49
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	1.20	2.15
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.	2.20	2.50
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.	2.00	2.75

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
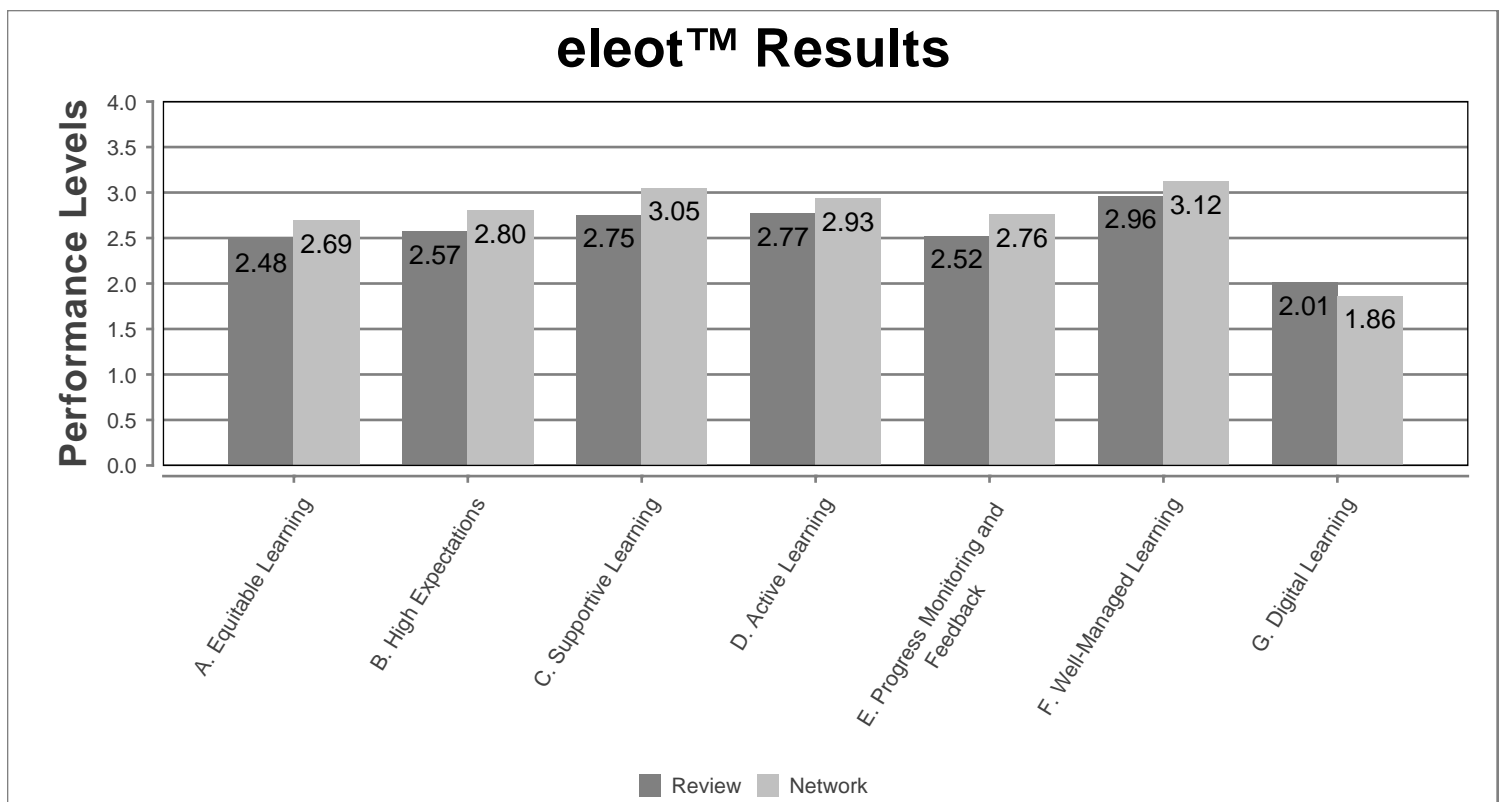
learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	2.80	3.33
Test Administration	4.00	3.52
Equity of Learning	2.00	2.54
Quality of Learning	2.80	2.96

