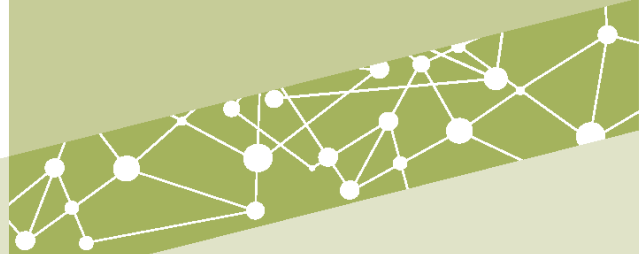


April 15-17, 2018



AdvancED® Engagement Review Report



AdvancED® Performance Accreditation

- » **Results for:**
Forsyth High School
Forsyth, Montana

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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 that helps to focus and guide each institution’s improvement journey. Valuable evidence and information from other stakeholders, including students, also is obtained through interviews, surveys and additional activities.

As a part of the Engagement Review, stakeholders were interviewed by members of the Engagement Review Team to gain their perspectives on topics relevant to the institution's learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the Engagement Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

| Stakeholder Groups | Number |
|---------------------|-----------|
| Administrators | 2 |
| Instructional Staff | 11 |
| Support Staff | 3 |
| Students | 18 |
| Parents | 5 |
| Total | 39 |

Once all of the information is compiled and reviewed, the team develops the Engagement Review Report and presents preliminary results to the institution. Results from the Engagement Review are reported in four ratings represented by colors. These ratings provide guidance and insight into an institution's continuous improvement efforts as described below:

| 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 |

AdvancED Continuous Improvement System

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. AdvancED identifies three important components of a continuous improvement process and provides feedback on the components of the journey using a rubric that identifies the three areas to guide the improvement journey. The areas are as follows:

| Commitment to Continuous Improvement | Rating |
|------------------------------------------------------------------------------------------------------------------|--------------------|
| The institution has collected sufficient and quality data to identify school improvement needs. | Meets Expectations |
| Implications from the analysis of data have been identified and used for the development of key strategic goals. | Meets Expectations |
| The institution demonstrates the capacity to implement their continuous improvement journey. | Meets Expectations |

Continuous Improvement Journey Narrative

Engagement of Stakeholders

The Engagement Review Team found a wide variety of evidence to indicate Forsyth High School is committed to a path of continuous improvement. Statements shared during stakeholder interviews, the leadership overview, along with the review of the multitude of artifacts and evidence, and observations, revealed that the school has created an efficient systems approach to continuous school improvement. During the leadership overview, the principal shared a detailed journey of the last five years, highlighting data-driven goals, as well as outlining the inclusive approach with stakeholders in helping create the goals and see them to fruition. A concerted effort is made to ensure stakeholders are an integral part of the data analysis and decision-making based on a variety of data sets. The teaching staff, in collaboration with administration, have created a system for establishing annual improvement goals based on data, complete with action steps, timelines, and shared results. Preparation for the AdvancED Engagement Review was thorough and teaching staff were involved in the self-reflection process, and gathering evidence and artifacts for each of the domains. It is evident that there is a widespread commitment to the school mission, “Provide, Prepare, and Produce.”

Data Collection and Data Quality

Until five years ago, the school did not have a systemic means of collecting data for school improvement purposes. Since 2013, the administration and staff have deliberately collected, analyzed, and used a variety of data-sets to better inform goal setting and decision-making processes. Examples of data used include school-wide and student specific assessment scores from ACT, ACT Aspire, Smarter Balanced Assessment, and the science CRT, along classroom failure rates. During the past two years, AdvancED climate and culture student, staff, and parent surveys have also been used to self-reflect and set goals. Additional data analyzed include needs assessments and surveys of current initiative implementation and effectiveness.

Data Analysis

The team found a plethora of evidence of systemic methods for the school staff to discuss the data, analyze strengths and areas for improvements, as well as identifying patterns and trends. Committees have been established, with all teaching staff serving on at least two, which analyze data to inform decision making. The results of these committee meetings are shared out with the entire teaching staff.

Goals

Forsyth High School has identified four goals for the 2017-18 school year in its continuous improvement plan, and have had measurable goals for the past five years. The first goal is centered on academic achievement, the second on professional development for staff, the third concerning climate and culture, and finally one for technology. The administration and staff used data to create these specific and measurable goals and establish action plans. The results of goals are reported annually to staff, board, and other stakeholders.

