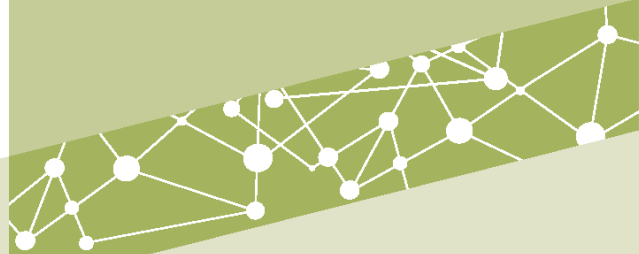**February 20-21, 2019**

AdvancED®
Engagement
Review Report

AdvancED® Performance Accreditation

» **Results for:**
Sand Ridge Junior High School
2075 West 4600 S
Roy, Utah 84067

Table of Contents

Introduction

AdvancED Performance Accreditation and the Engagement Review

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

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

AdvancED Standards Diagnostic Results

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

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

Leadership Capacity Domain

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

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

Learning Capacity Domain

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

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

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

Resource Capacity Domain

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

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

Effective Learning Environments Observation Tool® (eleot®) Results

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

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

eleot® Observations		
Total Number of eleot® Observations from the Engagement Review	**32**	
Environments	Rating	AIN
Equitable Learning Environment	2.79	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.56	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.16	3.74
Learners are treated in a fair, clear and consistent manner	3.22	3.77
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	2.22	2.06
High Expectations Environment	2.66	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.66	3.17
Learners engage in activities and learning that are challenging but attainable	2.81	3.14
Learners demonstrate and/or are able to describe high quality work	2.47	2.83
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.69	3.06
Learners take responsibility for and are self-directed in their learning	2.66	2.89
Supportive Learning Environment	2.95	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	2.69	3.66

eleot® Observations		
Total Number of eleot® Observations from the Engagement Review	**32**	
Environments	**Rating**	**AIN**
Learners take risks in learning (without fear of negative feedback)	2.91	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.06	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.12	3.66
Active Learning Environment	**2.73**	**3.08**
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.81	3.34
Learners make connections from content to real-life experiences	2.66	2.80
Learners are actively engaged in the learning activities	2.94	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.50	2.74
Progress Monitoring and Feedback Environment	**2.65**	**3.14**
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.62	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.66	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	2.78	3.37
Learners understand and/or are able to explain how their work is assessed	2.53	2.63
Well-Managed Learning Environment	**2.94**	**3.58**
Learners speak and interact respectfully with teacher(s) and each other	3.16	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	2.94	3.83
Learners transition smoothly and efficiently from one activity to another	2.78	3.09
Learners use class time purposefully with minimal wasted time or disruptions	2.88	3.54
Digital Learning Environment	**1.97**	**1.50**
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.25	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.91	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.75	1.46

Assurances

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

Assurances			
Met	**X**	Unmet	
Unmet Assurances			

AdvancED Continuous Improvement System

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

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

Initiate

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

Improve

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

Impact

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

Findings

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

I3 Rubric Levels	STANDARDS
Initiate Priorities for Improvement	Standards: 1.1, 1.10 Standards: 2.2, 2.3, 2.7, 2.11 Standards: 3.3, 3.4
Improve Opportunities for Improvement	Standard: 1.9 Standards: 2.1, 2.5, 2.6, 2.9, 2.10 Standards: 3.1, 3.2, 3.5, 3.6, 3.8
Impact Effective Practices	Standards: 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 Standards: 2.4, 2.8, 2.12 Standard: 3.7

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

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

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

Institution IEQ	283.00	AIN 5 Year IEQ Range	278.34 – 283.33

Insights from the Review

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

The Engagement Review Team identified four broad based themes from the review that support the continuous improvement process of Sand Ridge Junior High School (SJHS). These themes illustrate the strengths of this institution and opportunities for improvement that will guide the school's continuous improvement journey.

The school possesses a strong school culture that permeates all aspects of the school community. Various stakeholder groups articulate a strong positive sense of community, acceptance and inclusion. These qualities are on full display as the review team interacted with and watched staff members interact with students. Parents articulated how accepting students were of each other and how responsive teachers were to each individual child. Communication between parents and teachers is strong, fluid and timely. Parents feel like they understand their student's academic strengths and weaknesses, and teachers have solid plans to address each student's needs. Teachers mentioned how supportive parents are in the educational process and participate in active discipline for their students. Parent teacher conferences are well attended, and the school does a good job of proactively communicating upcoming events and support services to parents. Students exhibit a strong sense of connection to the school. They articulate how if they miss school "they will be missed, and someone will check up on them." Students also mention feeling very safe at school with a low incidence of student conflict, fighting and bullying. Students can mention positive prosocial programs the school is using to help them be better students and better citizens.

