

# Report of the External Review Team for Pacific East District

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US

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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 members for the Pacific East External Review were identified early during the first months of 2017. This allowed each member of the Team to provide the necessary information to secure base passes for the military institutions that are part of the school system. It also allowed time for each one to complete the required Antiterrorism Training. Artifacts were provided for the Team digitally which allowed early access and the opportunity for quality preplanning and review. The initial planning work for the system review for the Pacific East District began with an initial planning meeting held in Okinawa with the Instructional System Specialist for Performance and Accountability (ISS) for the Pacific East District. A series of emails between this individual and the Lead Evaluator as well as a number of virtual meetings confirmed the planning and logistics for the review. There were a number of unique facets of this review that took careful and reflective planning. Unique to this endeavor was the intent to provide full-day school visits to each of the system's 19 schools spanning the entire country of Japan. In planning for classroom observations using the Effective Learning Environments Observation Tool® (eleot®), each school schedule had to be taken into consideration. Floor plans, master schedules, and faculty/staff rosters were provided by the ISS prior to the review to assist in efficient planning. The 23 member core team consisted of educators selected because of their expertise and previous experience with both DoDEA reviews and system reviews. Among the Team were six representatives from Department of Defense Education Education Activity (DoDEA) schools or systems. Additionally, six

members represented the AdvancED Operations Division Leadership and the remaining team members represented seasoned Lead Evaluators from Wyoming, Alaska, Louisiana, Indiana, Illinois and the Kwajalein Atoll.

In addition to the the DoDEA Team Members from Germany (4) and Korea (2), 11 states were represented (Wyoming, South Carolina, Alaska, Arizona, Florida, Georgia, Louisiana, Indiana, and Illinois). Represented also were the Marshall Islands and Puerto Rico.

Collectively, the Team represents over 700 years of educational experience. Two AdvancED Corporate Leaders provided direction and oversight for the Team and participated in the consensus activities as well as the final findings for the External Review Report.

As a part of the planning process to provide a quality External Review, four teams were organized. Team A consisted of educators whose primary school responsibilities were in Yokosuka, Zama and Atsugi. Team B had the responsibility of visiting schools in Yokosuka and Iwakuni. Team C visited schools in Misawa and Zama, and Team D visited schools in Sasebo and Yokota. Additionally, Team A participated in a Soroban Contest at The New Sanno Hotel in Tokyo and observed at a Multiple Intelligence and Me (MIME) Festival at The Sullivans School.

The members in each Team had extensive experience in the grade levels assigned. In addition to these individuals, the Lead Evaluator and Associate Lead Evaluator directed the overall activities and provided support for school visits as well as supplemental interview responsibilities and conducted all the Command meetings across the system. The School Captain role rotated among each Team member to provide leadership for the day as well as the development of an efficient classroom observation schedule for their assigned day. Each Team member had a Standard responsibility so that across the Teams, all Standards were represented. Standards Captains were assigned to lead the small group discussions and move the group toward consensus as a whole.

The mobilization of the group was a challenge given the size of the system and the distance between school sites. An extensive travel itinerary was developed primarily by the ISS with the support of the Lead Evaluator. This travel itinerary consisted of such challenging tasks as arranging for all flights to coincide with a common arrival time into the country, transporting team members to all school sites via vans, trains, and by air, arranging for hotels at each school site, setting up parent meetings at each complex and arranging base command meetings in each base area.

On Sunday evening, May 7, 2017 an orientation and planning meeting was held in the Lab at Yokota High School. This room was specially prepared for the work of the Team and was decorated with posters representing each of the 19 schools. A beautiful wall mural depicting a Japanese countryside scene was completed prior to arrival by students from Mendel Elementary School Art Club and the Yakota Middle School Art Club. Other displays depicted various scenes of Japanese life.

The system Superintendent welcomed the Team, and opening remarks were made by the ISS for the Pacific

East District. The Lead Evaluator provided an overview of the process, tools, and expectations for the review. All Team members signed a "Collective Adventure Pact" symbolizing their commitment to the task with a focus on flexibility given the unusual schedule ahead.

Standards Teams met to review findings with respect to the Standards and developed a set of common questions to be posed to the students, Leadership Teams, and stakeholders in each of the schools.

Following the work session, the Team enjoyed dinner at a local restaurant with the Leadership Team of the Pacific East District.

On Monday, May 8, 2017, the Team spent the day with the system's Leadership Team. The day's events began with the presentation of colors by the Yakota High School Color Guard, and a student sang both the Japanese National Anthem and the United States National Anthem. Activities conducted during this time included an overview from the Superintendent and presentations from the Leadership Team with respect to its major goals aligned with the AdvancED Standards for Quality School Systems. Standards Teams then met with individuals from the system who could best inform the Standard Teams with respect to the system's ratings for each of the Indicators. Additionally, a Superintendent interview was held facilitated by the Lead Evaluator. The Lead Evaluator and Associate Lead Evaluator (hereafter referred to as The Leads) then interviewed individually the two Community Superintendents for the Pacific East District. The day ended with each of the Teams spending time finalizing the logistics of the Review for the remaining days including a review of travel details, individual school site review schedules, and final questions for the work.

On Tuesday, May 9, 2017, the Teams departed from the Yokota base to conduct School Reviews. Teams A and B traveled by van to Yokosuka where they interviewed the Leadership Teams at Yokosuka Middle School and The Sullivans Elementary School. A complex meeting was conducted by the two Teams for parents and others. Team C traveled by train to Misawa where they conducted a Leadership Team interview with individuals from Edgren High School. Team D traveled by air to Sasebo where they conducted a complex meeting for parents and others.

The Leads accompanied by the ISS, visited classrooms and interacted with the administration and others at Yokota West Elementary School, Mendel Elementary School (Yokota) and Kinnick High School (Yokosuka). The Leads conducted command meetings with the chief commander at the Yokota Air Base and the Yokosuka Navy Base. In each of these meetings, the Leads outlined the purpose and activities of the External Review and left with each one a specially designed "Command Booklet" that outlined the importance of Continuous Improvement through Accreditation, provided the details of the External Review, listed all Team members and summarized the biographies of each of the Team members.

During these days, the Lead Evaluator provided a daily "Adventure Log" to keep the Team abreast of the personalized schedule for each day as well as other pertinent reminders. Each evening, he provided a Pacific East Review Newsletter that captured the events of the day along with pictures taken during the activities. The communication app, Remind, was utilized so that all Team members could maintain regular contact with the Lead Evaluator and with each other.

On Wednesday, May 10, Team A spent their day conducting classroom observations at Yokosuka High School, while Team B spent their day at The Sullivans School observing and interacting with faculty and staff. Team C conducted observations at Edgren High School in Misawa, and Team D completed their school site visit and classroom observations at Sasebo Elementary School as well as conducted a complex meeting with parents and others at Darby Elementary School. The Leads and the ISS visited Yokosuka Middle School, The Sullivans School and Ikego Elementary School (all on the Yokosuka base). They then traveled to Haneda airport and flew to Misawa.

On Thursday, May 11, 2017, Team A spent the day in Kinnick High School conducting eleot observations and interviewing the school's Leadership Team (Yokosuka). Team B (Yokosuka) observed for a second day in classrooms at The Sullivans School. Team C (Misawa) conducted observations and interviewed the Leadership Team at Sollars Elementary School. Team D (Sasebo) conducted their observations at King High School.

The Leads and the ISS visited both Sollars Elementary School and Edgren High School (Misawa), conducted a Command meeting with the Base Commander for Misawa Air Base. In the afternoon, they traveled by car to Aomori, then flew from there through Haneda to Nagasaki to engage with the schools and Command at the Sasebo Base on Friday.

On Friday, May 12th, Team A attended a MIME Festival at The Sullivans School before departing to return to Yokota. Team B visited classrooms and interviewed the Leadership Team at Ikego Elementary School before returning to Yokota. Team C concluded their activities at Sollars Elementary School and returned by train to Yokota. Team D visited classrooms at Darby Elementary School before flying back to Haneda and on to Yokota.

The entire Team reconvened on Saturday morning, May 13, 2017, to share experiences and to begin to reflect on their experiences with respect to the Standards. Standards Teams met to draft some preliminary findings and then reported to the greater group. A new list of questions was generated for the Teams to use at the school reviews for the following week.

On Sunday, May 14, 2017, Team A and D traveled from Yokota to Camp Zama to begin the week on site on Monday. Team C remained in Yokota and Team B, along with the Leads, traveled by train to Iwakuni.

On Monday, May 15, Team A spent the day in classroom observations at Lanham Elementary School and interviewed the school's Leadership Team. Team B conducted observations at Perry Elementary School and also interviewed the school's Leadership Team. Team C spent the day at Yokota Middle School, interviewed the school's Leadership Team and conducted a complex meeting (interviews) for the Yokota Base at 3:00 p.m. Team D conducted observations and conducted a Leadership Team interview at Zama High School. The Team Leads conducted an interview with the Base Command at Iwakuni along with the School Liaison Officer (SLO). Following the interview, the Leads visited Perry Elementary School, Perry High School and toured the new facilities for Iwakuni Intermediate School and the new Perry Elementary School. The Leads departed

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Iwakuni by train to Camp Zama.

On Tuesday, May 16, 2017, Team A traveled to the Atsugi Base to engage with the Leadership Team at Arnn Elementary School, conduct classroom observations, and conduct a complex meeting at 4:00 p.m. Team B visited Perry High School, interviewed the Leadership Team, conducted observations, and conducted a complex meeting at 3:00. Team C spent their day at Yokota High School with classroom observations and a Leadership Team interview. Team D completed their work in Camp Zama by visiting Zama Middle School, conducting observations as well as interviewing the school's Leadership Team. Team D departed to return to Yokota. The Leads conducted interviews with the two representatives for the Base Command and visited Zama High School and Zama Middle School.

On Wednesday, May 17, 2017, Team A traveled from Camp Zama to the New Sanno Hotel in Tokyo to engage with students and teachers from the system at the Soroban Competition. Following this event, they returned to Atsugi to conduct the complex meeting. The schedule had been adjusted so as not to conflict with the departure of an aircraft carrier and with the family participation in this event. The Team then traveled back to Yokota. Team B traveled back by train from Iwakuni to Yokota. Team C spent the day in classroom observations and a Leadership Team interview at Mendel Elementary School on Yokota. Team D traveled back to Yokota to engage with Yokota West Elementary School's Leadership Team and conduct classroom observations. The Leads visited Lanham Elementary School and conducted an interview with the Base Command before departing back to Yokota.

On the evening on May 17, 2017, the Leads conducted a planning meeting with the Standard Chairs to begin the work of identifying findings, arriving at ratings, and debriefing.

On Thursday, May 18, the External Review Team reviewed all of its findings and discussed patterns and trends across all site visits. The eleot® observation results were reviewed and were a foundational support for ratings and findings, particularly with respect to Standard 3, Teaching and Assessing for Learning. The Team arrived at preliminary ratings and began the discussion around drafting findings that will move the system forward in its continuous improvement process.

