Report of the External Review for Canyon View High School

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US

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AdvancED

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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.
Part I: 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 | 2.91 |
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.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Source of Evidence</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.</td>
<td>• Accreditation Report • Interviews</td>
<td>3.0</td>
</tr>
<tr>
<td>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 thinking, life skills.</td>
<td>• Interviews • Observations • Accreditation Report</td>
<td>2.0</td>
</tr>
<tr>
<td>1.3 The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.</td>
<td>• Observations • Survey results • Interviews • Accreditation Report</td>
<td>3.0</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Source of Evidence</th>
<th>Performance Level</th>
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</thead>
</table>
| 2.1 The governing body establishes policies and supports practices that ensure effective administration of the school. | • Observations  
• Accreditation Report  
• Interviews | 3.0 |
| 2.2 The governing body operates responsibly and functions effectively. | • Accreditation Report  
• Interviews | 3.0 |
| 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. | • Accreditation Report  
• Interviews | 4.0 |
| 2.4 Leadership and staff foster a culture consistent with the school's purpose and direction. | • Observations  
• Interviews  
• Accreditation Report | 2.0 |
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Source of Evidence</th>
<th>Performance Level</th>
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</thead>
<tbody>
<tr>
<td>2.5</td>
<td>Leadership engages stakeholders effectively in support of the school's purpose and direction. • Accreditation Report • Interviews</td>
<td>3.0</td>
</tr>
<tr>
<td>2.6</td>
<td>Leadership and staff supervision and evaluation processes result in improved professional practice and student success. • Accreditation Report • Interviews</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Powerful Practices**

1. The Iron Board of Education does ensure autonomy for the school's principal to meet goals for achievement and instruction and to run the school.

The district provides the support necessary for the principal to make important decisions that effect the success of the school in helping students learn and reach their potential.
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.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Source of Evidence</th>
<th>Performance Level</th>
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</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Interviews, Accreditation Report</td>
<td>3.0</td>
</tr>
<tr>
<td>3.2</td>
<td>A description of the systematic review process for curriculum, instruction, and assessment, Observations, Interviews</td>
<td>2.0</td>
</tr>
<tr>
<td>Indicator</td>
<td>Source of Evidence</td>
<td>Performance Level</td>
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<tr>
<td>-----------</td>
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</tr>
<tr>
<td>3.3</td>
<td>Interviews, Observations, Accreditation Report</td>
<td>3.0</td>
</tr>
<tr>
<td>3.4</td>
<td>Observations, Interviews, Accreditation Report</td>
<td>3.0</td>
</tr>
<tr>
<td>3.5</td>
<td>Accreditation Report, Observations, Interviews</td>
<td>2.0</td>
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<tr>
<td>3.6</td>
<td>Observations, Interviews, Accreditation Report</td>
<td>2.0</td>
</tr>
<tr>
<td>3.7</td>
<td>Accreditation Report, Interviews</td>
<td>3.0</td>
</tr>
<tr>
<td>3.8</td>
<td>Observations, Survey results, Interviews, Accreditation Report</td>
<td>3.0</td>
</tr>
<tr>
<td>3.9</td>
<td>List of students matched to adult advocate, Accreditation Report, Survey results, Interviews, Observations</td>
<td>4.0</td>
</tr>
<tr>
<td>3.10</td>
<td>Accreditation Report, Observations, Interviews</td>
<td>3.0</td>
</tr>
<tr>
<td>3.11</td>
<td>Interviews, Survey results, Accreditation Report, Observations</td>
<td>3.0</td>
</tr>
<tr>
<td>3.12</td>
<td>Observations, Interviews, Survey results, Accreditation Report</td>
<td>3.0</td>
</tr>
</tbody>
</table>
**Powerful Practices**

1. The school has a formal process for student advocacy.

   By roles and responsibilities the counselors conduct Career and College Readiness plans and the school is fully implementing comprehensive guidance. Also, teachers serve as advisers which provides an additional structure to ensure that students are well known by staff.
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.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Source of Evidence</th>
<th>Performance Level</th>
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<tbody>
<tr>
<td>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.</td>
<td>Observations, Interviews, Accreditation Report</td>
<td>4.0</td>
</tr>
<tr>
<td>4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.</td>
<td>Accreditation Report, Survey results, Interviews, Observations</td>
<td>3.0</td>
</tr>
<tr>
<td>4.3 The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.</td>
<td>Observations, Survey results, Interviews, Observations</td>
<td>4.0</td>
</tr>
<tr>
<td>4.4 Students and school personnel use a range of media and information resources to support the school’s educational programs.</td>
<td>Interviews, Accreditation Report, Observations</td>
<td>4.0</td>
</tr>
<tr>
<td>4.5 The technology infrastructure supports the school’s teaching, learning, and operational needs.</td>
<td>Observations, Assessments to inform development of technology plan, Survey results, Interviews</td>
<td>3.0</td>
</tr>
<tr>
<td>Indicator</td>
<td>Source of Evidence</td>
<td>Performance Level</td>
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</tr>
<tr>
<td>4.6</td>
<td>The school provides support services to meet the physical, social, and emotional needs of the student population being served.</td>
<td>Survey results, Accreditation Report, Interviews, Observations</td>
</tr>
<tr>
<td>4.7</td>
<td>The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.</td>
<td>Observations, Accreditation Report, Survey results, Interviews</td>
</tr>
</tbody>
</table>

**Powerful Practices**

1. The school is staffed with qualified professional as well as support staff and is sufficient in number to fulfill their roles and responsibilities.