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

Environment	Review	Network
A. Equitable Learning	2.48	2.69
B. High Expectations	2.57	2.80
C. Supportive Learning	2.75	3.05
D. Active Learning	2.77	2.93
E. Progress Monitoring and Feedback	2.52	2.76
F. Well-Managed Learning	2.96	3.12
G. Digital Learning	2.01	1.86

The Team conducted 34 classroom observations using the eleot™ tool. Prior to arrival, all team members successfully completed training and calibration to ensure inter-rater reliability. The eleot™ tool contains seven environments and was used in the two elementary schools as well as the middle, high, and alternative setting schools. The highest scored environment overall was that of Well-Managed Learning, which received a score of 2.96 against the AdvancED Network Average (AEN) mean of 3.12. The environments of Active Learning and

Supportive Learning were scored 2.77 and 2.75 respectively, against AEN means of 2.93 and 3.05. The scores for the High Expectations Environment and the Progress Monitoring and Feedback Environment followed with scores of 2.57 against the AEN mean of 2.80 and 2.52 against the AEN mean of 2.76. The Equitable Learning Environment was scored 2.48 against the AEN mean of 2.69. The environment receiving the lowest score was the Digital Learning Environment, which scored 2.01, but exceeded the AEN mean of 1.86.

The team members visited with many students over the course of the day in the schools and asked most of them if they knew an adult in the school who knew them and would advocate for them and "who had their back". Without fail each child asked provided at least one, if not several names of adults on whom they could depend. This finding reflected the Supportive Learning Environment and provided strong evidence for determining the Powerful Practice aligned with Indicator 3.9 which states, "The district 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 experiences". Foundational to any school improvement work is the establishment of relationships between students and their teachers. That foundation seems to be very much a part of all schools in the district.

The district has committed to several initiatives to ensure current best practices in classrooms. The Team observed examples of excellence in classrooms where students were actively engaged in collaborative activities, in alignment with the Active Learning Environment. The Team also observed classes where students were utilizing technology seamlessly with instruction in alignment with the Digital Learning Environment. As best practices initiatives continue to become part of more and more classrooms' instructional designs across the district, those instructors who have become earlier adopters of the district's instructional framework can share their experiences and help to evaluate the effectiveness of changes with those who have not yet embedded the innovations.

The team members were warmly welcomed into the classrooms by teachers and students who clearly took pride in their schools. Students, teachers, and administrators demonstrated respectfulness and warmth toward one another and stated that they were glad to be in their schools. Classrooms were well managed and hallways and common areas were calm and safe places for children to pass. Students demonstrated positive attitudes in their classrooms and toward learning. The district has committed to providing resources, training, and support to ensure that students from the district are prepared and competent to succeed.

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		18.18%	30.30%	27.27%	24.24%
2.	3.27	Has equal access to classroom discussions, activities, resources, technology, and support		48.48%	36.36%	9.09%	6.06%
3.	2.70	Knows that rules and consequences are fair, clear, and consistently applied		24.24%	42.42%	12.12%	21.21%
4.	1.52	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences		6.06%	9.09%	15.15%	69.70%
Overall rating on a 4 point scale: 2.48							

B. High Expectations				%			
Item	**Average**	**Description**		**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	2.82	Knows and strives to meet the high expectations established by the teacher		27.27%	36.36%	27.27%	9.09%
2.	2.94	Is tasked with activities and learning that are challenging but attainable		39.39%	30.30%	15.15%	15.15%
3.	2.15	Is provided exemplars of high quality work		21.21%	18.18%	15.15%	45.45%
4.	2.58	Is engaged in rigorous coursework, discussions, and/or tasks		18.18%	42.42%	18.18%	21.21%
5.	2.36	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)		24.24%	21.21%	21.21%	33.33%
Overall rating on a 4 point scale: 2.57							