The school participates in the Roy High Cone Project, a multi-year attempt to increase the high school graduation rate for Roy High School. Community partnerships contributed $250,000 with a matching grant from the state for the same amount. The vertical articulation of this action plan is impressive in both scope and scale. Multiple data points were presented illustrating longitudinal improvements for the past four years. The graduation rate at the feeder high school has gone up every year for four years. Teachers and administrators on all levels meet monthly to review data, identify at-risk families, conduct home visits, reach out to community resources and services and provide counseling and support. The school has a robust advisory period called "sting time" which serves as a tier one intervention for struggling students. In addition, the school boasts two credit recovery aides who pull students from elective classes to work on remediating credit for deficient students. This tier two support is very effective in helping students stay on track toward graduation. The Roy Cone Project also has the full support of law enforcement and the surrounding community. Teachers and administrators frequently conduct home visits and provide services in home to help struggling families get their students to school. It is very clear to the

Engagement Review Team that this initiative is embedded in the school community, and the emphasis on high school graduation and staying on track will be a positive aspect to this school community for the foreseeable future.

Recently the school has started a new behavior initiative focused on promoting equity, racial sensitivity and awareness of mental health issues. The school has recently conducted a culture survey designed to illuminate problems within the school. The purpose of the survey was to ascertain the level of tolerance when it comes to incentive comments, demeaning language and inappropriate behavior targeted toward at-risk and minority groups. The school leadership team is hyper aware of instances of inappropriate conduct and are ready and willing to confront the issues. Parents verbalized how much they appreciate the new emphasis on tolerance and understanding and feel like this emphasis is long overdue. Parents also express skepticism that the new positive inclusive culture will last. The school leadership team was able to show initial results from the culture survey but felt like repeated data sets would provide more input as to their efforts making an impact. The school is aware of the need for improvement in this area and will continue to work with the surrounding community to make this problem better. As previously illustrated by the Roy Cone Project the Engagement Review Team has confidence that this cultural project will yield positive results for students in the future.

The school has made strides in relation to professional learning communities (PLC) and their impact on the culture of the school. Teachers mentioned the benefits of established norms that provide for mutual accountability and interdependence. The teams have set times that they meet during the school week with leadership support and guidance. The teams fill out a PLC agenda that includes meeting objectives, student perception data analysis and action steps. Teacher surveys indicated a general mindreading of the purpose and intent of common formative assessment data and its preeminence in driving instructional changes in the classroom. School leadership admits that this is a needed area of focus for the future.   The team noted differing levels of expectations in like classrooms and inconsistency is curriculum materials, instructional strategies and assessment strategies that were used. Learning assessments that are geared to essential standards are key to unified high expectations for what students are to know and be able to do. Considerable effort is suggested to ensure professional development, leadership accountability and improved instructional proactive actions will take place surrounding common formative assessments.

Sand Ridge Junior High is an established school with a strong reputation for a strong positive culture, commitment to staying on track toward high school graduation, student attendance and professional learning communities. All stakeholder groups (school leadership, teachers, parents, student and the surrounding community) are committed to the school's success and to the continuous improvement journey. The team has every confidence in the school's ability to continue its journey in providing a world class education to the students it serves.

Next Steps

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:
- Review and share the findings with stakeholders.
- Develop plans to address the Priorities for Improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report
- Continue the improvement journey