After lunch, the Lead Evaluator provided a brief overview of the AdvancED Continuous Improvement System to assist Pacific East leaders, as well as others on the Team, in understanding next steps in the light of the new Accreditation Performance Standards and new protocol.

On Friday, May 19, the Team finalized ratings and findings in preparation for the Oral Exit Report and to assist in the crafting of the External Review Report. A debriefing session was held with the system's Leadership Team to present the findings and ratings and to allow a time of discussion.

An Oral Exit Report was presented by the Lead Evaluator to the group of stakeholders present in the "State Room" at Yokota High School at 3:00 p.m. The presentation ended with a video produced by the Team highlighting their experiences across the district. Following the Oral Exit Report, the school system hosted a reception for all guests in the Information Center at Yokota High School. The External Review Team extends to

the school system sincere and heartfelt thanks for allowing them to be a part of the improvement journey that the system has so whole heartedly embraced. The organizational preplanning allowed the Team to focus on interactions, interviews, and observations while in the system and afforded them the opportunity to conduct a quality External Review. The Team found all members of the Pacific East family to be approachable, transparent, and eager for feedback.

A culture demonstrated by a caring, supportive and committed community of stakeholders and an atmosphere of family and community exists throughout all schools. Teachers, students, and parents who were interviewed were highly appreciative of ways in which the district provided a safe and comfortable environment for the military child. Every group interviewed was candid in its assessment of what might be improved. Yet, the interviews also revealed a vibrant community, where all stakeholder groups were passionate about their schools, their caring environment, and inherent high quality.

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
Administrators	48
Instructional Staff	268
Support Staff	32
Students	609
Parents/Community/Business Leaders	419
<b>Total</b>	<b>1377</b>

# 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.	3.04	2.69
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	2.61	2.49
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2.96	2.59
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	3.17	2.71
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	3.22	2.58
3.6	Teachers implement the system's instructional process in support of student learning.	3.39	2.48
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	1.61	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.	3.61	2.97
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	2.70	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.	2.39	2.47
3.11	All staff members participate in a continuous program of professional learning.	3.13	2.65
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	2.74	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.	3.13	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.	2.17	2.49
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	2.39	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.	2.78	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.	3.17	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

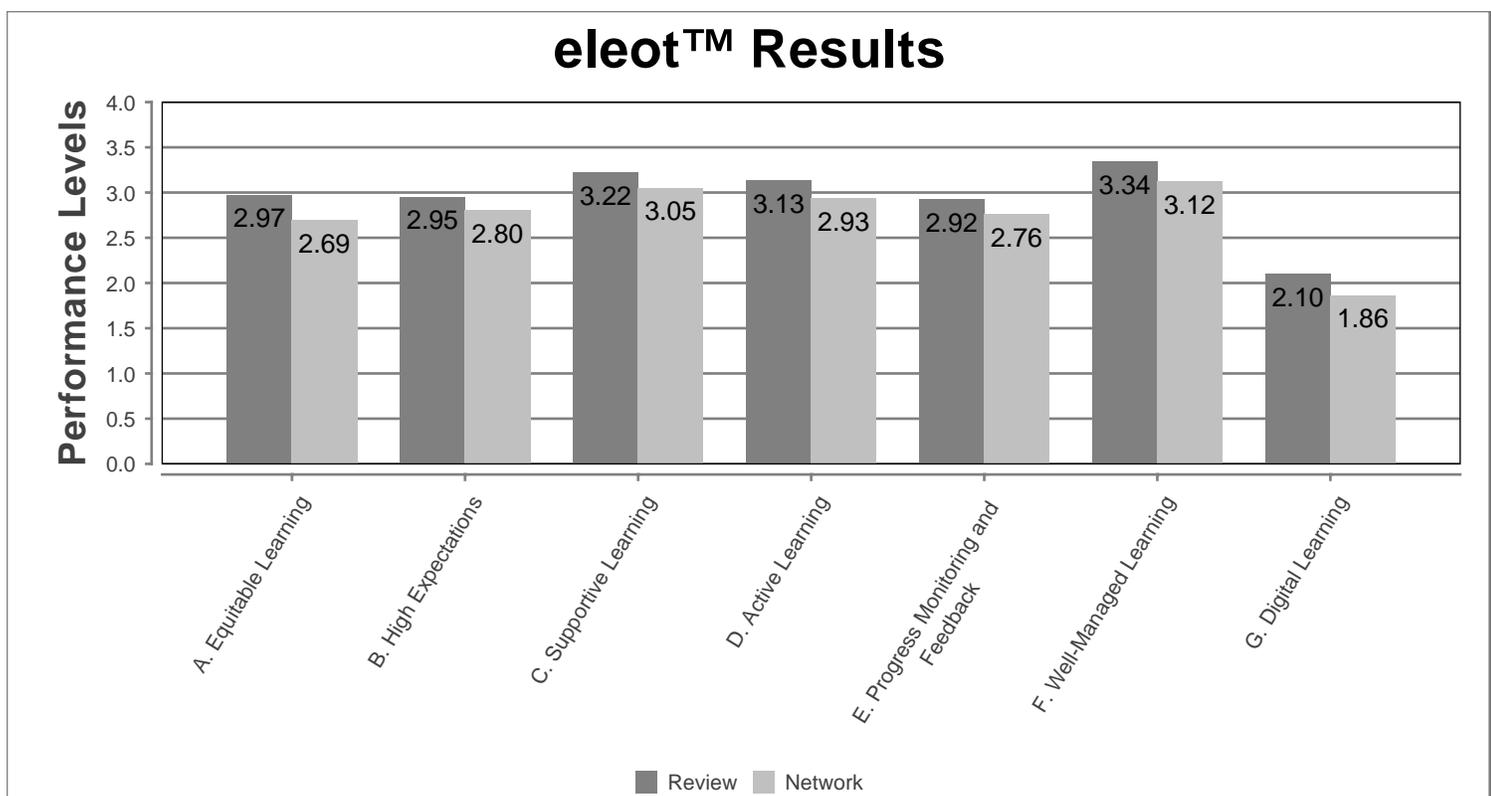
learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	3.00	3.33
Test Administration	3.00	3.52
Equity of Learning	3.00	2.54
Quality of Learning	3.00	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.



The External Review Team conducted 570 observations of Pacific East District's environments in all grade levels of classroom, except preschool, by observing at various times of the day and in various subjects across all schools. Consistently, the system scores were higher than the AdvancED Network (AEN) Averages in every environment.

The Well-Managed Learning Environment received the highest rating (3.34) followed by the Supportive Learning Environment (3.22), the Active Learning Environment (3.13), Equitable Learning Environment (2.97), High Expectations Learning Environment (2.95), and Progress Monitoring and Feedback Environment (2.92). The Digital Learning (2.10) received the lowest rating (but well above the AEN).

The greatest differential with the AEN was in the Equitable Learning Environment (+.28) with a system rating of 2.97 compared to the AEN rating of 2.76, followed by the Digital Learning Environment (2.10) compared to the AEN of 1.86, a difference of a positive 0.24. The school system is providing well-managed learning environments where students and teachers speak and interact respectfully, follow rules, and work well with others. Throughout the system, teachers and students engage in a positive, supportive environment where students take risks without fear of negative feedback and are provided assistance to understand content and complete tasks. The ratings also demonstrate a challenge for Pacific East District for its continuing quest toward achieving excellence particularly in the area of digital learning. In an ideal environment where digital tools are in high use, students gather, evaluate, and/or use information for learning; conduct research, solve problems, and/or create original works; and use these tools to communicate and work collaboratively.

In classroom observations, the External Review Team found very supportive and well-managed learning environments throughout the school system. The Team found that classrooms had an atmosphere of mutual respect between the students and teacher as well as among the students. Students appeared to feel safe in each classroom and demonstrated positive attitudes toward learning. Students in all classrooms exhibited high levels of engagement. Students seemed to know the expectations of the teachers and strived to meet them. They were positive about their learning and seemed to have no issues taking risks when learning new material. During discussions with parents and students, both groups agreed student support was inherent throughout the community and schools. Of particular note in the Well-Managed Learning Environment was the relatively lower percentage of times that collaboration among peers occurred (Item 4, "Collaborates with other students during student-centered activities"), which was not observed in 18.07% of the observations. Also of note was the relatively lower percent of classrooms where students were provided additional/alternate instruction and feedback at the appropriate level of challenge for her/his needs (not observed in 15.79% of the observations). What follow are comments specific to each of the environments observed using the eleot tool.

**Equitable Learning Environment:** It was evident from observations that most K-12 classrooms provided equitable learning environments through differentiated learning opportunities, class discussions, and consistently applied consequences and rules. During reading, for example, students across all grade levels worked in small groups. Reading material presented to the students varied in level based on student ability. Teachers asked questions of a variety of students from around the room using such techniques as drawing from a jar names written popsicle sticks to randomly call on students. Such techniques allowed students to contribute to class discussion without competing for attention. It was not as prevalent in most classes, however, for students to work on projects or be given opportunities to learn about their own and others' backgrounds, cultures, and differences. The Team identified "learning about differences" as least frequently observed (not observed in 35.09% of the classrooms).

**High Expectations Environment:** Observations indicated evidence of high expectations using challenging but

attainable learning activities and higher order thinking and questioning in most classrooms throughout the system. Team members observed evidence of most teachers setting high expectations for both behavior and quality of work by having classroom rules clearly posted and followed. Students were persistent in using math strategies where various solutions to problems included presenting answers in pictures, numbers, and words. Expectations for students and the degree of rigor in instruction varied from classroom to classroom, however. Students were able to reference exemplars in a few classrooms as a means of seeing high quality work. Consistent across interviews throughout the district was the theme of rigor. Parents want to be assured that the curriculum and instructional implementation of that curriculum is characterized by high levels of rigor and challenge. Of the seven learning environments, High Expectations Environment had the lowest differential between the AEN and the rating given by the External Review Team (0.15). As the system continues its implementation of the CCRS as well as the review of data, rigor and high expectations should characterize this endeavor.

**Supportive Learning Environments:** Students felt supported in their classrooms and were willing to take academic risks in asking questions or seeking help. Students expressed in almost all classes that their learning experiences were positive (observed in over 98% of the classrooms observed). Support for student learning was varied and included teacher one-on-one time, collaborative group work, and teacher proximity. Teachers recognized when students needed support and consequently provided assistance. They were assisting students with understanding content and completing tasks. In addition, student's demonstrated comfort in taking risks, such as answering review questions in front of peers and demonstrating how to solve a math problem. Students also willingly asked each other in small groups for help or asked the teacher questions about the topic. The area of relative weakness was assuring that students had additional feedback to assist in their learning (Item 5 not observed in 15.79% of the classroom observations).

**Active Learning Environment:** Students in most classrooms demonstrated high levels of active learning engagement as evidenced by this environment receiving the third highest rating. Students had multiple opportunities to interact with their teachers and peers. Students in most classrooms were actively engaged in learning tasks. The system may wish to pay close attention to assuring that teachers continue to make connections of the lesson to real-life experiences (not observed in 20% of the classroom observations).