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.88	Demonstrates or expresses that learning experiences are positive	36.36%	27.27%	24.24%	12.12%
2.	3.06	Demonstrates positive attitude about the classroom and learning	45.45%	24.24%	21.21%	9.09%
3.	2.58	Takes risks in learning (without fear of negative feedback)	39.39%	12.12%	15.15%	33.33%
4.	2.82	Is provided support and assistance to understand content and accomplish tasks	36.36%	27.27%	18.18%	18.18%
5.	2.39	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	18.18%	33.33%	18.18%	30.30%
Overall rating on a 4 point scale: 2.75						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.82	Has several opportunities to engage in discussions with teacher and other students	30.30%	39.39%	12.12%	18.18%
2.	2.55	Makes connections from content to real-life experiences	30.30%	24.24%	15.15%	30.30%
3.	2.94	Is actively engaged in the learning activities	33.33%	36.36%	21.21%	9.09%
Overall rating on a 4 point scale: 2.77						

E. Progress Monitoring and Feedback			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	2.79	Is asked and/or quizzed about individual progress/learning	30.30%	30.30%	27.27%	12.12%
2.	2.82	Responds to teacher feedback to improve understanding	27.27%	39.39%	21.21%	12.12%
3.	2.64	Demonstrates or verbalizes understanding of the lesson/content	21.21%	42.42%	15.15%	21.21%
4.	1.91	Understands how her/his work is assessed	12.12%	18.18%	18.18%	51.52%
5.	2.42	Has opportunities to revise/improve work based on feedback	21.21%	30.30%	18.18%	30.30%
Overall rating on a 4 point scale: 2.52						

F. Well-Managed Learning			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	3.33	Speaks and interacts respectfully with teacher(s) and peers	48.48%	36.36%	15.15%	0.00%
2.	3.27	Follows classroom rules and works well with others	45.45%	36.36%	18.18%	0.00%
3.	2.73	Transitions smoothly and efficiently to activities	39.39%	18.18%	18.18%	24.24%
4.	2.30	Collaborates with other students during student-centered activities	21.21%	27.27%	12.12%	39.39%
5.	3.15	Knows classroom routines, behavioral expectations and consequences	48.48%	30.30%	9.09%	12.12%
Overall rating on a 4 point scale: 2.96						

G. Digital Learning			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	2.21	Uses digital tools/technology to gather, evaluate, and/or use information for learning	27.27%	18.18%	3.03%	51.52%
2.	1.88	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	21.21%	6.06%	12.12%	60.61%
3.	1.94	Uses digital tools/technology to communicate and work collaboratively for learning	24.24%	3.03%	15.15%	57.58%
Overall rating on a 4 point scale: 2.01						

Findings

Improvement Priority

Develop and implement a District-wide Balanced Assessment System that is aligned to the district's mission/vision and strategic plan goals for student achievement.

(Indicator 5.1, Indicator 5.2, Indicator 5.3, SF2. Stakeholder Feedback Results and Analysis, SP1. Assessment Quality , SP2. Test Administration, SP4. Equity of Learning)

Primary Indicator

Indicator 5.3

Evidence and Rationale

According to the Standards Presentation, the Accreditation Report, and Student Performance Diagnostic the district has identified a need to review data differently and utilize it more effectively to promote student growth. The district is currently in compliance with mandated state testing and has recently included Northwest Evaluation Association (NWEA) testing for reading and mathematics. The Team conducted interviews, reviewed evidence, and agreed with the district's self assessment findings that the district is utilizing some processes to analyze results and determine verifiable improvement in student learning. However, systematic analysis and use of student assessment data in a timely manner to inform and modify instruction is not systemic. The Team noted that written processes providing principals and staff member guidance in the development and implementation of a coordinated, balanced assessment system were not available. In addition, the Team was unable to access a professional development plan or records of training for all instructional staff, certified and classified to administer, analyze and utilize student achievement data. Based on interviews and artifacts presented that defined the District's Assessment Plan and professional training in data-informed instruction, the Team determined that a cohesive system and culture of sharing and examining district-level student achievement was not yet in place. The Team was made aware of the inconsistency in

state-mandated testing and in the difficulties surrounding use of state-level data, and the Team agreed that changes in testing formats and vendors have created obstacles for schools and districts. The AdvancED Standards, however, challenge districts to identify and employ assessments that best fit their needs and that can provide valid and reliable results to inform and align curriculum, delivery and the work of the district. In review of the district's NWEA student achievement data, the Team found that the percentage of students achieving at the NWEA benchmarks from one year to the next is not significantly increasing, which may indicate a lack of instructional adjustment to address gaps in student learning district-wide.