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**. Point values are established within the diagnostic and a percentage of the points earned by the institution for each Standard are calculated from the point values for each Standard. Results are reported within four ranges identified by the colors representing Needs Improvement (Red), Emerging (Yellow), Meets Expectations (Green), Exceeds Expectations (Blue). The results for the three Domains are presented in the tables that follow.

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. | Exceeds Expectations |
| 1.2 | Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learners. | Exceeds 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. | Meets 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. | Emerging |

| Leadership Capacity Standards | | Rating |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 1.10 | Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that result in improvement. | Exceeds Expectations |

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. | Emerging |
| 2.3 | The learning culture develops learners' attitudes, beliefs and skills needed for success. | Meets Expectations |
| 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. | Exceeds Expectations |
| 2.6 | The institution implements a process to ensure the curriculum is aligned to standards and best practices. | Exceeds Expectations |
| 2.7 | Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations. | Emerging |
| 2.8 | The institution provides programs and services for learners' educational futures and career planning. | Emerging |
| 2.9 | The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students. | Emerging |
| 2.10 | Learning progress is reliably assessed and consistently and clearly communicated. | Meets Expectations |
| 2.11 | Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning. | Emerging |
| 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 that 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. | Emerging |
| 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. | Emerging |
| 3.4 | The institution attracts and retains qualified personnel who support the institution's purpose and direction | Emerging |
| 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. | Meets Expectations |
| 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. | Emerging |
| 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 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. 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. Classroom observations are conducted for a minimum of 20 minutes. Results from eleot are reported on a scale of one to four based on the degree and quality of the engagement.

| eleot® Observations | |
|-----------------------------------------------------------------------------------------------------|---------------|
| Total Number of eleot® Observations | 33 |
| Environments | Rating |
| Equitable Learning Environment | 2.66 |
| Learners engage in differentiated learning opportunities and/or activities that meet their needs | 2.33 |
| Learners have equal access to classroom discussions, activities, resources, technology, and support | 3.30 |

| eleot® Observations | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Total Number of eleot® Observations | 33 |
| Environments | Rating |
| Learners are treated in a fair, clear and consistent manner | 3.67 |
| 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 | 1.33 |
| High Expectations Environment | 2.81 |
| Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher | 2.70 |
| Learners engage in activities and learning that are challenging but attainable | 3.09 |
| Learners demonstrate and/or are able to describe high quality work | 2.48 |
| Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) | 2.76 |
| Learners take responsibility for and are self-directed in their learning | 3.00 |
| Supportive Learning Environment | 3.48 |
| Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful | 3.70 |
| Learners take risks in learning (without fear of negative feedback) | 3.18 |
| Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks | 3.45 |
| Learners demonstrate a congenial and supportive relationship with their teacher | 3.58 |
| Active Learning Environment | 3.11 |
| Learners' discussions/dialogues/exchanges with each other and the teacher predominate | 3.15 |
| Learners make connections from content to real-life experiences | 2.73 |
| Learners are actively engaged in the learning activities | 3.55 |
| Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments | 3.0. |
| Progress Monitoring and Feedback Environment | 2.69 |
| Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored | 2.48 |
| Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work | 3.00 |
| Learners demonstrate and/or verbalize understanding of the lesson/content | 3.00 |
| Learners understand and/or are able to explain how their work is assessed | 2.27 |
| Well-Managed Learning Environment | 3.36 |
| Learners speak and interact respectfully with teacher(s) and each other | 3.73 |
| Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others | 3.42 |
| Learners transition smoothly and efficiently from one activity to another | 3.15 |
| Learners use class time purposefully with minimal wasted time or disruptions | 3.12 |
| Digital Learning Environment | 1.99 |
| Learners use digital tools/technology to gather, evaluate, and/or use information for learning | 2.12 |
| Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning | 2.00 |
| Learners use digital tools/technology to communicate and/or work collaboratively for learning | 1.85 |

eleot® Narrative

The External Review Team conducted 33 walkthroughs utilizing the eleot® tool, with each observation being a

minimum of 20 minutes. In addition, the External Review Team conducted informal observations in the hallways and general student common areas. Ratings from the observations ranged from a high of 3.48 on Supportive Learning Environment, to a low of 1.99 on Digital Learning Environment. The school's overall average was a 2.90 on a four-point scale.