**Progress Monitoring and Feedback Environment:** In most classes, the students were asked about individual progress and understanding, responded to teacher feedback, and demonstrated or verbalized understanding of the lesson.. During instruction, teachers asked probing questions of students to determine their level of knowledge and understanding. It was evident that students responded well to teacher feedback when offered during class work. Some students were able to verbalize how their work was to be assessed with references to writing and project rubrics or actually showing Team members the documents used to assess results. This area was the relatively lower rated area in this environment with it not being observed in 22.46% of the observations. Generally, students were clear how they were being assessed and how they might improve. Review Team observers witnessed in-class formative assessment practices, so it was easy to know the students were genuinely learning the material. Examples included regular use of "thumbs up" signals. Observers noted the clearest examples of progress monitoring in classes where the teachers moved around the room supporting students and engaging them in challenging questions. In those cases, teachers used

scaffolded prompts to assist students with correcting misunderstandings. Increasing the use of formative assessments with rubrics shared in advance in all content areas across the entire system will assist in strengthening this environment for every student.

**Well-Managed Learning Environment:** Observations revealed that most classroom environments were extremely well-managed with regular routines, assigned jobs for students, clear rules and expectations for behavior, and smooth transitions between activities. In most elect observations, the External Review Team consistently saw respect transferred between students and teachers. The students responded positively to corrected behavior, which was seldom necessary, and seemed to understand what was expected during the class period. There was a clear adherence to the concepts of kindness and civility. Additionally, students indicated a positive attitude about the classroom and their learning. When opportunities were provided to collaborate, students worked well together on group assignments.

**Digital Learning Environment:** Student use of technology was evident in many classrooms visited. During tours of the facilities, the Team observed a high degree of availability of technology resources. Teachers used smart boards and document projectors during whole group and small group instruction. The Team observed many instances across all courses and grades K-12 where students had the opportunity to use technology to gather information and conduct research. Students also used technology to practice various reading and math skills. In a few small groups, students collaboratively worked with peers with the technology to complete assigned tasks. The Team observed less evidence of students using technology to communicate, work collaboratively, and create original works for learning, however (not observed in 57.19% of the classrooms).

Overall, these observation scores indicate that the teachers are implementing the district's instructional program with fidelity. A continued focus on quality instructional strategies focused on engaging students at higher levels will continue to enhance the quality of learning in the district.

**eleot™ Data Summary**

<b>A. Equitable Learning</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
1.	2.79	Has differentiated learning opportunities and activities that meet her/his needs	32.81%	30.35%	20.35%	16.49%
2.	3.44	Has equal access to classroom discussions, activities, resources, technology, and support	54.74%	35.61%	8.42%	1.23%
3.	3.35	Knows that rules and consequences are fair, clear, and consistently applied	47.89%	41.40%	8.25%	2.46%
4.	2.30	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	20.35%	24.56%	20.00%	35.09%
<b>Overall rating on a 4 point scale: 2.97</b>						

<b>B. High Expectations</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
1.	3.21	Knows and strives to meet the high expectations established by the teacher	40.00%	43.51%	14.21%	2.28%
2.	3.24	Is tasked with activities and learning that are challenging but attainable	42.81%	40.35%	14.74%	2.11%
3.	2.59	Is provided exemplars of high quality work	29.30%	27.37%	16.67%	26.67%
4.	2.97	Is engaged in rigorous coursework, discussions, and/or tasks	31.05%	41.75%	20.35%	6.84%
5.	2.72	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	26.14%	32.98%	27.89%	12.98%
<b>Overall rating on a 4 point scale: 2.95</b>						

<b>C. Supportive Learning</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
1.	3.39	Demonstrates or expresses that learning experiences are positive	51.93%	36.67%	9.47%	1.93%
2.	3.41	Demonstrates positive attitude about the classroom and learning	52.11%	38.07%	8.07%	1.75%
3.	3.19	Takes risks in learning (without fear of negative feedback)	42.98%	38.77%	12.11%	6.14%
4.	3.29	Is provided support and assistance to understand content and accomplish tasks	49.65%	33.51%	13.51%	3.33%
5.	2.82	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	33.86%	29.82%	20.53%	15.79%
<b>Overall rating on a 4 point scale: 3.22</b>						

<b>D. Active Learning</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
1.	3.24	Has several opportunities to engage in discussions with teacher and other students	48.42%	31.40%	15.79%	4.39%
2.	2.78	Makes connections from content to real-life experiences	34.91%	28.07%	17.02%	20.00%
3.	3.37	Is actively engaged in the learning activities	55.61%	27.72%	15.09%	1.58%
<b>Overall rating on a 4 point scale: 3.13</b>						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.89	Is asked and/or quizzed about individual progress/learning	32.63%	35.44%	19.82%	12.11%
2.	3.08	Responds to teacher feedback to improve understanding	35.79%	41.23%	17.89%	5.09%
3.	3.20	Demonstrates or verbalizes understanding of the lesson/content	41.23%	40.53%	15.44%	2.81%
4.	2.56	Understands how her/his work is assessed	23.86%	30.53%	23.16%	22.46%
5.	2.85	Has opportunities to revise/improve work based on feedback	31.75%	36.67%	16.67%	14.91%
<b>Overall rating on a 4 point scale: 2.92</b>						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.57	Speaks and interacts respectfully with teacher(s) and peers	63.33%	31.23%	4.91%	0.53%
2.	3.52	Follows classroom rules and works well with others	61.40%	30.53%	7.02%	1.05%
3.	3.15	Transitions smoothly and efficiently to activities	51.40%	25.26%	10.70%	12.63%
4.	2.99	Collaborates with other students during student-centered activities	47.37%	21.93%	12.63%	18.07%
5.	3.48	Knows classroom routines, behavioral expectations and consequences	58.07%	33.33%	7.37%	1.23%
<b>Overall rating on a 4 point scale: 3.34</b>						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.29	Uses digital tools/technology to gather, evaluate, and/or use information for learning	25.26%	20.35%	12.46%	41.93%
2.	2.07	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	23.16%	14.21%	8.95%	53.68%
3.	1.96	Uses digital tools/technology to communicate and work collaboratively for learning	19.47%	13.86%	9.47%	57.19%
<b>Overall rating on a 4 point scale: 2.10</b>						

## Findings

### Improvement Priority

Equip teachers and staff with skills to analyze data to impact instruction, enhance learning, and evaluate program effectiveness to ensure systematic processes are embedded throughout the district.  
 (Indicator 5.2, Indicator 5.3, SP2. Test Administration, SP4. Equity of Learning)

#### Primary Indicator

Indicator 5.2

#### Evidence and Rationale

While interviews and review of presented evidence revealed that each school has begun some form of communication and data review, the evidence did not indicate that this practice was in place system-wide. Pacific East has just begun the systems approach to continuous improvement. Evidence was found of school based alignment to the district goals as well as a rudimentary knowledge of the district wide accreditation process. Interviews of system leadership and building level instructional staff revealed a lack of system-wide training with appropriate coaching and support in the area of data analysis, most specifically classroom level data, and the effective daily application of assessment results for all staff. Documentation such as the Pacific East District Collaboration Handbook SY 2016-2017 indicates that the system has implemented structured conversations that provide opportunities for staff to analyze and discuss student performance results. However, there was limited evidence presented to the team that consistent use of data in order to enhance instructional decisions was pervasive in the system and facilitated by appropriately aligned opportunities in data analysis and decision-making. In its internal review process, the school system also identified the use of data to drive instructional improvement as an area of improvement.

Continuous and results-oriented student improvement initiatives require a systemic and systematic approach to

data analysis training for all staff, to include formative, summative and daily anecdotal assessment performance.

As the school system begins to address Improvement Priorities, understanding the new Continuous Improvement System protocols (beginning July 1, 2017) will assist the transition. For each Improvement Priority and Opportunity for Improvement, a correlation has been provided as below.

Correlation to AdvancED Continuous Improvement System protocol

Domain: Learning Capacity

Standards:

2.11 Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.

2.12 The system implements a process to continuously assess its programs and organizational conditions to improve student learning.

System Quality Factor: Impact of Instruction

### **Improvement Priority**

Formalize, implement, and evaluate system mentoring, coaching, and induction programs to align with system values and beliefs about teaching and learning.

(Indicator 3.7)

#### Primary Indicator

Indicator 3.7

#### Evidence and Rationale

During interviews with staff and review of artifacts, the Team found evidence of a formal induction process; however, mentoring and coaching processes were not formalized and implemented consistently. District leaders provide extensive induction assistance to new staff members. Formal induction includes information related to system procedures, expectations, and values. Induction programs are also provided to support staff transitions to new commands and base locations.

While formal induction processes are in place, formalized, systemwide mentoring and coaching processes were not evidenced. Informal mentoring and coaching activities were found in some schools, but, these processes were implemented at the discretion of building leaders. The most common format found informal mentoring and processes in place during building collaboration meetings. Grade level teachers frequently support colleagues new to the school by reinforcing curricular and instructional expectations of the District. Positive professional relationships are fostered during informal building interactions; however, consistent mentoring and coaching aligned to the system instructional model is not effective. A formalized, mentoring, coaching, and induction process is identified by system leadership as an important next step in support of effective implementation of its instructional model.

A formalized mentoring, coaching, and induction process communicates expectations for all system personnel

to support the systematic and systemic implementation of the system instructional framework and improvement priorities.

As the school system begins to address Improvement Priorities, understanding the new Continuous Improvement System protocols (beginning July 1, 2017) will assist the transition. For each Improvement Priority and Opportunity for Improvement, a correlation has been provided as below.

Correlation to AdvancED Continuous Improvement System protocol

Domain: Resource Capacity

Standard 3.3 The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.

System Quality Factors: Healthy Culture and Resource Management.

### **Opportunity For Improvement**

Celebrate, collect and disseminate high impact best practices across the district to enhance student learning and organizational effectiveness system-wide.

(Indicator 3.3)

#### Primary Indicator

Indicator 3.3

#### Evidence and Rationale

As evidenced by interviews, artifacts, and eleot observations, the Team found district implementation of the College and Career Readiness Standards (CCRS) in language arts and math, with pending adoptions of social studies and science standards in 2017-2018. The CCRS provides the district with a rigorous, challenging, and equitable curriculum. To support implementation of this rigorous curriculum, the district implemented the Pacific Framework for Aligning Curriculum, Instruction and Assessment (PAC CIA framework). This framework provides direction to teaching strategies that require student collaboration, self-reflection, use of technology and development of critical thinking skills. While eleot observations evidence frequent and highly effective use of these instructional methods in some classrooms, these methods were not consistently found in all classrooms. Interventions to address individual learning needs and rigorous learning activities were not found districtwide. Interviews with district leaders have targeted the use of data to drive differentiated instruction and instructional rigor as next steps in its further implementation of the PAC CIA framework and data training.