Providing training and clear expectations for staff members and administration across the district to systematically analyze district-wide assessment results to address learning gaps and equity of learning vertically and horizontally will lead to improvements in practice and performance. Determining and aligning a balanced assessment system that both addresses the instructional needs of the students and provides guidance to staff members to make data-informed instructional and curricular decisions increases the likelihood of improving teaching and learning and increasing student achievement.

Improvement Priority
Establish district-wide processes, training, and expectations for teachers to collaboratively monitor and analyze students' performance on common formative and benchmark assessments and adjust and revise curriculum and instruction in response.
(Indicator 3.1, Indicator 3.2, Indicator 5.5)

Primary Indicator
Indicator 3.2

Evidence and Rationale
The Team reviewed the Accreditation Report, Staff Survey results, and the district's website and goals. While on-site, the Team interviewed district and building leadership, teachers, and school Leadership Teams. The Team agrees with the district's self assessment that states that the district continues to need to keep Standard 3 as an area of focus and acknowledges that, while there are pockets of success in assessment, use of results is not fully developed and lacks a systematic approach. Training to use data to inform instruction and impact student learning was clearly identified as an area in need of improvement in the Stakeholder Feedback Diagnostic. The lowest scoring items in the Staff Survey included items relevant to training in the use and interpretation of data, capacity building through professional development, formal processes to promote discussion about student learning and systematic processes for collecting, analyzing, and use of data. Although some time is provided in the schools for teachers to meet and review student achievement results, the Team found no common delineation of systematic processes to be used by teacher teams to review and analyze student work and apply analysis to curricular and instructional design. The Team found no common procedures employed to provide remediation or enrichment as indicated by student results. The Team learned that, in buildings, some strong Professional Learning Community work takes place, but this work is not systemic or systematic. The district's Goal #1 states that the district "ensures rigorous, relevant, and engaging research-based learning experiences for every student". Ensuring such experiences for every child requires training and tools to create the learning experiences, time to analyze and ensure the effectiveness of the

experiences, and then time to regroup to make certain that every student attains the learning goals identified as essential. The district has worked diligently to institute the Rigor/ Relevance framework and team members found references to the framework on the walls of several classrooms during observations. However, the Team did not observe consistency in classrooms relative to establishment of clear and apparent learning targets. When asked, students in each of the buildings replied that they did not know why they were doing the work that they were doing at the time. Professional Learning Community work includes establishment of clear essential learning targets, development of strong curriculum and instruction to attain targets, and then review of key assessments in order to monitor, adjust, and ensure that each child progresses toward attainment. Systematizing how teachers monitor, analyze, and respond to student assessment requires training, coordination, leadership, and time. When professional practice can be objectively examined through student work by the teachers who know and understand the learners in collaboration based in trust with others who work with the same students and when those teachers are expected to respond to findings and are provided resources to do so, the focus of the work of the school is clearly on student success.

Opportunity For Improvement

Develop a program of on-going, high quality professional development available to all staff members regardless of role in the district, from initial hiring through date of separation from the district. (Indicator 3.7)

Primary Indicator
Indicator 3.7

Evidence and Rationale
The Team reviewed multiple sources of information regarding staff member development, induction, and mentoring in the district. Staff member surveys, eleot™ observations, interviews, the Accreditation Report, and the Standards Presentation supported a further need for systematic and systemic induction, mentoring, and coaching through high quality staff member development informed by needs assessment and analysis of student achievement. According to the Staff Surveys, many staff members felt that professional development is in place, however, a significant portion stated that they have not been regularly afforded opportunities for professional development based on identified needs. Approximately forty percent of staff members did not feel that they have been provided opportunities designed to build capacity and almost fifty percent didn't believe they have received enough training in the evaluation, interpretation and use of data to effectively monitor and adjust instruction necessary to improve student learning and achievement. Observations using the eleot™ confirmed that, while there are many outstanding staff members on board, there are many others who are working incredibly hard care about their students and want to make a positive difference for all, but do not yet have the tools in their tool box to make that happen. In addition, through interviews conducted in the district. It was communicated to the Team that opportunities for ongoing induction, mentoring and coaching through high quality professional development were not available to all administrative, classified and unclassified staff members . While there was some evidence included in the Accreditation Report, the Standards Presentation, descriptions of induction meetings, mentor handbooks, Professional Development Mondays reports, curriculum training examples, training in the Marzano Instructional Framework and Rigor-Relevance Framework reports, and expectations for creation of performance tasks the Team found the implementation of these processes and