   The number of staff are ample and their capacity for professional growth are strong.

2. The school building and facilities and equipment provided are safe, clean, and healthy for students and staff.

   The overall design and upkeep of the school are excellent. Designed without student lockers, the school has natural collecting points where students congregate and socialize.

3. In addition to an excellent school library, teachers and students access a wide range of media and information resources.

   The teachers use a wide range of media resources in and out of the school library. The overall technology infrastructure supports digital learning.
**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.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Source of Evidence</th>
<th>Performance Level</th>
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</table>
| 5.1       | The school establishes and maintains a clearly defined and comprehensive student assessment system. | • Accreditation Report  
• Observations  
• Interviews | 3.0 |
| 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. | • Survey results  
• Observations  
• Accreditation Report | 2.0 |
| 5.3       | Professional and support staff are trained in the evaluation, interpretation, and use of data. | • Interviews  
• Survey results  
• Observations  
• Accreditation Report | 2.0 |
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Source of Evidence</th>
<th>Performance Level</th>
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<tbody>
<tr>
<td>5.4</td>
<td>The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.</td>
<td>• Accreditation Report • Evidence of student growth • Observations • Interviews 2.0</td>
</tr>
<tr>
<td>5.5</td>
<td>Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.</td>
<td>• Observations • Interviews 3.0</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Student Performance Evaluation</th>
<th>Evaluative Criteria</th>
<th>Performance Level</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Assessment Quality</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Test Administration</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>Quality of Learning</td>
<td>3.0</td>
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<tr>
<td></td>
<td>Equity of Learning</td>
<td>3.0</td>
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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.

<table>
<thead>
<tr>
<th>Stakeholder Feedback Evaluation</th>
<th>Evaluative Criteria</th>
<th>Performance Level</th>
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</thead>
<tbody>
<tr>
<td>Questionnaire Administration</td>
<td></td>
<td>4.0</td>
</tr>
<tr>
<td>Stakeholder Feedback Results and Analysis</td>
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<td>3.0</td>
</tr>
</tbody>
</table>
Part II: 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 conducted over two school days, April 24-25, 2014. The school's report was complete and the administration was open in honest in their self-appraisal. the principal, assistant principal, counselor, twelve teachers, twenty students and five parents were interviewed. Forty-two ELEOT classroom observations were completed.

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 Powerful Practices were spread throughout the assessment with most occurring in Standards 3 and 4. Most need for improvement is found in Standard 5.

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.

The highest leaning environment score was in Supportive learning Environment, followed in descending order by High Expectations and Well-Managed environments.

It was a pleasure for the team to spend time at Canyon View. They know they are good and have a desire to become great. Please accept our appreciation for the hospitality extended to us during our stay.

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 Indicators.
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: 297

Teaching and Learning Impact: 281
(Standards 3 and 5; Student Performance Criteria)

Leadership Capacity: 300
(Standards 1 and 2; Stakeholder Engagement Criteria)

Resource Utilization: 343
(Standard 4)

The External Review team recommends that Canyon View High School receive a new five year term of accreditation.
Required Action

1. Commit to a culture based on shared beliefs and values about teaching and learning.

   Related Indicator or Assurance: 1.2

   Description:
   Teachers need more consistent buy-in to the aims of the school. There are sterling examples of high expectations and delivery of good teaching. In order for the school to move from good to great, there must be complete and consistent commitment from all teachers.

2. Build a culture which is consistent across grade levels and disciplines.

   Related Indicator or Assurance: 2.4

   Description:
   This is a matter of degrees of consistency but there is obvious room for improvement. Some teachers hold higher expectations for student success than others.

3. Develop a plan for monitoring and adjusting curriculum, instruction and assessment based on student achievement data.

   Related Indicator or Assurance: 3.2

   Description:
   Some teachers are quite skilled at this but it must reach the school level so that all students receive the benefits of using data to drive curriculum decisions.

4. Establish collaborative learning communities to improve instruction and student learning.

   Related Indicator or Assurance: 3.5

   Description:
   Plans are in place for a district wide late start on Wednesdays, beginning in the 2014-1015 school year. It will be important for the school to document the topics, attendance, and results of the time spent collaborating.

5. Define the school's instructional process so that its implementation can be measured and documented.

   Related Indicator or Assurance: 3.6

   Description:
There are best practices in place in individual classrooms but there is not a school-wide expectation for what the instructional process at Canyon View High School should look like.

6. Develop a school-wide plan for teachers to collect, analyze and apply learning from a range of data sources.

   Related Indicator or Assurance: 5.2

   Description:
   Document results of use of this data. Maintain records to show comparisons between school years for data in addition to that which is derived from standardized, mandated assessments.

7. Train teachers in the evaluation, interpretation and use of data.

   Related Indicator or Assurance: 5.3

   Description:
   Develop and document an assessment of teachers skills and effectiveness in using assessment data.


   Related Indicator or Assurance: 5.4

   Description:
   Reach an agreement among teachers as to what constitutes academic proficiency. Develop school-wide expectations for student achievement.
Part III: Addenda

The External Review Team

Lead Evaluator:
Mr. Robert Stillwell

Reviewer:
Mrs. Bonnie Mortensen

Team Member:
Ryan Charles

Mr. Dustin Drake

Mr. Calvin Holt

Mrs. Alexandra Kunz

Heather Slaymaker
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.
References

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