While curricular standards have been adopted and a procedure for ensuring that teachers are addressing and accomplishing the identified standards, a clear definition of academic success has not been established. A system that provides for analysis and review of student performance and school level effectiveness has not been fully employed. Research based instructional practices are expected of each teacher, yet no system for measuring and analyzing the effectiveness of instructional strategies has been utilized with fidelity. Continuous improvement is based on a thorough understanding of the current reality of student achievement. Availability of the data and analysis of its implications provide a foundation for planning student and schools' success. An effective assessment plan of student performance is essential to enable the school to better adjust and

implement.

Districtwide sharing and celebration of instructional exemplars will build the capacity of instructional leaders and effectively utilize the collaborative and professional development opportunities provided by the instructional framework. Sharing best-practices will result in continued student achievement and organizational effectiveness.

As the school system begins to address Improvement Priorities, understanding the new Continuous Improvement System protocols (beginning July 1, 2017) will assist the transition. For each Improvement Priority and Opportunity for Improvement, a correlation has been provided as below.

Correlation to AdvancED Continuous Improvement System protocol

Domain: Learning Capacity

Standard 2.2 The learning culture promotes creativity, innovation and collaborative problem-solving.

System Quality Factors: Healthy Culture, Impact of Instruction, Efficacy of Engagement

### **Opportunity For Improvement**

Design, coordinate and monitor comprehensive processes to ensure services and programs are used to identify and meet the unique needs of individual students district-wide.

(Indicator 3.12)

#### Primary Indicator

Indicator 3.12

#### Evidence and Rationale

Interviews and artifacts verified many services and programs are available to address the needs of various student populations systemwide. Student and parent interviews highlighted programs such AViD, ESL, Gifted and Talented, and Sure Start among those available and beneficial for students. Academic support is provided by literacy and math support specialists in each school. The Military Family Life Consultant (MFLC) provides support to military-affiliated students and their families, targeting the unique needs and challenges faced by the military child. School counselors and the base Adolescent Support and Counseling Service (ASACS) provide prevention education, support, and counseling services. Special education programs and 504 services are provided in compliance with DoDEA regulations.

While numerous support services are available to meet the unique learning needs of students, interviews indicated that it was still possible for a student “to fall through the cracks” and not receive needed support. Formalized student advocacy programs were not evidenced in all schools. Inconsistencies in the use of summative and formative data to identify unique learning needs and a process to identify all levels of proficiency were identified by systems leaders as important next steps to implementation of the PAC CIA framework.

A comprehensive system to address the individual needs of each student or group of students is a critical

support to effective, efficient teaching and learning.

As the school system begins to address Improvement Priorities, understanding the new Continuous Improvement System protocols (beginning July 1, 2017) will assist the transition. For each Improvement Priority and Opportunity for Improvement, a correlation has been provided as below.

Correlation to AdvancED Continuous Improvement System protocol

Domain: Learning Capacity

Standard 2.9 The system implements processes to identify and address the specialized needs of learners.

System Quality Factor: Resource Management

### **Opportunity For Improvement**

Develop, implement, and evaluate system-wide grading and reporting criteria that reflect the attainment of content knowledge and skills and are consistent across grade levels and courses.

(Indicator 3.10)

#### Primary Indicator

Indicator 3.10

#### Evidence and Rationale

After reviewing the related artifacts and conducting interviews with school leaders, teachers and parents, the External Review Team found limited evidence that academic progress is guided by a consistent districtwide grading policy or reporting structure. Although grading and reporting procedures of the District follow DoDEA grade policy guidelines, grading practices across the 19 schools vary depending on teachers, content, and grade levels. District leadership and staff acknowledged that while grading consistency may occur within some schools and grades levels district consistency was lacking.

Evidence indicates that while district priorities have focused on the development of common learning essentials and assessments aligned to the implemented College and Career Readiness Standards (CCRS) in language arts and math, little evidence was presented that a district-wide approach to reporting attainment of knowledge and skills. Select observations validated that students understand their teacher's grading policies and the frequent use of exemplars to demonstrate standards of proficiency. Parent interviews differed, however, with many parents reporting inconsistent reporting of student achievement information, especially timely updating of information in the district grading program, Gradespeed. Some parents stated that were unsure about the relationship between grades and student abilities. Review of district grading and reporting procedures were identified as next steps in further implementation of the CCRS and PAC CIA framework.

Implementation of a comprehensive grading policy provides a unified standard practice to diagnose, monitor, and evaluate student performance. Valid and reliable data provided by consistent grading procedures are the key to identify student learning needs, guide academic decisions, and close achievement gaps. Policy and structure provide transparency and knowledge to parents and students in evaluating student achievement.

As the school system begins to address Improvement Priorities, understanding the new Continuous Improvement System protocols (beginning July 1, 2017) will assist the transition. For each Improvement Priority and Opportunity for Improvement, a correlation has been provided as below.

Correlation to AdvancED Continuous Improvement System protocol

Domain: Learning Capacity

Standard 2.10 Learning progress is reliably assessed and consistently and clearly communicated.

System Quality Factor: Impact of Instruction

### **Powerful Practice**

The District has implemented a system-wide professional collaboration schedule which allows time for data discussions and as a result, there is goal-setting and implementation of PAC CIA initiatives.

(Indicator 3.5)

#### Primary Indicator

Indicator 3.5

#### Evidence and Rationale

Review of the evidence, interviews, and observations from parent, student, and leadership teams across the system, indicate a system-wide initiatives is in place for weekly collaborations among teachers and staff. The seven modules were critical in developing and sustaining collaboration throughout its implementation. Additionally the ISSs (Instructional Systems Specialists), continuously coordinate professional learning opportunities throughout the weekly collaboration. Consistently throughout the system, all schools were engaged in Focused Collaboration planning meetings each Tuesday to enhance collaborative learning experiences and professional learning, in an effort to adjust instruction and promote student success.

As part of the implementation of College Career Readiness Standards, the structured collaboration has resulted in a common vision, shared beliefs, and collective purpose in response to becoming an optimal learning organization. Schools throughout the system have access and/or utilize a share point site (i.e.Meeting Central) to document next steps and their conversations.

### **Powerful Practice**

The Pacific East District engages families in support of the system purpose and direction.

(Indicator 3.8)

#### Primary Indicator

Indicator 3.8

#### Evidence and Rationale

A theme throughout the system was the engagement of families in support of the system's purpose and direction. Interviews with students and parents, evidence in the system's data locker, and observations related to family engagement such as MIME, Sorabon, Field Day, study trips, and Multicultural Day indicated high

levels of family engagement from the system. Consistently throughout the nineteen schools the system involved families in various avenues to support their children's education. Report cards, conferences, Gradespeed, ICE Comments, and regular e-mail and newsletter communication were platforms for engagement. Additionally, afterschool venues such as PTO and SAC meeting, PEDAC, and Town Hall meetings provided another access for family engagement. Lastly, the active participation, involvement, and support of the SLO were evident at each school. The team observed an array of notable and high levels of engagement of families from the system in support of the system's purpose and direction.

According to the Chicago Consortium on School Research, "parent and community ties can have a systemic and sustained effect on learning outcomes for children and on whole school improvement when combined with other essential supports such as strong school leadership, a high quality faculty, community engagement and partnerships, a student-centered learning climate, and effective instructional guidance for staff."  
(<https://consortium.uchicago.edu/>)

### **Powerful Practice**

The Pacific East District implements effective professional development and instructional practices utilizing the research-based PAC CIA instructional framework.

(Indicator 3.6)

#### Primary Indicator

Indicator 3.6

#### Evidence and Rationale

The External Review Team's review of evidence, which included system and school artifacts as well as school visits and elect scores, offered a prevalent theme of teachers implementing the system's instructional process in support of student learning. The district's use of the PAC CIA provides a common understanding and guide for the implementation of Instructional Best Practices, Classroom Environment, DoDEA Content Standards and Maximizing Instructional Time. Throughout the 19 schools, the framework guides teacher learning and classroom implementation. The framework is clearly visible within the schools and the district office. Administrators and teachers clearly articulated how the value of utilizing the framework to guide collaboration and teacher planning.

# Leadership Capacity

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its institutional purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to enact strategies to improve results of student learning.

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its evaluation of best practices in more than 32,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the institutions' vision and supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of educational institution leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and their practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED's experience, gained through evaluation of best practices, has indicated that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

## Standard 1 - Purpose and Direction

The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Indicator	Description	Review Team Score	AdvancED Network Average
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	3.78	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.	3.43	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.	3.09	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.	3.04	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.	3.52	2.97
2.2	The governing body operates responsibly and functions effectively.	3.52	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.	3.52	3.17
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	3.00	3.03
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	2.70	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

## Findings

### Powerful Practice

The Pacific East District has designed and implemented a comprehensive, strategic and systemic process to guide and identify a system-wide purpose focused on student success.

(Indicator 1.1, Indicator 1.2)

#### Primary Indicator

Indicator 1.1

#### Evidence and Rationale

The district’s commitment to defining and implementing a purpose statement, with fidelity and continuous improvement at the forefront, cultivated a systemic process related to high expectations for learning as well as shared values and beliefs and about teaching and learning. Validated through the implementation of the Focus Collaboration Groups, College and Career Readiness Standards and the Pacific Curriculum, Instruction and Assessment (PAC CIA) Framework, the aim to strengthen the process through involvement of stakeholders and use of data to drive student success was powerful throughout the district.

The system implemented a process to identify and create a purpose statement in March 2016. The process included numerous strategic developmental stages, including continuous and ongoing communication, presentation, processing and discussions of ideas, feedback from stakeholders, modification and revision. Involvement of all district complexes, including representatives from the elementary, middle and high schools, input from administrators, instructional staff, students and community members provided further commitment to a shared purpose, which was implemented in September 2016. Through review of artifacts, observations and interviews with all stakeholder groups, the External Review Team found evidence that the system’s purpose statement, “To provide leadership, guidance and support to schools in fulfilling DoDEA’s goals and initiatives while cultivating high student achievement,” has been embraced by all stakeholder groups.

The External Review Team found that the process to review, revise and communicate the system’s purpose was clearly-defined and documented. It was shared and published throughout the region, ensuring that all sources of communication and publications included the district’s purpose and direction. Stakeholder buy-in was evident throughout the External Review, at the district level and at each school. Interviews with stakeholders provided confirmation that the district is moving from “19 to 1.” One of the school leaders shared, “We’re all speaking the same language now, with 19 to 1 mentality.” Another administrator stated, “The district really brought us all together, using the same components and process within one district.”

Communication, guidance and continuous support were provided to each school as they identified and implemented school-level purpose statements, ensuring that each of the school's purpose statements was aligned with the district's high expectations for student achievement. The Pacific East District purpose statement was posted in each school, throughout the hallways, in each of the classrooms and administrative buildings. Stakeholder groups, including administrators, staff, parents and students were aware of the district's direction. Administrators embraced the purpose and expressed enthusiasm with the unified system, sharing that the restructure will support student success.