expectations to be varied and variously effective district-wide.

Excellence in these processes seems to be occurring in pockets throughout the district, but to maximize effectiveness and to have more positive impact on all students, these processes and expectations should be systematic and systemic. Developing a program of ongoing, high quality professional development available to all staff members across their careers that includes secretarial, para-educational, custodial, food service, and all classified roles as well as certified and administrative personnel is critical to continuous improvement. Creating such opportunities will help to ensure that the development needs of all students and professionals in the district are addressed and that all work together to achieve their greatest potentials and contribute to the ongoing development of their communities.

Powerful Practice
Omak School District has made it a priority to know their students and students identify adult advocates or allies that support their educational experience.
(Indicator 3.9)

Primary Indicator
Indicator 3.9

Evidence and Rationale
The district believes that essential to effective instruction is the establishment of supportive relationships. Through interviews with students, administrators, teachers, and support staff members and review of the Student and Parent Survey data, the Accreditation Report, and Standards Presentation the Team learned that students in the district are directly supported and can identify advocacy by administrators, teachers, counselors, extra and co-curricular leadership, wrap-around service providers, and paraprofessionals. Throughout interviews with students at all of the district's schools the Team was impressed with the passion expressed for advocating for students. The Team observed the trusting relationships in classrooms where students were not afraid to risk being wrong and exhibited positive attitudes toward the teachers and lessons. In addition, during student interviews, every single student identified at least one adult who "had their back" in the building with ease, pride, and eagerness. Students shared many specific examples of their experiences and reasons for their trust and belief. To assist and supplement the formation of student/adult trusting relationships, the schools have instituted a variety of structures and programs to make certain that no student is overlooked. Those programs and structures include Leader in Me, Link Crew, PRIDE/Advisories, Care Teams, Teacher Assistance Teams, and counselors tracking students from ninth grade through graduation. Adults in Omak schools support students by providing emotional, social, and mental and physical health advocacy in addition to academic guidance. Students who know that adults care for them and about them can feel supported in pursuing their academic goals and attaining success.

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.	2.40	2.68
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	2.68
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.	2.60	2.90
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.	2.60	2.65

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.	3.00	2.97
2.2	The governing body operates responsibly and functions effectively.	4.00	2.96
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.	3.40	3.17
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	2.80	3.03
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	3.00	2.74

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.	3.00	2.70

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	4.00	3.42
Stakeholder Feedback Results and Analysis	3.00	3.03

Findings

Powerful Practice

The district's governing body clearly supports the district's purpose, direction, and operations of the district and its schools.

(Indicator 2.2)

Primary Indicator

Indicator 2.2

Evidence and Rationale

The mission statement of Omak School District is "Creating a future for every child". To that end, the district has articulated five goals that include the areas of instruction, relationships, recruitment, and development and facility planning. One of the district's goals, Goal #4, specifically states that the district will "align the district financial plan to support resources and operations with accountability and openness". During the External Review, the Team interviewed Omak School Board Members, school administrators, community representatives, and parents. The interviews revealed support for and confidence in autonomous decision-making, illustrating the trust that has been built, and the clarity of the roles of the board and administration in

the district and in the schools. Board members clearly articulated understanding of their responsibilities as policy-makers not implementers, in support of the District's Vision and Strategic Plan. Board members are well trained and board protocol is available on the district website. Each board member commits to work closely and represent the board as a presence in a specific school. In staff interviews, the Team noted that the superintendent and district administrators experienced the board as supportive and confident of the administrators' execution of their responsibilities. Examples provided through interviews and review of the Standards Presentation, the superintendent's overview, survey results, and the Accreditation Report provided evidence of board approval of fiscal allocations to support International Center for Leadership Education (ICLE) and professional development work, autonomy in building decision-making, positive board feedback to principals' reports, and reports of school board trainings for members. The board and superintendent work well together and the support of the board has been instrumental to the success of district-wide work to this point and remains critical to the success of the district's full operationalization of the vision and strategic plan. Alignment of school board and district staff members and administration with attainment of the mission enables systemic growth and development that increases student success across all schools.