Equitable Learning Environment (2.66)
High Expectations Environment (2.81)
Supportive Learning Environment (3.48)
Active Learning Environment (3.11)
Progress Monitoring and Feedback Environment (2.69)
Well-Managed Learning Environment (3.36)
Digital Learning Environment (1.99)

Eleot® observations revealed high scores in “learners speaking and interacting respectfully with staff and each other,” (3.73) and “learners demonstrating a sense of community that is positive, cohesive, engaged and purposeful” (3.70). These positive interactions and findings were clear as students and staff represented the student generated philosophy of living “The DOGIE Way,” which is focused on being Dedicated and optimistic, Owning one’s own actions, Giving respect, being involved in activities, and being engaged in learning and experiencing success through graduation and goal attainment. Students were observed to be polite to each other and adults, holding the door open, demonstrating exemplary verbal and physical manners, being respectful of and engaging in conversations in and out of the classroom with each other and staff. Even though the physical structure of the school is old, the building and grounds were immaculate, further demonstrating the immense pride the students have for their school and their strong sense of community. During the parent interviews statements such as, “my kids like to come to school, everyday,” and “the whole town is centered on the school, everyone knows all of the kids,” further support these eleot results.

The Digital Learning Environment was rated the lowest (1.99). There was minimal use of technology for purposeful, rich learning experiences for students, i.e., opportunities to synthesize information, solve problems and apply to real world situations, and to work collaboratively. Student and parent interviews revealed a need for and a desire for more technology to better prepare students for college and careers the digital knowledge expectation outside of high school is huge. The eleot reflected a low score of 2.73 for learners making connections from content to real-life experiences, which also became evident from parent interviews. Moreover, students commented that “we need technology that works,” and saw a need for “more laptops” so more students could use them more frequently. Observers did not see students having access to new learning opportunities through the use of technology. This observation was reinforced when students also pointed out that the technology that is available is not being utilized for learning, for example, the poly boards are often only used to show movies, not for interactive learning. Staff interviews also revealed that there is a need for more reliable technology for student learning.

Results from an Equitable Learning Environment and Progress Monitoring were mixed. Team members observed a variety of learning environments where there was minimal differentiated opportunities for learners. The parent and student surveys further supports this with some of the lowest scoring response items (3.33) and (2.97) respectively being, “all of my child’s teachers meet his/her learning needs by individualizing instruction,” and “all of my teachers change their teaching to meet my learning needs.” Team members did observe CTE classes providing for more differentiated learning activities. Due to the very homogenous demographics of Forsyth, there were little to no opportunities for students to demonstrate appreciation for differences in students that would be more easily observed in larger urban schools. It is important to note that an inclusion special education model is used and students were observed to be respectful and understanding of differences between students.

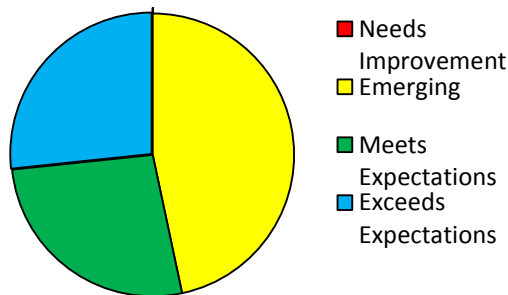
Observers rarely saw visible learning targets in classrooms thus it was difficult to determine if lessons were connected to learning standards. In general, students did not know which learning targets were expected to be met during the lesson, and when asked, students were unable to explain how their work was assessed. A response score of 2.38 on the student survey support this observation, “I use a rubric or scoring guide to help me complete

an assignment.” The statement, “my child knows the expectations for learning in all classes” was also a low scoring item on the parent survey, receiving a 3.42.

The eleot data confirmed interview statements and survey responses, and validated the caring, family environment experienced at Forsyth High School. Students were provided positive, safe, learning environments by staff and administration who demonstrated unconditional support, care and concern for student success and well-being. Students were observed to be actively engaged in primarily traditional learning activities, and were respectful with peers and staff. Students demonstrated a positive sense of community and took risks without fear of negative feedback. Overwhelmingly, all stakeholders commented on how proud they are of Forsyth High School and that it is the heartbeat of the community.