Guided through the four district goals, each of the 19 Pacific East schools was tasked with developing one student performance goal and one organizational goal, with one measurable objective aligned to each of the district goals. Evidence of the goals was found, posted in each of the schools, shared through communications, including newsletters, emails, publications and websites. Based on interviews and artifacts, provided through Google Drive and the DoDEA Evidence Locker, the team also found that the schools are supported by the district and are working diligently, as one, to ensure an ongoing systemic and systematic process.

Implementing a systemic, inclusive and comprehensive process to review, revise and communicate the system's purpose creates the foundation for a shared commitment to values and beliefs, continuous improvement and ensures focus on student success

# Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students served. Institutions must ensure that resources are aligned with the stated mission and are distributed equitably so that the needs of students are adequately and effectively addressed. The utilization of resources includes an examination of the allocation and use of resources, the equity of resource distribution to need, the ability of the institution to ensure appropriate levels of funding and sustainability of resources, as well as evidence of long-range capital and resource planning effectiveness.

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the more than 32,000 institutions in the AdvancED Network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness and ensures compliance with applicable governmental regulations.

## Standard 4 - Resources and Support Systems

The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

Indicator	Description	Review Team Score	AdvancED Network Average
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	2.96	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.	3.00	2.87
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.43	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.	4.00	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.	3.09	2.73
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	3.00	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.	2.52	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.	2.65	2.60

## Findings

### Powerful Practice

The district’s strategic planning processes effectively support resource management including facilities, services and equipment.

(Indicator 4.4)

#### Primary Indicator

Indicator 4.4

#### Evidence and Rationale

The district is responsive to stakeholder feedback in adjusting resource allocation and use as evidenced by the Community Strategic Plan.

System personnel collaborate with various commands to access resources and maximize use of resources through an embedded systemic process that the team observed to be part and parcel of the DoDEA culture. The PAC CIA was evident in the classrooms and hallways and was observed in teaching and learning processes and in interviews. “We have everything we need,” stated teachers when asked about the availability of resources.

New buildings and facility upgrades are on schedule, and the team observed that some of these are nearing completion.

The impact of the District Technology Plan and the resources identified in that plan were clearly evident in the expertise and efficiency in the student use of technology. The success of the PAC CIA in guiding instructional processes in regard to learning and technology was evident.

DoDEA Policy and Guidelines guide procedures and processes on how resources are allocated and utilized

from the headquarters level down to the school level and include monitoring, audit procedures and timelines.

Facility plans include a review of conditions facilities, services, and equipment and detail the status of Pacific East projects for continuous improvements in facility conditions

Resources are the organization's most valuable asset and it is critical that they are focused on the right work at the right time to deliver the highest value. Effectively managing enterprise resource capacity to meet incoming demand is typically an organization's biggest challenge, and Pacific East has risen to the challenge.

# Conclusion

In every military base the Leads spent time with the commanding officers. During these meetings, each officer was provided a Command Booklet which provided some important information for understanding the nature of the work of the Team, and the concepts of Continuous Improvement and Accreditation. Additionally, the booklets provided biographies of all Team members as well as the schedule of school and system activities. These officers were surprised to learn that all members of the External Review Team are volunteers.

In every case, the Leads were well-received and the commanding officers displayed strong support for the educational endeavors of the system to meet the learning goals of the military children on base. Several themes across all interviews prevailed.

A keen interest in the quality of the educational experience for students was a common theme. These officers are challenged with making sure that the schools are of high quality so that military personnel will elect to stay on beyond the first years and bring their families to the base. They realize the importance of the perceptions and realities of the school in recruiting and retaining those with families. They want to be able to assure them that the quality of education they receive, or will receive, while serving on their base is rigorous and challenging and will stand them in good stead wherever their duties take them across the world. In every case, commanding officers expressed some concerns about the length of time it takes to secure qualified teachers to fill vacancies. Because of the lengthy process of background checks and approvals, vacancies either go unfilled for long periods of time or are covered by less than qualified individuals in the interim. Quality relationships are evident between the command officers and the school leadership in every case. The nature of that relationship did vary and some officers were more regularly engaged with the school and school leadership than others. Most often, those who have children in the system appear to be more engaged. A number of unique ideas have been implemented by the base commands to further this relationship. One commanding officer briefs the faculties of the schools at the beginning of the year regarding the mission of the military, their strategies and priorities. One school has its classroom wings named after various military vessels and engages in partnership activities with the crews, both at campus and on the vessels themselves.

Across the time spent in the Pacific East District, the Team encountered through interviews and observations, a number of challenges that the system continues to face. High and frequent turnover characterizes the system with leaders as well as teachers transitioning in and out. This may be due to military assignment (military spouses), it may be due to internal transfers, or to attrition. This turnover is a significant challenge to the system in its attempt to meet the mission of "Educating, engaging, and empowering each student to succeed in a dynamic world." Initiatives of high quality that begin under the direction of the leadership are often difficult to sustain when new leaders take over. Classroom instruction is interrupted by the change in teachers and may continue to be interrupted in the interim until a qualified replacement is approved and hired. Coaching and mentoring these new individuals is an ongoing challenge and is critical for maintaining the momentum for continuous improvement. An Improvement Priority (Standard 3.7) has been offered to mitigate, in some degree, the negative effects of continual change and the lack of sustainability this creates.

Added to this constant turnover is the time required to identify, locate, and most importantly, approve these

replacements. Structures beyond the control of the school system slow down this process so that oftentimes it is more than 3-4 months before final background checks and approvals are completed so that the individual can begin teaching responsibility. During this time of vacancy, it is difficult to find suitable and qualified substitutes to fill in. Base commanders frequently commented on this ongoing issue as one of great concern to them in recruiting families to locate here in Japan. Although it appears to be an issue beyond the control of the school system, the Team encourages the school system to review the data around these procedures to assure that there are not areas within their own procedures and processes that further impede this process. The school system may be able to have some positive affect on this problem by assuring that when teachers arrive they are provided mentoring and coaching opportunities to assist in their assimilation into the school culture and into the Japanese culture as well. Retaining teachers who choose to stay is critical.

Geographic distance between the schools presents the challenge of monitoring, accountability, and systemic growth. Schools are located across the country of Japan and many are not accessible immediately, but must be visited via train or airline. The system does maintain regular support and communication both physically and virtually through regular meetings, training sessions, and planning sessions.

Organizational restructuring has taken some toll on the momentum for support and improvement across the system. New positions created for support have yet to be filled and there is some blurring of responsibilities across this new structure. Some campuses are affected by ongoing construction that impacts their ability to fully realize their educational goals. New construction has been completed at Iwakuni, but several buildings are yet to be occupied. New construction is underway at Sasebo, and given the small footprint, is occurring all around the current school building. Renovations are planned for other facilities as well. Additionally, the Team wishes to note that some areas, specifically those identified in Standard 2, were more difficult to assess given the nature of the "governing authority" for Department of Defense Education Activity schools. There are responsibilities and functions of the governing body that are in need of action/improvement, for which the system/district currently does not have the capacity to directly impact. Based on this situation, the system/district was not impacted in this review for those areas of which they are not able to directly make decisions, one example being the time delay in approval of new teaching applicants.

In the move from school-by-school accreditation and given the geographic distances between schools, the school system continues to grapple with the balance between centralized direction and school autonomy. A predominant theme across the system that has significant impact on each of these areas is the concept of autonomy and the clear need to define the balance between a "systems" approach (somewhat defined by the AdvancED Standards for Quality Systems) and current practices with respect to autonomy of schools and school leadership. While AdvancED does not define structures of organizational structure, it does define clearly the impacts such structures should have on student learning, the conditions that support student learning, and organizational effectiveness. Research is available that tackles this difficult question of centralized direction and "individualized empowerment." Robert Marzano in his book, *District Leadership that Works: Striking the Right Balance* discusses the concept of "defined autonomy." "Defined autonomy creates an effective balance of centralized direction and individualized empowerment that allows building-level staff the stylistic freedom to respond quickly and effectively to student failure" (Solution Tree).

As the school system continues to tackle these challenges, it would be well-served to take the opportunity to prioritize, streamline, and align all current initiatives in order to support current improvement efforts, avoid implementation overload, and prevent redundancy. The practice of "strategic abandonment" of programs and initiatives that no longer have impact on student learning is in keeping with the Improvement Priority outlined in Standards 5.2 and 5.3. Program evaluation based on quality and impact data over time is critical on making these decisions. In the words of one teacher interviewer, "Great....rigor?....one more thing I have to do."

During the Team's reflection of their experiences in the Pacific East District including interviews with 1,377 individuals, observing over 190 hours of instruction, and visiting in every school, a number of themes have arisen and are worthy of note. The Leads had the opportunity to visit in every one of the system's 19 campuses and visited personally with every base command on the seven bases. This allowed everyone to have a "big picture" and to see how all the various parts and components of the system come together. The following themes are a brief attempt to capture those themes most prevalent system-wide.

Pacific East District is fully committed to Continuous Improvement with an emphasis on quality and secure learning environments for military children. A concerted effort has paid off in the development and implementation of common and systematic planning and collaboration times for all schools (Focused Collaboration Time). Various central office personnel provide support in this initiative that is based on the system's learning framework. Clearly articulated goals across the system and in every school are aligned with the system goals.

The school system maximizes its location in the world to build relationships with the host nation and become vital partners in the education of children in both settings. A number of opportunities are afforded for students to partner in various activities including sports competitions. Every campus provides learning opportunities for cultural awareness and cultural competence through the work of "host nation" teachers and specialized classroom environments for these programs to function. Japanese is offered in the secondary schools as well. One of the AdvancED Teams had the opportunity to observe and participate in the Soroban Contest held in Tokyo.

Pacific East partners with the military to provide quality services for all shared students and families. A keen awareness of the unique needs of military-connected families and military children drives the school system to seek the assistance and support of the military bases in which they operate. The military provides School Liaison Officers (SLO) to support the combined work and collaboration between the two entities. Special counselors are employed to work with the children of active duty personnel to provide special support, particularly during times of deployment. These Military Family and Life Counselors (MFLAC) are available in every school.

Students in the schools of the system are afforded a high level of safety and security. Parents interviewed indicated how much confidence they had in the schools in providing safe and healthy learning atmospheres for their students.

The External Review Team celebrates, along with the Pacific East District family, this accomplishment in

achieving system accreditation through AdvancED. A genuinely reflective and serious Internal Review process yielded several improvement goals that the school system has readily embraced and has put actions into place to address. Staying the course, evaluating the outcomes, and engaging in a "systemic, systematic and sustainable" continuous improvement process will allow the system to achieve its mission of "Educating, engaging, and empowering each student to succeed in a dynamic world."