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.	3.00	2.87
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.	3.40	2.87
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.20	3.06
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	3.40	2.76

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.	2.40	2.73
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	2.60	2.72
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.	2.00	2.58
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.	2.00	2.60

Findings

Opportunity For Improvement

Coordinate student support services across the district to increase engagement and provide equitable learning opportunities for all students in alignment with the district's mission and vision.

(Indicator 3.12, Indicator 4.7, Indicator 4.8)

Primary Indicator

Indicator 4.8

Evidence and Rationale

The Team reviewed the Accreditation Report, student and parent surveys, a list of support services provided by the district, and conducted interviews with students, staff members, parents, support staff, and community representatives. The Team also studied district and school websites. The district makes available a wide array of support services for students, including after-school tutoring for struggling students as well as for students learning the English language, nursing services, Johnson - O'Malley Act supported services, guidance counseling, substance abuse counseling, Mental Health services, tribal social services, school psychologists, transition services, occupational and physical therapy, and child protective services. In addition, the district works in partnership with the county's juvenile court, behavioral health providers, and the Colville Tribe. These options for students and families are provided by school personnel and also through wrap-around and contract services throughout the district. Support services are supported by district funds and an impressive number of coordinated funding sources. The services available are impressive, however leadership and direction for these student support services are currently assigned to persons both within and outside of the district without central coordination, resulting in disparate and uncoordinated attempts to serve the students in need and support families. During interviews with administrators, parents, and community members the Team found disparity in access to internet services and alternate means for students to study and demonstrate work, availability of assistance, and lack of understanding of how to access help and collaborate across and among programs and providers to ensure layered effective support for students and families. The various services

available to students in the district are confusing to parents and responsibility for direction of services is confusing to administrators. Students and families who could benefit from the support and services available through the district would be well served if support services were coordinated at the district level. Providing equitable, engaging learning opportunities for all students requires intense and substantial support for many students and families in the district. Creating coordinated, layered support with oversight, review, and collaboration will align with the district's mission and provide a solid foundation for increasing student achievement.

Powerful Practice
Omak school leaders have secured materials and fiscal resources to meet the needs of students, improve overall effectiveness and achieve the vision of the district.
(Indicator 4.2)

Primary Indicator
Indicator 4.2

Evidence and Rationale
The district has committed to ensure that financial decisions reflect the priorities of the district and meet the needs of students. The Team reviewed the Accreditation Report, the District's Overview Presentation, the district and school websites, and budget documents and found that the district has made remarkable progress toward aligning the infrastructure, leadership, and resources of the district toward common aims. Over the past two to three years, the district has negotiated labor agreements, responded to legal mandates, and addressed substantial change in curriculum, materials, instruction, and use of technology to provide competitive, current materials and processes to students. The district has worked as a strong team to identify and generate resources, unify school improvement planning, and set board priorities. Key among board-identified initiatives were the alignment of the financial plan to support resources with accountability and openness, and to plan, provide, and maintain quality school facilities that support current and future program needs. The district's leadership and the school board have created an informed, comprehensive facility plan, and secured funding to provide technology and structural improvements that will enhance and increase learning experiences for years to come. The district maximizes opportunities to fund facilities, technology and instructional improvements and capitalizes on sources made available. Alignment of resources to achieve the vision and serve the guiding principles of the district assures productive use of capital to ultimately increase student achievement and create a future for every child.

