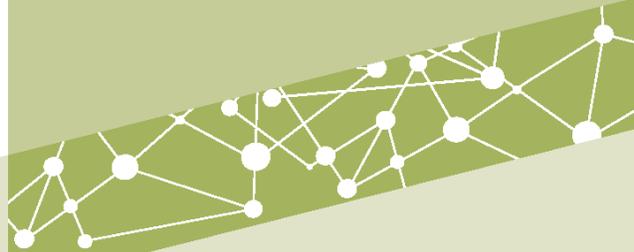


March 24 – 27, 2019

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# AdvancED® Engagement Review Report



## AdvancED® Performance Accreditation

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- » **Results for:**  
**Williston Public School District #1**  
1201 9<sup>th</sup> Avenue NW #102  
Williston, ND 58801

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## 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 system 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 system's purpose and desired outcomes for learning.	Meets Expectations
1.3	The system 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 system effectiveness.	Exceeds Expectations
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Emerging
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Needs Improvement
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.	Needs Improvement
1.8	Leaders engage stakeholders to support the achievement of the system's purpose and direction.	Emerging
1.9	The system provides experiences that cultivate and improve leadership effectiveness.	Needs Improvement
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
1.11	Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.	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 system.	Emerging
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Emerging
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Emerging
2.4	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.	Emerging
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Emerging
2.6	The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.	Meets Expectations

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

## 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 system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.	Emerging
3.2	The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Meets Expectations
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.	Emerging
3.4	The system attracts and retains qualified personnel who support the system's purpose and direction.	Meets Expectations
3.5	The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Emerging
3.6	The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.	Meets Expectations
3.7	The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.	Needs Improvement
3.8	The system allocates human, material, and fiscal resources in alignment with the system'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		
<b>Total Number of eleot® Observations</b>	<b>44</b>	
<b>Environments</b>	<b>Rating</b>	<b>AIN</b>
<b>Equitable Learning Environment</b>	<b>2.65</b>	<b>2.86</b>
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.07	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.23	3.74
Learners are treated in a fair, clear and consistent manner	3.32	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	1.98	2.06
<b>High Expectations Environment</b>	<b>2.46</b>	<b>3.02</b>
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.55	3.17
Learners engage in activities and learning that are challenging but attainable	2.86	3.14
Learners demonstrate and/or are able to describe high quality work	2.25	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)	2.20	3.06
Learners take responsibility for and are self-directed in their learning	2.43	2.89
<b>Supportive Learning Environment</b>	<b>2.90</b>	<b>3.61</b>
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	2.73	3.66
Learners take risks in learning (without fear of negative feedback)	2.57	3.49

eleot® Observations		
<b>Total Number of eleot® Observations</b>	<b>44</b>	
<b>Environments</b>	<b>Rating</b>	<b>AIN</b>
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.16	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.16	3.66
<b>Active Learning Environment</b>	<b>2.59</b>	<b>3.08</b>
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.50	3.34
Learners make connections from content to real-life experiences	2.48	2.80
Learners are actively engaged in the learning activities	3.02	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.36	2.74
<b>Progress Monitoring and Feedback Environment</b>	<b>2.30</b>	<b>3.14</b>
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	1.93	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.70	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	2.84	3.37
Learners understand and/or are able to explain how their work is assessed	1.73	2.63
<b>Well-Managed Learning Environment</b>	<b>2.90</b>	<b>3.58</b>
Learners speak and interact respectfully with teacher(s) and each other	3.07	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.05	3.83
Learners transition smoothly and efficiently from one activity to another	2.73	3.09
Learners use class time purposefully with minimal wasted time or disruptions	2.77	3.54
<b>Digital Learning Environment</b>	<b>1.50</b>	<b>1.50</b>
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.68	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.45	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.36	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	<b>X</b>	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
<b>Initiate</b> Priorities for Improvement	Standards: 1.6, 1.7, 1.9, 1.10, 1.11 Standard: 2.10 Standard: 3.7
<b>Improve</b> Opportunities for Improvement	Standards: 1.1, 1.5, 1.8 Standards: 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.11, 2.12 Standards: 3.1, 3.3, 3.5, 3.8
<b>Impact</b> Effective Practices	Standards: 1.2, 1.3, 1.4 Standards: 2.6, 2.8, 2.9 Standards: 3.2, 3.4, 3.6

## 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.

<b>Institution IEQ</b>	<b>268.87</b>	<b>AIN 5 Year IEQ Range</b>	<b>278.34 – 283.33</b>
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## 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.