### Next Steps in the Continuous Improvement Journey

The Internal Review activities conducted by the school system have provided a clear foundation of understanding with respect to current reality and a clear focus for the future. As the system transitions from the protocols of the past, it must engage in processes for the future immediately that focus on continuous improvement as a life-style without the "event focus" of the previous model. Following is a description of this Continuous Improvement System. Additionally, the Improvement Priorities and Opportunities for Improvement in this report have been correlated with the new Accreditation Performance Standards as well as the appropriate System Quality Factor as noted in each action statement to assist in this transition.

An assessment instrument has been designed and is now available that will guide the work of institutions (both schools and systems) in assessing current reality with respect to seven quality system (and school) factors. This instrument will help determine their status with respect to these seven factors, namely,

#### Clear Direction

The capacity to agree upon, define and clearly communicate to stakeholders the direction, mission and goals that the institution is committed to achieving.

#### Healthy Culture

The shared values, beliefs, written and unwritten rules, assumptions, and behavior of stakeholders within the school community that shape the school's social norms and create opportunities for everyone to be successful.

#### High Expectations

An institution's stated commitment and demonstrated actions in support of high expectations for all stakeholders, including excellent student learning outcomes and success, high levels of teacher quality and support, leadership effectiveness, proactive community engagement, and valuable parent involvement.

#### Impact of Instruction

The capacity of every teacher to purposefully and intentionally create an environment that empowers all students to be successful in their learning and reach expected levels of achievement, including readiness to transition to the next level of learning or career pathway.

#### Resource Management

The ability of a school to plan, secure and allocate its resources (human, material, and fiscal) to meet the needs of every learner.

## Efficacy of Engagement

The capacity to engage learners and other stakeholders in an effective manner to improve learning outcomes.

## Implementation Capacity

The ability of a school to execute, with consistency, actions designed to improve organizational and instructional effectiveness.

This System (School) Quality Factor (SQF) is a powerful exercise based on research that defines the characteristics of effective institutions.

Classroom experiences can be measured using the newly released Effective Learning Environment Observation Tool (eleot® 2.0) which is now available to assess the learning environments in the classroom as measured in seven environments (Equitable Learning Environment, High Expectations Learning Environment, Supportive Learning Environment, Active Learning Environment, Progress Monitoring and Feedback Environment, Well-Managed and Learning Environment and Digital Learning Environment). This observation instrument is afforded to all accredited institutions without charge and includes three endorsement training slots. An application (APP) will allow the instrument to be implemented in classrooms using any internet accessible device.

Strategic Maps are also available which will guide the improvement efforts in three distinct formats including the Strategy Map (a one page, "big picture" document), the Annual Improvement Plan and the Actions document which defines the logistics and expectations for measurement and accountability for these goals.

All of these tools are easily accessible in the new eProve™ platform which replaces the current ASSIST platform. All components of the Continuous Improvement System (CIS) are "tagged" with a set of descriptors which will allow the institution to "mine" its data by tag and analyze its efforts through the Analytics function in eProve. The eProve platform will allow the institution to personalize and customize its improvement journey with amazing clarity and effectiveness.

The newly released Performance Standards reflect the expectations for quality defined in three domains, Leadership Capacity, Learning Capacity, and Resource Capacity. These new standards have been developed with two concepts for each standard defined in four levels. These Standards may be found at [www.advanced.org](http://www.advanced.org).

It is the Team's profound belief that the Pacific East School District has the capacity and means to continue to reach high levels of teaching and learning. Under its current dynamic leadership, and a clear and continued focus on its continuous improvement processes, the school system will continue to provide the opportunity for all of its students to "develop dreams" and have the means to reach them.

## 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:

- Equip teachers and staff with skills to analyze data to impact instruction, enhance learning, and evaluate program effectiveness to ensure systematic processes are embedded throughout the district.
- Formalize, implement, and evaluate system mentoring, coaching, and induction programs to align with system values and beliefs about teaching and learning.

# 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	301.23	278.94
Teaching and Learning Impact	286.75	268.48
Leadership Capacity	326.09	293.71
Resource Utilization	308.15	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
Ernest J King High School	319.05	300.00	342.86	318.92
Ikego Elementary School	247.62	222.22	242.86	240.54
Jack N Darby Elementary School	252.38	266.67	257.14	256.76
Joan K. Mendel Elementary School	290.48	311.11	314.29	300.00
John O Arnn Elementary School	266.67	255.56	300.00	270.27
Matthew C Perry Elementary School	257.14	277.78	242.86	259.46
Matthew C Perry High School	257.14	288.89	342.86	281.08
Nile C Kinnick High School	252.38	222.22	242.86	243.24
Robert D Edgren High School	314.29	322.22	357.14	324.32
Sasebo Elementary School	290.48	288.89	285.71	289.19
Shirley Lanham Elementary School	233.33	266.67	257.14	245.95
Sollars Elementary School	304.76	366.67	328.57	324.32
Sullivans Elementary School	295.24	288.89	285.71	291.89
Yokosuka Middle School	247.62	277.78	257.14	256.76
Yokota High School	319.05	344.44	357.14	332.43
Yokota Middle School	276.19	322.22	314.29	294.59
Yokota West Elementary School	304.76	311.11	300.00	305.41
Zama High School	300.00	288.89	357.14	308.11
Zama Middle School	257.14	277.78	271.43	264.86

# Team Roster

Member	Brief Biography
<p>Dr. W. Darrell Barringer</p>	<p>Dr. Barringer's educational career spans 42+ years. On June 30th, 2012, he retired from Lexington School District One in Lexington, SC after working there for 34 years. During that time, he served as an elementary principal for 29 years and had the privilege of opening two new schools. He has taught grades 2, 3, 4, 5, and 6, served as an Assistant Principal in addition to the Principal role. He has also served with SACS (AdvancED) since 1983 having chaired teams in Egypt, Thailand, India, Saudi Arabia, United Arab Emirates, Qatar, Jordan, Bahrain, Costa Rica, Japan, Guyana, Guatemala and Nicaragua as well as in the U.S. His service has included schools, systems, digital learning institutions, and corporations. Dr. Barringer's BA is in Biblical Education from Columbia International University, and his MEd (Elementary Ed), his EdS (Administration) and PhD (Elementary Ed) are from the University of South Carolina. Dr. Barringer joined the AdvancED family officially on July 1st of 2012 as Director for AdvancED South Carolina. Effective February 1, 2017, Dr. Barringer has been named Senior Director, Engagement Services for AdvancED.</p>
<p>Dr. Maria I Ojeda</p>	<p>Maria I. Ojeda is Full Professor at the College of Education, University of Puerto Rico-Ri�o Piedras Campus. She holds a Bachelor degree in Secondary Education from the University of Puerto Rico, a Master of Science in Motor Learning from Virginia Tech University and, a PhD in Curriculum and Instruction from the University of New Mexico.</p> <p>Dr. Ojeda is the Director for the AdvancED Office in Puerto Rico and has been an educator for over 20 years, serving as both as an elementary and secondary teacher; a director at the University of Puerto Rico Laboratory Elementary School; Associate Dean of Academics for the University of Puerto Rico; Assistant to the Chancellor at the University of Puerto Rico-Rio Piedras; and, served as a consultant for private and public schools in Curriculum and Instruction in Elementary Education.</p> <p>Dr. Ojeda has published three books and many articles about perceptual-motor development. Her latest book: <i>Ninos en Movimiento: Educando el movimiento de la ninez</i>, is used as a university textbook in Puerto Rico, Dominican Republic, Guatemala and Peru.</p> <p>Dr. Ojeda is a frequent speaker in many Latin-American countries. Ojeda's topics include: Child development, perceptual-motor development, active learning, play, curricular planning and decision-making, alternative assessment and data-driven instruction.</p>
<p>Dr. Annette R Bohling</p>	<p>Annette's professional career spans 37 years, including the field of education and law. Her experience includes teacher, administrator, deputy state superintendent, English/Spanish/French interpreter/translator/teacher, and attorney. Annette has worked previously in the areas of standards, assessment, and accountability, both at the state and national levels. Her experience in the area of continuous improvement includes many years as a certified school improvement specialist with a special emphasis on how those improvement processes interact with the accreditation framework. Annette joined AdvancED in 2006 and serves as the Chief Accreditation Officer to lead the organization's Accreditation Division which manages and oversees the accreditation functions, policies, and procedures for accredited institutions and school systems in the AdvancED network around the world.</p> <p>Annette's degrees are from the University of Tulsa College of Law, University of Wyoming, Northeastern State University in Oklahoma, and Oklahoma State University.</p>

Member	Brief Biography
<p>Dr. Jeff Arrington</p>	<p>Dr. Jeff Arrington joined the DoDEA Pacific West District (Korea) as Assistant Superintendent in 2015. Prior to joining the Pacific West District Superintendent's Office, Arrington had served as Assistant Superintendent for the DoDEA Guam District since 2010. He has extensive experience in educational technology, professional development, 21st Century instructional practices, and school administration.</p> <p>Arrington's career in education began in 1994 in Arkansas where he worked as a Teacher and School Administrator before first joining DoDEA as an Educational Technologist in Guam. He was promoted to Assistant Principal of Guam High School in 2000, Assistant Principal of Lester Middle School in 2001, and in 2002 to become Principal of Lester Middle School on Okinawa, Japan. From there, Arrington became Principal of Kadena High School on Okinawa in 2005 before moving on in 2008 to serve as Principal of Edgren High School in Misawa, Japan.</p> <p>During his DoDEA tenure, Arrington has served on numerous steering committees to address complex issues such as accreditation, student information systems, differentiated instruction, inclusive and responsive teaching, the DoDEA educator career program (ECP), and educational technology.</p> <p>Arrington earned a bachelor's degree in accounting, a master's in educational administration, and an educational specialist degree from the University of Arkansas. He completed his doctorate of education in educational administration from the University of Nebraska in 2014.</p>
<p>Dr. Ginger L Blackmon</p>	<p>Dr. Ginger L. Blackmon is an Assistant Professor at the University of Alaska, Anchorage. Her roles include Educational Leadership Program Lead and Accreditation and Assessment Chair. Dr. Blackmon served 13 years as a principal at all levels (Elementary, Middle and High School). She has experience leading schools in rural, suburban and urban settings ranging from traditional education systems to magnet programs and charter schools.</p> <p>Dr. Blackmon's research agenda centers around three areas. 1. How does the accreditation process drive continuous improvement at school sites and within districts in Alaska. 2. What are the major patterns relative to Improvement Priorities, Opportunities for Improvement and Powerful Practices. What professional learning is necessary to support schools and districts in addressing these commonalities. And 3. What are the learning gaps of principals during their first three years in a school leadership role. What professional learning methods and content will effectively address these gaps with the goal of increasing retention in Alaska's rural areas.</p>