Powerful Practice
The Omak School District has implemented effective strategic and improvement planning processes for facilities, technology, and other areas including establishment and communication of widely shared mission, vision, and goals.
(Indicator 1.2, Indicator 4.4)

Primary Indicator
Indicator 4.4

Evidence and Rationale

The Team reviewed the District's Accreditation Report, the report on Improvement Plan Stakeholder Involvement, Communication Plan, the District Overview presented by the superintendent, the Omak School District's Strategic Plan, and the results of parent, student, and staff member surveys. In addition the Team interviewed administrators, teachers, parents, community members, and district office personnel and found the process employed to create and refine the district's plans to be exemplary due to their school board and central administration's leadership transparency and focus on students and families. The district's clarity in improvement planning includes similar expectations for each school. The Team reviewed building-level improvement plans and found each to be in alignment with the district's goals, informed by various combinations of student performance, attendance, and behavior data that is prepared, executed, and monitored with integrity. The District's Strategic Plan has effectively been communicated with and to its constituencies using a variety of effective means including an award-winning district website, electronic two-way and other electronic information systems (ThoughtExchange, Facebook, Twitter), as well as through SchoolMessanger, printed and electronic newsletters, local media, events, and other venues. The Strategic Plan and school level improvement plans are reviewed systematically and guide the work of the schools and the district. The Strategic Plan addressed facilities, resources, recruitment and retention of staff members, building relationships, and learning and the district has communicated indicators of significant successes toward achieving each challenging goal. Building level plans focus on achievement and climate as well as providing additional opportunities for learners. The schools report significant successes as well.

Establishing strong and responsive processes for planning creates opportunities to address the facility, technology, and resource needs of the district, align school improvement, define instructional frameworks, and establish priorities that allow schools to focus on the needs of the children in their care and work to ensure success for all.

Conclusion

The Team commends the Omak School District for establishing a solid foundation to ensure improvement and success for its schools. The district has completed a successful strategic and facilities planning process that identified clear goals, articulated a shared mission, established district priorities, and instituted processes and procedures for each of the schools and whole-district improvement aligned to the vision of the District. This defining and aligning work is intense, difficult, and requires strong, committed, and informed leadership from district administration, the school board, and support and dedication from the district's constituencies. Providing these foundational definitions and plans provides clear guidance for decisions made across the entire district and will affect how the district moves forward in instruction, curriculum, building relationships, and providing effective personnel for years to come. Going slow to go fast is essential for districts to function efficaciously. Omak School District has clearly established its priorities and lives its guiding beliefs. It was apparent to the Team that the district is prepared to move forward quickly, while retaining its values of building trust and ensuring that each child is known, protected, and championed and that the resources of the district ultimately ensure the success of each learner.

The district had already articulated and made plans to address the Improvement Priorities identified by the Team prior to the External Review. Establishment of a balanced, valid assessment system will ensure that schools and the district are measuring what is valued and can use the results to inform the district. At the building level, providing training in analysis of data, creation of valid metrics, and ensuring that teachers utilize student work to inform professional practice will help each school to successfully strengthen and bring to scale the best practices already utilized by some groups of teachers in the buildings. The Opportunities for Improvement suggested by the Team will help the district to capitalize on the array of services available to students and families and focus to realize the district's goal to recruit, retain, and value the personnel in the district through career-long professional development and systemic induction and mentoring processes.

The Team has provided the Improvement Priorities and the Opportunities for Improvement as components of the road map the district is forming as it reviews and revises its Strategic Plan and determines its path in building a future that currently doesn't exist in an environment that is constantly changing. In the District Overview Presentation the superintendent asked the Team to provide an outside perspective, to see through other eyes the work of the district. The Team saw a district that has established a strong foundation to move strategically and successfully forward, grounded firmly in shared principles and priorities, into a future that they will be instrumental in constructing for the students, families, and community they passionately and capably serve.

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:

- Develop and implement a District-wide Balanced Assessment System that is aligned to the district's mission/vision and strategic plan goals for student achievement.

- Establish district-wide processes, training, and expectations for teachers to collaboratively monitor and analyze students' performance on common formative and benchmark assessments and adjust and revise curriculum and instruction in response.