Findings

The chart below provides an overview of the institution ratings across the three Domains.



| Rating | Number of Standards |
|----------------------|---------------------|
| Needs Improvement | 0 |
| Emerging | 14 |
| Meets Expectations | 8 |
| Exceeds Expectations | 8 |

Powerful Practices

Powerful Practices reflect noteworthy observations and actions that have yielded clear results in student achievement or organizational effectiveness and are actions that exceed what is typically observed or expected in an institution.

Powerful Practice #1

A strong sense of purpose and direction is seen throughout all stakeholder groups.

Primary Standard: 1.1

Secondary Standard(s): 1.2, 1.3

Evidence: The School Quality Factors Summary, as well as the leadership presentation, called out the effort to create a clearly defined mission statement and sense of purpose for everyone in the school. This evolved into the “3 Ps” for Forsyth High School: **to provide** meaningful learning opportunities, **to prepare** students to be successful in meeting their post-secondary goals, and **to produce** life-long learners. This was reported to be reinforced through recitation at the beginning of each committee meeting, and the students and staff interviews also articulated the use of this clear purpose statement as posted on bulletin boards in hallways and in classrooms throughout the school. In addition, the staff bi-annually review the purpose statement to ensure it is still relevant. The staff survey report scored “the school’s purpose statement is clearly focused on student success” the highest, with 4.60 of a possible 5.00. The School Quality Factors Summary also articulated that “every decision is aligned with the mission statement in support of the school improvement goals, which help produce life-long learners.”

Opportunities for Improvement

Opportunities for Improvement are those actions that will guide and direct institutions to specific areas that are worthy of additional attention.

Opportunity for Improvement #1

Develop and promote a culture of shared leadership, by which to provide further professional development of experienced educators and to improve leadership effectiveness through force multipliers across the education team.

Primary Standard: 1.9

Secondary Standard(s): 2.4

Evidence: The institution's School Quality Factors diagnostic reported on the foundational commitment and effort for development of shared leadership at Forsyth High School, particularly through team-building activities and the formal mentoring program. Staff shared through the engagement review interview process that they are most proud of "teachers that try hard, working with phenomenal people, and...work ethic of teachers." Input from staff interviews noted the desire for opportunities for greater collaboration and brainstorming, and for "validation beyond test scores for school improvement." Through the course of the engagement review, the team heard numerous references to the appreciation for the work that the administration has done and is doing with teachers in areas such as all summative data analysis and professional growth conversations around the Danielson model. This is further carried with students, through meeting individually with all students to review post-secondary aspirations, and weekly meetings with at-risk students to review progress in classes. For the institution and its staff to continue its improvement journey, it will be important to capitalize on the value brought by experienced educator staff, and to utilize force multipliers to enhance and extend the effectiveness of institutional leadership. Strong leadership can therefore develop other leaders and empower them to take more engaged roles to further the work of the institution, thereby freeing up the administration to guide the next phases of the school's improvement journey.

Opportunity for Improvement #2

Design and implement a formalized program for tracking and advising every student in career/college readiness and planning through the counseling center as outlined in standards of the School Counseling and Guidance Curriculum.

Primary Standard: 2.8

Secondary Standard(s): 2.3, 2.2

Evidence: From a combination of stakeholder interviews, stakeholder surveys, and Engagement Review Team observations, the need was identified for a consistent, structured, and documented plan to ensure as optimal college/career readiness as possible. Low scoring areas on the survey included: "I use the services of the counseling office" (1.69 of 4.00) and "I explore and begin to plan for college and/or career opportunities" (2.67). Student interview comments included, "it depends on how much you challenge yourself," and being "on our own to set goals and seek information towards them," were reinforced by the 2018 Student Survey results. Parent interviews and survey results shared a vision for a program/curriculum educating on a variety of career pathway options interests other than college and agriculture. From multiple stakeholder group interviews, a common pattern emerged of limited personnel with frequent turnover in the counseling department, impacting the ability to develop and provide tracking of the student career and college advising.

Improvement Priorities

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Engagement Review Team to have the greatest impact on improving student performance and organizational effectiveness.

Improvement Priority #1

Adapt and develop a robust strategy for integrating digital resources into teaching, learning, and operations.