Member	Brief Biography
Mrs. Jill J Bramlet	<p>Jill Bramlet is an educator from Wheatland, WY. She currently serves as an Executive Coach and project coordinator for the Wyoming Center for Educational Leadership. As an elementary principal, she worked with teachers on developing and implementing effective Professional Learning Communities to improve instructional practice and student achievement. During her tenure as a principal she served on various state and local boards, including president of the Wyoming Association for Elementary and Middle School Principals. She served as the district's Special Education Director after teaching kindergarten and special education. Upon her retirement as a principal in 2010, she worked for the Wyoming Department of Education as a District Coach for three years. Bramlet also served as the Executive Director to the Wyoming P-16 Education Council prior to her present work as an Executive Coach which has provided her the opportunity to work side-by-side principals serving in priority schools. In addition to assisting schools as an accreditation team member and chair for several years, Bramlet has served as Lead Evaluator on system, school, and Department of Defense schools for more than five years. She received her BA from Black Hills State College and MA from the University of Wyoming in Educational Leadership. She has a strong background in instructional leadership, team collaboration, data collection and analysis, and strategic planning and goal setting.</p>
Dr. Claudia H Carter	<p>Dr. Claudia Carter serves as Vice President of Accreditation for AdvancED, the world's largest education community, accrediting 30,000 institutions in over 70 countries and serving over 16 million students. Carter is responsible for leading the organization's work with corporation systems, early learning schools, and digital learning institutions in validating their quality, effectiveness and performance success through accreditation and continuous improvement. Through her leadership and guidance, AdvancED has launched accreditation protocols designed specifically for corporations, early learning schools, and digital learning institutions. Additionally with her leadership, AdvancED has seen a significant growth in corporation, early learning, and digital learning institutions seeking accreditation to help them achieve operational effectiveness and improve student learning.</p> <p>She is a life-long educator and a strong advocate of accreditation and school improvement with over 35 years of experience serving as a teacher, assistant principal, principal, state department of education administrator and director for the North Central Association Commission on Accreditation and School Improvement (NCA CASI) in Nebraska, leading to her current position with AdvancED. Carter holds a Doctorate from the University of Nebraska-Lincoln in Administration, Curriculum and Instruction; a Masters from the University of Nebraska-Omaha in Educational Administration and Supervision; and a Bachelor of Science from the University of Nebraska-Lincoln in Elementary Education/Special Education.</p>

Member	Brief Biography
<p>Dr. Liz Dunham</p>	<p>Dr. Liz Dunham was raised in Onawa, Iowa, and she has been involved in education throughout her entire life. She taught junior high school and senior high school for ten years in Iowa and Washington State before joining DoDDS in 1987. At that time, she was hired as a staff developer, and for the next 11 years, she worked with K-12 teachers and administrators on school improvement and effective teaching practices. Throughout her work as a staff developer, she also taught graduate courses for Seattle Pacific University, the Cambridge Institute of Education in Cambridge, England, and the University of Maryland. She spent one year as the School Improvement Liaison for the UK District before becoming an Assistant Principal at Lakenheath Middle School in England. After two years, Dr. Dunham was promoted to Principal at Darmstadt Middle School, where she served for seven years. She was the principal of Landstuhl ES/MS for school year 2007/2008. Dr. Dunham became the Assistant Superintendent for the Kaiserslautern District in August, 2008 where she served until her promotion as the Superintendent of the Bavaria District in November, 2012. Dr. Dunham was named as the Superintendent of the Europe East District in July, 2016. This district combined the former Bavaria and Kaiserslautern Districts.</p> <p>Dr. Dunham earned her B.A. from the University of Iowa. She completed her M.Ed. at Seattle Pacific University. In 1995, she earned her Ph.D. from the Cambridge Institute of Education in Cambridge, England. Dr. Dunham was the first American to earn the degree in this British program that was a joint venture between Cambridge University and the University of East Anglia.</p> <p>Dr. Dunham has earned several honors and distinctions. She is a member of Pi Lambda Theta Honor Society and Phi Beta Kappa. She served as the president of UK ASCD, an educational organization for six years. She has made presentations at several national conferences, including the Association of Supervision and Curriculum Development Conference as well as the National Middle School Conference in 2006 in Nashville. Her publications include an article "Why Zeros Should Not Be Permitted!" in Principal magazine. As a result of her outstanding leadership skills, Dr. Dunham was recognized as the National Distinguished Principal for 2006 for the Department of Defense Education Activity. This award, sponsored by the National Association of Elementary School Principals, recognizes principals who have demonstrated a commitment to excellence; high standards and expectations for students and staff; and evidence of support by colleagues, parents, and community. In 2015, Dr. Dunham received the Phi Delta Kappa Germany Distinguished Service in Public Administration Award for "significant contribution to the field of education."</p> <p>Dr. Dunham is known for her enthusiasm and high-energy approach to leadership and the education of students. She has an open door policy and encourages involvement and open communication in every aspect of school. Dr. Dunham is married to Blan Palmer, a retired DoDDS high school principal. She enjoys travel, reading, sports, and students of all ages.</p>
<p>Susie Eisa</p>	<p>Susie joined AdvancED in 2006 and currently serves as the AdvancED Director of Global Services. She supports nearly 800 institutions in 70 countries with accreditation and continuous improvement. Susie has worked in elementary classrooms, served as an SAT center supervisor, assistant registrar, and has performed on both ends of accreditation, serving on school improvement committees and on numerous External Review Teams in the United States, Latin America, Europe, the Middle East and Far East. From 2001-2006, she served in an international school in Cairo, Egypt. Susie has had the pleasure of serving children and educational communities for over 16 years. Born and raised in Louisiana, she studied elementary education at Louisiana State University and graduated magna cum laude from Kaplan University.</p>

Member	Brief Biography
Mrs. Carrie Ann Finke	<p>Carrie Ann is a resident of Mesa Arizona. Her career began in 1982, working for the Colorado North Central Association, Commission on Accreditation and School Improvement (NCA CASI). In 1989 she relocated to Arizona to work for the NCA CASI Regional Office and helped lay the infrastructure for the unification with NCA CASI and SACS CASI to form AdvancED in 2006. Carrie Ann continues with AdvancED as Director of eLearning. Her passion is online learning and her primary role is to design quality instruction for AdvancED's Online Classroom. Carrie holds a degree in Computer Technology and Certification in eLearning Instructional Design. She is a member of the Phi Theta Kappa Honor Society.</p>
Mrs. Hetty J Flanery	<p>Mrs. Flanery has taught with Department of Defense Education Activity (DoDEA) for 11 years servicing military-connected students in Okinawa, Japan; Stuttgart, Germany; and Seoul, South Korea. She is currently working in the field of Assessment and Continuous School Improvement as a District Instructional System Specialists for the Pacific West District in Korea.</p> <p>She received her bachelors in History and completed her Teacher Credential Program with a Cross-Cultural Academic Development (CLAD) at the University of California at Irvine (UCI). She received her Master's in Education with an emphasis in Psychological Studies of Education at the University of California at Los Angeles (UCLA).</p> <p>She is published in two books: The Reading/Writing Strategies For Teaching And Learning In The Secondary Classroom by Carol Olson and Best Practices for Helping English Learners in Secondary School to Meet the Common Core Standards for Writing by Carol Olson.</p> <p>She is a recipient of the United States Forces Korea (USFK) Commander's Appreciation Award SY 2012-2013. She has worked with the University of California at Irvine (UCI) Summer Youth Writing Project in a fourth, fifth, and sixth grade combination setting.</p> <p>She is a proud mother of a kind and bright son, and honored to be the wife of an active duty United States Marine.</p>

Member	Brief Biography
<p>Ms. Melissa A Hayes</p>	<p>Melissa Hayes' career began as an early childhood teacher in 1981. She taught first grade and kindergarten for nine years in the Chambers County, AL School system before moving to Lanett, AL. Ms. Hayes taught third grade, first grade, and kindergarten during her nine year tenure in Lanett City Schools. Lanett City Schools named Ms. Hayes Teacher of the Year for 1997.</p> <p>In 1997, Ms. Hayes was selected to attend the Georgia State University's Reading Recovery training program. She graduated from that program in 1998 and became a Reading Recovery Teacher Leader for DeKalb County Schools, GA. While in DeKalb County, Ms. Hayes trained Reading Recovery Teachers, provided professional development, and worked with the District Superintendent's office in providing Balanced Literacy training to teachers in 26 elementary schools. Ms. Hayes was a speaker for regional and national Reading Recovery conferences in 1998, 1999, 2000, and 2001.</p> <p>Ms. Hayes joined the Department of Defense Education Activity (DoDEA) in June, 2000 as an Instructional Systems Specialist for Reading Recovery. Her work involved teaching students, training teachers, and providing on-going professional development for educators. While at Fort Benning, Ms. Hayes facilitated numerous workshops for teachers in the areas of balanced literacy, writing, teaching reading in the content areas, and teaching struggling readers. Ms. Hayes developed, organized, and implemented Fort Benning's Parent Academy as well as very successful summer reading camps for students. Ms. Hayes was awarded the General's Award for Excellent Service to the Fort Benning Community.</p> <p>Ms. Hayes became principal of Dexter Elementary School (Fort Benning, GA) in 2005. While principal, the school received the Partnership of the Year Award from the Muscogee County Partners in Education program. The school also received an International Reading Association award for having the best reading program for the state of Georgia.</p> <p>In 2006, Ms. Hayes became principal of Maxwell AFB Elementary School in Montgomery, AL. Since Maxwell AFB Elementary was her first school to attend as a child (her dad was a veteran of WWII, Korea, and Vietnam), Ms. Hayes felt particularly honored to be selected as principal. While principal at Maxwell, the school received numerous honors and awards. Students participated in Sports Stacking events and Lego Robotics. The robotics team won regional titles in 2010 and 2011 which allowed them to compete in the state First Lego League Competition. During the 2008-2009 School Year, Ms. Hayes was principal at two schools in the GA/AL DDESS District – Maxwell Elementary and Robins AFB Elementary in Warner Robins, GA. In 2010, Ms. Hayes was tasked with implementing a middle school, which made Maxwell a DoDEA Unit School with grades PreK-8th.</p> <p>In 2012, Ms. Hayes was named as principal of Aviano Elementary School in Aviano, Italy. Under her leadership, Aviano Elementary School fully embraced the merging of Continuous School Improvement with College Career Readiness Standards. Through professional development Ms. Hayes built capacity within the organization and assisted teachers in becoming facilitators in adult learning. The STEM program at Aviano Elementary was enhanced by developing a program and the space which students with hands-on science opportunities. Technology has been infused by teaching coding to all grade levels and student participation in robotics. The Lego Robotics team from Aviano Elementary placed second in the European competition.</p> <p>Ms. Hayes currently serves as Community Superintendent for DoDEA Europe East in the Grafenwoehr, Germany Field Office.</p> <p>Ms. Hayes grew up in Alabama and is a proud graduate of Auburn University with a Bachelor's Degree in Early Childhood. She graduated from Troy University in 1987 with a Master's of Science Degree in Early Childhood and</p>