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	260.98	278.94
Teaching and Learning Impact	229.52	268.48
Leadership Capacity	306.67	293.71
Resource Utilization	275.00	286.27

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
East Omak Elementary School	247.62	281.82	314.29	269.23
North Omak Elementary School	252.38	245.45	242.86	248.72
Omak Middle School	214.29	309.09	242.86	246.15
Omak Senior High School	271.43	304.55	307.14	287.18

Team Roster

Member	Brief Biography
Dr. Julia Williams	Julia Williams, Ph.D., is a Professor of Education at the University of Minnesota Duluth. Her areas of specialty include assessment and program evaluation. Julia teaches courses in these subjects at the undergraduate, masters, and doctoral levels. She believes these fields come together beautifully in the AdvancEd Accreditation processes. She loves working with schools, and is often asked to lead trainings and staff development in areas of assessment and continuous improvement processes, including data-informed decision making and program evaluation. She is a licensed secondary principal and district superintendent and is very experienced in working with systems to become learning organizations. Dr. Williams' research and publications include study of schools and the integration of leadership, staff development, student achievement and supervision. Over the past 20 years, Julia has served as Lead Evaluator for over 50 visits in Minnesota, and as a Lead Evaluator for systems, digital schools, corporations, corporation systems and other categories across the AdvancEd organization. She has been a member of the Minnesota State Council for many years and received the Excellence in Education Award for the state in 2013. She proudly has served as a member of the Commission on Schools. Julia is a strong believer in the power of self study and peer review and considers each external review as a remarkable opportunity for all to learn from one another. .
Dr. Michael S Henry	Dr. Michael Henry presently serves as Director of Human Resources for the Springfield Public School District in Springfield, Oregon. He has worked with the Southern Association of Colleges and Schools (SACS), now AdvancED, since 1999. He has served and led many school and systems external reviews. Henry now works closely with AdvancED Oregon serving as a Lead Evaluator for schools and a Systems Lead Evaluator for districts in Alabama, Indiana, Michigan, South Carolina & Wyoming. Henry earned his Masters of Arts in Teaching in Educational Leadership from Jacksonville University. Dr. Henry received his doctoral degree in educational leadership from Florida A&M University in Tallahassee. Henry's doctoral research focused on the link between student performance and the constructs of teacher attribution, teacher efficacy and teacher expectancy in rural, suburban and urban schools across New York State.
Mrs. Tina DeHaven	I am currently the Chair of the Board of the Springfield School District. My husband and I reside in Springfield with our four children. I was born and raised in Oregon and an alumni of the school district I serve in. I spend my professional career as a Human Resources Manager for a technology company.

Member	Brief Biography
Dr. Susan Rieke-Smith	Dr. Sue Rieke-Smith is a sixteen-year career educator. Her career began with the Salem-Keizer School District, teaching 5th grade ESOL in two Title I Elementary schools. In 2005, she was recruited to serve as the Curriculum Assistant Principal at McKay High School, providing leadership in school improvement through a federal Small Schools grant and a state Comprehensive School Reform grant process. In 2007, she accepted the principalship at Houck Middle School and collaboratively led the school through a federal No Child Left Behind restructure process. She was recognized by the Confederation of Oregon School Administrators as Oregon's Middle School Principal of the Year in 2011. In 2011 she accepted a Cabinet position as Director of Instructional Services, providing curriculum, instruction, assessment, Library Media services, Language translation services and federal Title grant support to 67 schools. Dr. Rieke-Smith joined the Springfield School District as Assistant Superintendent of Instruction July 2014 and served as Interim Superintendent from April 2015 to November 2015 when she was appointed as the permanent superintendent. In addition to her work as superintendent, she serves as adjunct faculty for the University of Oregon College of Education and is actively involved in the Springfield community through Rotary and service to the Chamber of Commerce, Wildish Theater, and Oregon Medical Group as a board member.
Carl Stello	Carl Stello has been a high school Chemistry and Physics teacher for 19 years. He earned both his Bachelors Degree in Biochemistry and his Masters Degree in Secondary Education from the University of Washington. He currently teaches science at Castle Rock High School, where he serves as a mentor teacher and coordinator of the District's Highly Capable Program. Carl is also a Washington State Council Member for AdvacED.
Mr. David Tobin	

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.

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