Team Roster

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

Team Member Name	Brief Biography
Spencer D. Hansen **Lead Evaluator**	Spencer Hansen is the principal of Kaysville Junior High School in the Davis School District located in Davis County, Utah. In that position, he oversees the academic, social and behavioral needs of a large suburban junior high school. Mr. Hansen holds a M.S. in special education and rehabilitation from Utah State University and a M.Ed. in educational leadership and policy from the University of Utah. Mr. Hansen has experience as an instructional aide, classroom teacher, cooperating teacher/ mentor, staff developer/ crisis trainer, assistant principal and principal. He has worked as a Lead Evaluator for the past 14 years.
Rob Stillwell	Robert Stillwell is the consulting principal at Waypoint Academy and Elevations RTC. Mr. Stillwell has been a Lead Evaluator for school accreditation for AdvancED and Northwest Accreditation Commission. He served as director of Northern Utah Academy for Math, Engineering and Science, a Charter School. He was a special education teacher and an administrator in Weber School District.
Scott Sumner	Scott Sumner is currently the principal at Lone Peak High School in Highland, Utah. His teaching career began at Orem Junior High School teaching history, student government, journalism and physical education. Before working as the principal at Lone Peak he was also principal at Oak Canyon Junior High and Frontier Middle School. Scott has his Bachelor of Science with a social studies composite and a Masters of Education in educational leadership. He has served on several AdvancED Engagement Review Teams.
Peter Clark	Mr. Peter Clark is currently the Alpine District Special Education Director.
Steve Carroll	Mr. Steve Carroll is the academic director of Utah Military Academy-Hill Field Campus, in Riverdale, Utah. He graduated in English teaching from Brigham Young University and taught English for 7 years in Utah public and charter schools. In that time, he experienced teaching a variety of subjects in grades 6-12. He earned a Master of Education in educational leadership, also from BYU, and worked as an administrative intern at American Leadership Academy. At Utah Military Academy, he serves in the roles of school principal, assessment director, curriculum director and works on the school review committee overseeing the academic goals for both campuses.

Team Member Name	Brief Biography
Jim Bouwman	James (Jim) Bouwman has been principal of Riverview Jr High, in Salt Lake County, for the past eight years. Mr. Bouwman has a B.S. in both math and math education, an M.S. in physical education and an administrative certificate all from Utah State University. Mr. Bouwman has 16 years classroom experience teaching math, computer programming and physical education. Mr. Bouwman has been in administration the past 16 years, 8 as a junior high assistant and 8 as a junior principal. As an administrator, he has participated three times as an accreditation evaluator.

References and Readings

AdvancED. (2015). Continuous Improvement and Accountability. Alpharetta, GA: AdvancED. Retrieved from http://www.advanc-ed.org/source/continuousimprovement-and-accountability

Bernhardt, V., & Herbert, C. (2010). *Response to intervention and continuous school improvement: Using data, vision, and leadership to design, implement, and evaluate a schoolwide prevention program*. New York: Routledge.

Elgart, M. (2015). *What a continuously improving system looks like*. Alpharetta, GA: AdvancED. Retrieved from http://www.advanc-ed.org/source/what-continuously-improving-system-looks like

Elgart, M. (2017). *Meeting the promise of continuous improvement: Insights from the AdvancED continuous improvement system and observations of effective schools.* Alpharetta, GA: AdvancED. Retrieved from http://www.advanc-ed.org/sites/default/files/CISWhitePaper.pdf

Evans, R. (2012). *The Savvy school change leader*. Alpharetta, GA: AdvancED. Retrieved from http://www.advanc-ed.org/source/savvy-school-change-leader

Fullan, M. (2014). *Leading in a culture of change personal action guide and workbook*. San Francisco: Jossey-Bass.

Hall, G., & Hord, S. (2001). *Implementing change: Patterns, principles, and potholes*. Needham Heights, MA: Allyn and Bacon.

Hargreaves, A., & Fink, D. (2006). *Sustainable leadership*. San Francisco: Jossey-Bass.

Kim, W., & Mauborne, R. (2017). *Blue ocean shift: Beyond competing*. New York: Hachette Book Group.

Park, S, Hironaka, S; Carver, P, & Nordstrum, L. (2013). *Continuous improvement in education.* San Francisco: Carnegie Foundation. Retrieved from https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation_continuous-improvement_2013.05.pdf

Sarason, S. (1996). *Revisiting the culture of the school and the problem of change*. New York: Teachers College.

Schein, E. (1985). *Organizational culture and leadership*. San Francisco: Jossey-Bass.

Von Bertalanffy, L. (1968). *General systems theory*. New York: George Braziller, Inc.

AdvancED®

About AdvancED

AdvancED is a non-profit, non-partisan organization serving the largest community of education

professionals in the world. Founded on more than 100 years of work in continuous improvement,

AdvancED combines the knowledge and expertise of a research institute, the skills of a management

consulting firm and the passion of a grassroots movement for educational change to empower

Pre-K-12 schools and school systems to ensure that all learners realize their full potential.