Several themes aligned to the continuous improvement process for Williston Public School District #1 were identified by the AdvancED Engagement Review Team. Areas of both strength and opportunities offer a guide as the district continues the improvement journey. Interviews, observations, and a study of documents and artifacts produced supporting evidence related to overall Williston Public School District's operational effectiveness.

A safe and welcoming culture was identified as a theme of strength of the district. All stakeholder groups interviewed identified the schools and district support services as caring and welcoming, especially in providing for the high number of newcomers that enroll throughout each year. Despite the growing pains, the schools in the district maintain a culture of safety and care for all. In addition to the services offered within the schools, interviews with district partners revealed that the district has developed collaborations with local support service agencies to provide assistance to incoming students and families as needed. Schools work to connect families to obtain help with housing, clothing, and food resources. In addition to providing free and reduced lunches during the school year, the district's food service operates a food truck to provide lunches over the summer. Individual students are also very welcoming. Elementary students reported that they like serving as new student ambassadors. At the high school, students reported that they look out for new students to be sure to invite them into groups because as one student stated, many of us were new here not long ago. This information was gathered in interviews with community partners, school leaders, teachers, and students.

The district's implementation of one-to-one technology appears to be well-managed. In district director interviews, the technology director told of protocols for teacher training which he and his staff have implemented. He felt the process was going well, based on the short feedback questions asked after each service request was completed. Teachers in interviews report that they have support and training sessions available to them regularly during their prep time. The overall eleot rating for the digital learning environment for the district matched the AdvancED Improvement Network average.

Another strength noted was the district's highly effective collection, analysis, and reporting of student progress data. Artifacts outlined a well-defined system of Response to Intervention (RtI) Pathways that range from special education through accelerated learning options that are triggered by NWEA MAP (Northwest Evaluation Association MAP Growth) and AIMSweb benchmark scores. The use of Pathways is deeply embedded in the elementary schools and is protected through common grade level prep times. Interviews with teachers, district and school leaders, and students provided a clear picture of how the RtI process is delivered and progress assessed. Schools across the district appeared consistent in using assessments for placement or identification of

other special learning needs of students entering the system and providing leveled support for students in math and reading. Aggregated measures of learning progress are collected and routinely reported in terms of the percentage of students scoring at the proficient level on the NWEA MAP test beginning in second grade through grade ten. This number is reported by cohort progress over a three-year period.

One of the considerations for continuing improvements came from stakeholders in interviews. Teachers, students, and the Willmac director mentioned re-visiting the Safe and Civil Schools program. This program of behavior management had been very successful in the past, but it was noted that with so much turnover in the teacher and student population there was a need for all members of the district to re-initiate the program for the fidelity of implementation. Another area for review is district-wide classroom strategies to improve student engagement and instruction such as HOWLS (Hello, Objective, Work, Learning, Student Engagement), which was highlighted in district artifacts. In eleot observations, the strategies outlined were not routinely observed. Ratings in most environments in the eleot were below the AdvancED Improvement Network average. The review team encourages the district to consider evaluating the effectiveness of HOWLS and other strategies to determine whether to re-institute or abandon the protocols.

An area to initiate improvement is to establish measures or procedures to evaluate program effectiveness. There was no artifact or interview evidence indicating that the use of data, benchmarks, or measures of quality assurance to evaluate progress or success of district initiatives was occurring. While it was observed that the district regularly collects and reports demographic and student progress data, no defined performance goals and metrics or indications that existing district programs were meeting or progressing toward desired outcomes were provided. Professional development is an example of a program that did not show evidence of evaluation effectiveness. Artifacts and interviews with teachers and leaders indicated that professional development occurs through elective learning options, such as book reads. While the offered activities had merit, there was no identified objective that would demonstrate that these activities improved classroom instruction and student achievement. There was also no indication that the review of staff supervision triggered coaching intervention or improvement programming.