Primary Standard: 3.5

Secondary Standard(s): 3.1, 3.7

Evidence: The institution's School Quality Factors diagnostic reported on the foundational technology currently available and the processes for identifying digital media needs by educators. The stakeholder interviews, particularly with staff and students, noted the need for greater access and broader application of technology and various digital media in the classroom and learning processes. In the Student Inventory, 35% of the student respondents reported that they do not have the materials, supplies, and technology needed to be successful in all of their classes. In the Teacher Inventory, 56% of the educator respondents reported that they sporadically, regularly but not frequently, or rarely structure lessons, tasks, and activities that require students' use of digital tools for learning. Moreover in the Teacher Inventory, 25% of the teachers reported that they frequently and regularly receive formal training in the interpretation and use of student assessment data, and 19% reported utilizing a formal process to determine the individual learning needs of my students. Staff also noted in the interviews the need for greater technology support for the educators, students, and classroom activities. School committee meeting agendas and minutes have focused on the need for strategic management of technology resources; professional development activities to date have included utilizing technology for formative assessment. The engagement review team eleot scores found the digital learning (use of digital tools/technology) aspect to receive the lowest scores, with an overall score of 1.99 (out of 4.00): including 2.12 for gathering, evaluating, and/or using digital information for learning; 2.00 for digitally conducting research, solving problems, and creating original works for learning; and 1.85 for digitally communicating and/or working collaboratively for learning. The institution's leadership and staff have expressed and documented commitment to developing more robust professional learning structure for educator staff. To this end, access to and sharing of current, relevant, and informative data will provide key support for monitoring and assessing measurable improvement processes for student performance, professional practice, and ultimately, organizational effectiveness.

Improvement Priority #2

Develop Professional Learning Communities that include meaningful involvement of all staff to design and implement an ongoing process in which educators work collaboratively and collegially to improve learner performance, professional practice, and organizational effectiveness.

Primary Standard: 3.2

Secondary Standard(s): 3.1, 2.11, 2.2, 2.7

Evidence: The data reviewed from classroom observations using the eleot observation tool alongside student interviews indicate a need for differentiated and personalized learning opportunities that include high learning expectations, inquiry based instruction, and critical thinking for all learners. When asked if students believed their teachers changed their teaching to meet learning needs 6% strongly agreed and 17% followed agreed while the remaining 77% were neutral or disagreed. Although curriculum is aligned horizontally and vertically, formalizing a professional learning structure that utilizes the research and best practices of professional learning communities will enhance teaching and learning. Evidence through spreadsheets, school improvement goals, Care Committee Minutes, and administrative interviews, demonstrate consistent use of summative ACT/ACT Aspire data and weekly classroom grades in improving the percentage of students classified as "college ready" as measured by the ACT, and identifying at-risk students to create plans to address student needs.

The Teacher Inventory reports that 31% utilize student achievement data to modify materials and lessons for their students. The PLC structure will provide a format to enhance this strategy and allow for time to facilitate decision making in analyzing frequent individual learner formative assessment data to achieve improved learner academic outcomes. Staff interviews and surveys indicate a strong desire for opportunities to build connections, collaborate and create a greater sense of collegiality. Forsyth High School allocates time after school for multiple committees along with professional development that address a variety of topics; however, as indicated by interviews with stakeholder groups and climate surveys, it is not systematically tied to continuous job-embedded training as a part of routine practices.

Accreditation Recommendation and Index of Educational Quality™ (IEQ™)

The Engagement Review Team recommends to the AdvancED Accreditation Commission that the institution earns the distinction of accreditation for a five-year term. AdvancED will review the results of the Engagement Review to make a final determination, including the appropriate next steps for the 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 and the results of elite classroom observations. 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.

| | |
|------------------------|--------|
| Institution IEQ | 313.28 |
|------------------------|--------|

Conclusion Narrative

Forsyth High School is a high school district with approximately 190 students, grades 9-12, and embodies a rich history and tradition that is evident throughout the school. Staff, students, and parents, all identify a strong connection to the school and feel that students are both academically and socially successful. In 2016-2017, they had a 93% graduation rate, and attendance rates range from 95%-93% each year. Over 80% of the student body is involved in at least one extra-curricular activity, and through 'Connections' all students are connected to at least one adult throughout the year. Two unique requirements are that all students take core college-track courses to ensure a variety of options are available for students upon graduation, and all students take the Adult Living class, which provides coursework in foundational employability skills and financial literacy, among other topics to help them be successful citizens in their community.