Member	Brief Biography
	again in 1999 with a Master’s Degree in Educational Leadership.
Klarissa Jensen	<p>Klarissa is the Education Research Analyst for the Department of Defense Dependent School's Center for Instructional Leadership (CIL) in Sembach, Germany. As the Education Research Analyst she compiles and reports system wide data for the CIL, districts and schools. She has served as a DoDEA District Education Research Analyst for six years and during that time has had the opportunity to sever on different AdvancED teams. Before coming to Germany, Klarissa began her career with the State of Montana and State of Utah. Her work with Montana included being published as an Analyst for the Montana Kids Count Project under the Bureau of Business and Economic Research (BBER). As the BBER Data Analyst she reported Montana school and child health statistics. After her work with the BBER she took a position with the State of Montana as a Program Director for the Systems of Care, a mental health organization that coordinates services throughout the community for identified children and their families. She then took a position as a Healthcare Research Analyst for the State of Utah to evaluate and promote the new healthcare service programs throughout the State.</p> <p>Klarissa received her M.A. from the University of Montana in research and data analytics with an emphasis in education and juvenile delinquency. Currently she is working on her PhD in Psychology and Program Evaluation.</p>
Mrs. Osiris A. Jolayemi	<p>Osiris Jolayemi, M.Ed., currently serves as a Senior Innovative Learning Specialist at AdvancED in Alpharetta, Georgia. Mrs. Jolayemi completed her undergraduate degree in Elementary Education/English at Roberts Wesleyan College. She completed her graduate degree in Adult Education and Development at Strayer University.</p> <p>She began her professional career as a classroom teacher. During her tenure she taught various grade levels, ranging for Pre-Kindergarten to Fourth grade, and High school English. Mrs. Jolayemi has also worked in the corporate world as a corporate trainer and training consultant. Her work with AdvancED allows her to combine her experiences as childhood educator, as well as her expertise as an adult educator to assist with the mission of continuous improvement in schools across the globe.</p> <p>She currently serves as the Vice President of Programming, for the Association for Talent Development (ATD); a professional organization for Learning and Development professionals. Since literacy has always been a passion, Mrs. Jolayemi volunteers as co-teacher, with Literacy Action, Inc.; an organization dedicated to teaching literacy to adult learners. She is happy to serve as a Team member and looks forward to collaborating and learning with new colleagues.</p>
Dr. Sharon A Knudson	<p>Dr. Knudson has worked with children in a variety of capacities from professional storyteller to teacher/principal in schools. A summary of her professional experience is 2010-present---Lead Evaluator with AdvancED; 1993-2010---Laramie School District #1,WY-Director, Non-tenured Teacher programs; Director, Professional Development; principal; teacher; and UW graduate instructor. Her WY Certification is Superintendent K-12, Principal K-12, Elementary Education-highly qualified, Speech Pathologist, Ex.-Gen. K-12. Her professional activities related to AdvancED include Lead Evaluator/team member to twenty-three states, DoDEA and International Schools---Japan, Europe, Egypt, Diagnostic Review Lead Evaluator, and Lead Evaluator Mentor. Dr. Knudson has received several national and state leadership and teacher awards. She recently participated as a district observer in a national Teacher &amp; Leader Evaluation Systems research study.</p>

Member	Brief Biography
<p>Dr. Drew Moore</p>	<p>Drew Moore began his teaching career as an elementary music teacher in Shreveport, Louisiana. In 1978 he moved to the Middle Laboratory School at Northwestern State University adding multiple subjects to his teaching repertoire and began working in accreditation through the Southern Association of Colleges and Schools (SACS) which accredited his school. Professional experiences include public school education, media director at a residential high school for the gifted in math, science, and performing arts; instructor for the local university and university laboratory school administrator. Retired after thirty-three years in public and higher education, he now chairs and serves as Team Member on External Review Teams at the school, district, distance learning, and corporate levels. Drew also serves on the Louisiana State AdvancED/SACS committee and the AdvancED Accreditation Commission. Degrees include: Bachelor of Music Education, Master's in Music, Specialist Degree in Public School Administration and Doctorate in Education Technologies from Northwestern State University in Louisiana and additional graduate work at Memphis State University in Tennessee and Louisiana State University- Shreveport.</p>
<p>Ms. Anna Pehar</p>	<p>Anna joined AdvancED in 2016 in the role of Vice President Europe. Anna's corporate background is commercial, but always in the professional services sector with a focus on education and development. From there she moved into academia and was the director of Executive Education at the Rotterdam School of Management/Erasmus University in the Netherlands for 10 years. After leaving RSM she worked at EFMD (European Foundation for Management Development) in Brussels (Belgium). EFMD is the European accrediting body for International Business Schools and Corporate Universities and in her role as director Business School Services, Anna was responsible for the academic conferences and developmental programs, providing information and disseminating knowledge to the member institutions globally. In 2010 she established her own educational consultancy practice, linking her profound professional experience with her extensive international network. Anna holds a master's degree in linguistics, with majors in Spanish, socio- and psycho linguistics. Her motivation to work in education is that she finds education the biggest gift you can give to anyone, because it enables human beings to grow, take charge of their own life and become independent. Anna is born in Italy from Croatian parents; she was raised and educated in Sweden and obtained her university degree in the Netherlands where she is currently based. She has lived and worked in several countries and cooperated with people from many different cultures and she finds that has enriched her, both professionally and personally. She has a weak spot for working in developing countries and has spent considerable time on projects in Africa and Eastern Europe among others. She communicates fluently in 5 languages and sees herself as a true global citizen with her roots in Europe.</p>
<p>Mr. David A Pine</p>	<p>David Pine is currently in his 36th year of serving students in the East Noble School Corporation, Kendallville Indiana. His current assignment is at Avilla Elementary School, where he serves as the principal. During his tenure with East Noble, he has served in a variety of positions including teacher, coach, Assistant Principal, Athletic Director and coordinator of assessment and data. He is in his 25th year serving as a principal, with experience in both elementary and middle school buildings. He oversees school improvement efforts for the district and has coordinated three successful external review visits leading to District Accreditation. The East Noble School Corporation was the first district in the state to receive this status thru the AdvancED process. He is a trained Lead Evaluator and leads visits throughout the world, including Department of Defense Schools. Additionally, he served two terms as a member of the Indiana AdvancED State Council.</p>

Member	Brief Biography
Mrs. Maureen Ryff	<p>Mrs. Maureen Ryff is a retired secondary school social studies instructor and administrator. Mrs. Ryff holds a Bachelor of Arts degree in American History and French, and a Master’s Degree in Political Science from the University of Wyoming. Her administrative endorsements include principal for grades K-12 and curriculum director. Mrs. Ryff taught social studies and French for 30 years at the middle and high school levels and served as a high school principal for 10 years. She earned several awards for excellence in education. She is the past State Director of the Wyoming Academic Decathlon program. She is a member of the Wyoming AdvancED State Council and serves as a Lead Evaluator for AdvancED. She has led accreditation visits to schools and districts throughout the United States, Europe, and Asia.</p>
Dr. Linda C Sevigny	<p>Dr. Linda Sevigny currently serves as the Chief of the Center for Instructional Leadership Development for DoDEA-Europe. She has over 24 years of elementary and secondary school experience. Dr. Sevigny has served as a classroom teacher, building administrator, district administrator and a college professor. In her former role, Dr. Sevigny’s focus was leader and teacher-leader development, professional learning, accreditation and performance management. As the CIL Chief, Dr. Sevigny works with building and district leadership teams to provide professional learning for the implementation and sustainment of systemic priorities such as the implementation of College and Career Ready standards. In this role, she and her team work to build capacity for proven innovative curriculum, instruction and assessment best practice. Dr. Sevigny holds a Bachelor of Science in Middle Grades Education, a Master of Arts in Secondary English and a Specialist and Doctorate in Educational Leadership. She is also a National Board Certified Teacher in the area of Early Adolescence – English Language Arts. Dr. Sevigny has served on numerous AdvancED school and district team visits.</p>
Dr. David W Smith	<p>David Smith is a former suburban Chicago public school superintendent. He received an interdisciplinary social science and social policy PhD from Northwestern University and taught at Roosevelt University and Trinity University. He has worked with school accreditation organizations including The Commission on International and Trans-Regional Accreditation and AdvancED in countries including Russia, Lebanon, Saudia Arabia, Egypt, UAE, and Syria,. He has spoken to diverse groups at business, school district and faith based conferences. David is an executive search consultant and business audit consultant for public, private and charter schools.</p>
Aleasha Stevens	<p>Driven by a passion for learning, Aleasha has dedicated her life to advocating for the needs of children as a classroom teacher, a literacy program director, an education technology consultant, and a mentor coordinator. Her lifelong love of learning has earned her a Bachelor’s and Master’s degree in education as well as professional certifications as a Reading Specialist, Project Manager, Classroom Management Specialist, and a certificate of distinction as a Teacher of English as a Foreign Language which afforded her the opportunity to take a sabbatical to teach English in Toulouse, France in 2015.</p> <p>As a classroom teacher, Aleasha was honored as an Intel Teach to the Future® award recipient. She then realized that she could exponentially help more students by training more teachers to bridge the learning gap through education technology. Within 2 years of leaving the classroom, Aleasha designed, coordinated, and delivered education technology training in over 285 schools in Pennsylvania. From there she went on to become a national trainer and multiplied that number exponentially over the course of 10+ years.</p> <p>Aleasha currently serves as the Director of Professional Services for AdvancED. She leads a team of education experts who facilitate continuous school improvement through strategic education consulting and support services tailored to the unique needs, mission and goals of education institutions.</p>

Member	Brief Biography
<p>Ms. Lesley Wangberg</p>	<p>Lesley Wangberg is an Educational Consultant where she is currently advising and facilitating a curriculum mapping and curriculum development project for the Wyoming Stewardship Project. Most recently she served as a facilitator for Leadership Wyoming, a statewide leadership development program. Ms. Wangberg previously served as a Managing Associate and Assessment Specialist with edCount, LLC.</p> <p>Ms. Wangberg has more than 39 years of experience in education, with eight years of leadership experience in assessment and evaluation. While at the Wyoming Department of Education, Ms. Wangberg oversaw the revision and implementation of the Wyoming Content and Performance Standards. She served as the Director of State Assessment where she managed the Wyoming Department of Education's \$48 million assessment budget, provided technical assistance, and conducted professional development and administration trainings to districts and schools. Ms. Wangberg has also worked extensively in early literacy issues, spending many years conducting professional development trainings with educators on teaching early literacy skills and monitoring students' literacy achievements. Ms. Wangberg has worked in the area of accreditation both at the school level and serving as Lead Evaluator for over 20 years.</p>
<p>Mrs. Tarah A Yurovchak</p>	<p>Tarah Yurovchak has been an educator for over 22 years, serving students and schools in a variety of roles including administrative, general education, special education, athletes, and extra-curricular activities. She has spent the last fourteen years internationally in the Republic of the Marshall Islands on the United States Army Garrison-Kwajalein Atoll. There she has had the opportunity to lead accreditation, school improvement, curriculum, professional development, classroom instruction and athletics. Tarah has a Master Degree in Education Leadership and is currently completing her Educational Specialist Degree. She is looking forward to growing in leadership as an AdvancED External Review Team Member.</p>

## 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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