Strategic resource management and quality assurance were identified as areas for district improvement efforts. In addition to the need for facilities, the provision for resources for district instructional leadership and staff to monitor, supervise, and support teaching and learning should be considered. In interviews, instructional and building leaders indicated a need for more assistance with teacher improvement support, especially for teachers new to the profession. This identified need is reinforced by lower than network average eleot observation ratings in all learning environments except Digital Learning. Also, consideration should be made for support, which may be required to implement new initiatives adopted by the district.

Establishing collaborative and supportive relationships among district and building leaders facilitates the effective and consistent implementation of the mission, vision, and goals of the district. Principals and directors are the force that drives the achievement of district goals, and in interviews, they expressed a need for clarity in direction. Their commitment to district initiatives and collaboration with colleagues provide the momentum for their achievement. Also, the district has opportunities to utilize partner resources like Willmac, the Great Northern Education Cooperative (GNEC), Williston State University, local health agencies, and local businesses to augment its ability to serve its students. Furthering collaborations with these organizations and outside support agencies may provide additional opportunities for students.

The AdvancED Engagement Review Team commends Williston Public School District #1 for its commitment to

continuous improvement. Within this report, results of selected observations, leveled ratings of the Standard Diagnostic, and verification of Assurances provide quantitative information based on triangulation of evidence and thorough team deliberations. The insights provided by the team reveal themes and identify direction for the district to embrace during the next steps of the continuous improvement journey.

## 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 elect 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
<p><b>Dr. Elaine Baumann</b> Lead Evaluator</p>	<p>Dr. Elaine Baumann is a career educator with over 45 years of classroom, administration, and consulting experience. She began as a teacher of secondary instrumental music in both public and parochial schools and served her last 20 years as a secondary school principal. In addition, she contributed to her profession as a member of the Wisconsin State Equity Cadre and served on the boards of the Association of Wisconsin School Administrators and the Wisconsin School Music Association, serving one term as its president. She is an adjunct faculty member at the University of Wisconsin-River Falls in the principal licensure program. Dr. Baumann holds a Bachelor of Music Education from the University of Wisconsin-River Falls and a master's and Ph.D. from the University of Minnesota. After her retirement from school administration, volunteer work with AdvancED led her to a position as the AdvancED State Operations Director for Wisconsin and Minnesota from 2014-2017. Dr. Baumann remains active as a lead evaluator and team member for all types of schools and reviews. She feels fortunate that she can benefit children and their education through school improvement.</p>
<p><b>Cindy Cook</b></p>	<p>Cindy Cook currently serves as the principal of Sunnyside Elementary, a schoolwide Title I school in Minot, North Dakota. Her educational career spans 32 years, including positions as a classroom teacher, music teacher, and administrator. Mrs. Cook holds B.S. and B.A. degrees in music and elementary education and earned her M.S. in educational leadership from North Dakota State University. She provides professional development for educators on strategies for working with students impacted by poverty. She has served on previous AdvancED engagement review teams.</p>
<p><b>Kim Slotsve</b></p>	<p>Kim Slotsve has 32 years of experience in education. After six years as a high school business and math teacher, she earned an M.Ed. from the University of North Dakota. Ms. Slotsve became a school administrator in 1994 and worked as an associate principal and head principal for 18 years. She is currently the assistant superintendent for secondary education in Minot, ND. She is a member and past president of the North Dakota Association of Secondary School Principals. Over the years she has served on several AdvancED engagement review teams.</p>

Team Member Name	Brief Biography
<b>Dr. Phyllis Gilworth</b>	<p>Dr. Phyllis Gilworth has a bachelor's degree in music education, a master's degree in guidance and counseling, and a Ph.D. in education with a specialization in leadership in educational administration. She has teaching experience at all levels pre-k-16 in rural, suburban, and urban settings. Dr. Gilworth's counseling experience includes elementary school students and at-risk students in the alternative school setting, as well as adults in the community setting. Dr. Gilworth's administrative experience includes assistant principal in charge of discipline and curricular issues at high risk, assistant principal in charge of guidance, director of instructional programs and assessment, and assistant superintendent for curriculum and instruction at an affluent suburban district in Northwest Indiana. Dr. Gilworth has extensive experience serving on school improvement teams and particularly enjoys issues relative to curriculum, teaching, and learning. She participated on numerous AdvancED engagement review teams, serving in multiple roles, both in her home state of Indiana, as well as nationally.</p>

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## 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.

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