Strengths of the school include the strong sense of purpose which was also identified as a powerful practice. Forsyth High School has a clear vision and mission: "To Provide meaningful learning opportunities, To Prepare students to be successful in meeting their post-secondary goals, and To Produce life-long learners." These three pillars provide the foundation and direction for students and staff to thrive. In addition, the commitment to continuous improvement is embedded in the school, with a collaborative goal setting process between administration and staff already in place. Goals are based on data, are measurable with action plans and timelines, and are reviewed annually. Using "The Danielson" framework as a means for staff to grow professionally has

opened the door for self-reflection and rich conversations about teaching and learning between staff and administration.

The Engagement Review Team has provided Forsyth High School with two Improvement Priorities. These priorities focus on integrating technology into teaching and learning, and to develop a strong Professional Learning Community structure to build on the work that is beginning to take hold. While there are barriers with the availability of reliable internet in Forsyth, due to its rural location, there are ample other digital learning opportunities for students to use to enhance and improve learning. After receiving an introductory overview of the Professional Learning Community process this spring, the staff has committed to using PLCs as a means to improve teaching and learning. This opens the door for staff to design and embrace a PLC process knowing it is a never-ending journey, but one that improves student achievement outcomes and improves the art of teaching.

School leaders, staff, students, and parents are committed to excellence in education at Forsyth High School. The culture and climate of the school is one of acceptance, fun with high expectations, and students feel safe. Students report that staff are dedicated to helping each student be successful and are willing to come in early or stay late to help students. The Engagement Review Team is confident that a continued focus on the continuous school improvement process will lead the school to even greater levels of success.

Next Steps

The results of the Engagement Review provide the next step to guide the improvement journey of the institution in their 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 their current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

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 Improvement Priorities 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 your 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 |
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| Brenda Koch | Brenda Koch is currently a K-12 Executive Director, overseeing 16 of the 32 schools, for the Billings Public School District located in Billings, MT. Billings Public Schools is the largest school district in Montana, educating almost 17,000 students. Her education career began as a high school English and history teacher, and then as a middle school English and history teacher. Her teaching days also included coaching and refereeing high school volleyball. Her administrative experience has included serving as an acting middle school principal, and six years a K-8 Superintendent/Principal, before joining the Billings School District in 2011. This is her third year as an AdvancED Lead Evaluator; she also serves on the Montana AdvancED Leadership Council. |
| Dr. Constance Haan | Dr. Haan is currently teaching biomedical science courses (principles of biomedical science, medical interventions) and human biology (for both high school elective and college credit) at the Billings Career Center in Billings, MT. She is a cardiothoracic surgeon, double-board certified in general surgery and thoracic surgery; with master's degrees in evaluative clinical sciences and in international relations and conflict resolution. She has extensive experience and expertise in healthcare quality, quality improvement and patient safety, and served for six years as senior associate dean for educational affairs for the University of Florida College of Medicine-Jacksonville. Dr. Haan recently worked for three years for the Accreditation Council for Graduate Medical Education as a Clinical Learning Environment Review field representative, assessing and providing feedback to teaching hospitals on how they provide and teach patient safety, quality improvement, and transitions of care, while maintaining appropriate supervision, fatigue management and mitigation, and professionalism in the clinical environment. She has authored or co-authored 58 journal publications and two book chapters, published one book, provided peer review for several medical and academic journals, and lectured extensively (including international audiences). |
| Shea Mangold | Shea Mangold is an English teacher out of Wyoming, where she graduated from the University of Wyoming. She teaches Junior English 3 and Senior World Literature at Billings Senior High School in Billings, Montana. Along with teaching, Shea is the head varsity coach for the Senior Storm Dance Team. Thus far, Shea has experienced AdvancED through a review in Laramie, Wyoming while a staff member, being a team member for Helena High School and Custer County High School reviews, and being a part of the leadership team preparing for the Billings Senior High AdvancED last spring. She is committed to the continuous school improvement process and honored to be a part of AdvancED. |
| Lea Moore | Lea Moore is enjoying a career focused on Montana's children. Her public teaching career spanned the 2nd thru 8th grade classrooms and libraries of Havre, Shelby, Manhattan, and Miles City. Currently, she has her own training and recruiting business. This allows her the time flexibility to direct and teach at a private preschool in Miles City, MT serving over 100 students. Through MT PESA, Lea provides trainings for accommodating exceptional needs students in Eastern MT. Lea is also serving on the Montana AdvancED State Council. |



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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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