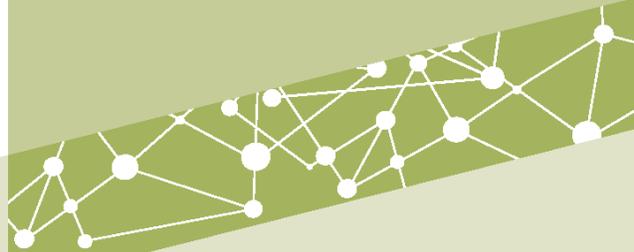


March 18-21, 2018



AdvancED® Engagement Review Report



AdvancED® Performance Accreditation

- » **Results for:**
East Butler Public Schools
Brainard, Nebraska

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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
School Board	2
Superintendent	1
Administrators	2
Instructional Staff	30
Support Staff	13
Students	44
Parents	10
Community Partners	7
Total	109

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

Color	Rating	Description
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.	Emerging
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

In preparation for the Engagement Review, the East Butler School District leadership actively engaged various internal and external stakeholder groups. Their involvement included surveys and interviews of students, staff, parents, and community members. The superintendent continued to establish a sound base of support throughout the community of stakeholders. His extraordinary communications had built and strengthened relationships. During interviews with various stakeholders, it was evident that all members of the administrative team were very active and engaged in a wide array of community and school functions. Due to this commitment to stakeholder engagement, the collection of feedback information was comprehensive.

The team was able to review multiple sources of data relative to the system’s continuous improvement journey. These included internal and external stakeholder surveys, meeting minutes and various artifacts. Other information that was reviewed included student achievement, enrollment trends, promotion and retention rates, attendance, graduation and dropout rates, behavior, personnel and financial data. Summative and formative data included Northwest Evaluation Association (NWEA), American College Test (ACT), dual enrollment information and Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

The system used multiple forms of data to guide operations and instructional decisions at the system and school levels. Staff engaged in a data review biannually with support from Educational Service Unit (ESU) 7. School administrators presented the analysis of achievement data to the school board regularly. An annual report, which included analyses of achievement and other program data, was widely shared internally, as well as externally.

The system had identified four key goals:

1. To make the use of data operational when making decisions at all levels. The East Butler leadership team had become more intentional in the use of data in the decision-making process.
2. To develop, implement, and monitor a systemic continuous improvement process where all stakeholders maintain the focus of supporting student learning. The East Butler School Improvement Team met with all staff members to discuss the implementation of the action plan, which was shared with the team during the

Improvement Journey.

3. To assure that more students met or exceeded projected growth targets and met national proficiency, as identified by the Northwest Evaluation Association’s Measures of Educational Progress (MAPS) assessment annually. In grades K-6 Title I students used a thirty-minute intervention time to support growth in mathematics. A Multi-Tiered System of Supports (MTSS) was implemented throughout the system. Teachers participated in MAP training provided by ESU 7 and analyzed the MAP data annually. The 2016-17 system-wide average percent of learners meeting proficiency were 71 percent for math, 70 percent for reading and 68 percent for language usage. The 2016-17 averages for students meeting growth goals were math 64 percent, reading 65 percent, language usage 61 percent and science 63 percent.
4. To provide students with tools and opportunities to warrant a 2.6 score on the Nebraska Accountability for a Quality Education System, Today and Tomorrow (AQuESTT) College and Career Readiness Tenets. As a result of the College Access Grant, students in grades 9-12 visit two colleges each year to help them make an informed decision about their educational futures.

The East Butler Public Schools was in the process of developing a strategic plan for the system and its schools, which included scheduled staff and community meetings. It monitored improvement of relevant student and organizational data through regular and routine leadership meetings. The board of education recently reviewed all of its policies and procedures, and revised them as necessary. It was clear to the team that continuous improvement was deeply ingrained at all levels of the system. Leadership was committed implement its strategic plan to guide the improvement process.

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 is 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), and 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 system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Meets Expectations
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the system’s purpose and desired outcomes for learners.	Meets Expectations

Leadership Capacity Standards		Rating
1.3	The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Exceeds 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.	Exceeds Expectations
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Emerging
1.7	Leaders implement operational processes 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 system's purpose and direction.	Meets Expectations
1.9	The system 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.	Exceeds Expectations
1.11	Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.	Meets Expectations

Learning Capacity Domain

The impact of teaching and learning is the primary expectation of every system and its institutions. The establishment of a learning culture built on high expectations for learning, along with quality programs and services, which include an analysis of results, are all key indicators of the system's impact on teaching and learning.

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.	Meets Expectations
2.4	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.	Exceeds Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Meets Expectations
2.6	The system 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 system's learning expectations.	Emerging
2.8	The system provides programs and services for learners' educational future and career planning.	Emerging
2.9	The system implements processes to identify and address the specialized needs of learners.	Exceeds Expectations

Learning Capacity Standards		Rating
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 system 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 align and support the needs of the system and institutions served. Systems ensure that resources are aligned with its stated purpose and direction and distributed equitably so that the needs of the system are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The system examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, and system effectiveness.

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.	Meets Expectations
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.	Meets Expectations
3.4	The system attracts and retains qualified personnel who support the system's purpose and direction.	Exceeds Expectations
3.5	The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Meets Expectations
3.6	The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.	Exceeds 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.	Meets Expectations
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.	Meets Expectations

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	32
Environments	Rating
Equitable Learning Environment	3.12
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.41
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.88
Learners are treated in a fair, clear and consistent manner	3.91
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	2.31
High Expectations Environment	3.12
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	3.16
Learners engage in activities and learning that are challenging but attainable	3.38
Learners demonstrate and/or are able to describe high quality work	3.03
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.97
Learners take responsibility for and are self-directed in their learning	3.09
Supportive Learning Environment	3.42
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.38
Learners take risks in learning (without fear of negative feedback)	3.16
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.53
Learners demonstrate a congenial and supportive relationship with their teacher	3.62
Active Learning Environment	3.05
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.16
Learners make connections from content to real-life experiences	2.91
Learners are actively engaged in the learning activities	3.56
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.59
Progress Monitoring and Feedback Environment	3.11
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.94
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.38
Learners demonstrate and/or verbalize understanding of the lesson/content	3.38
Learners understand and/or are able to explain how their work is assessed	2.75
Well-Managed Learning Environment	3.55
Learners speak and interact respectfully with teacher(s) and each other	3.62
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.66
Learners transition smoothly and efficiently from one activity to another	3.47
Learners use class time purposefully with minimal wasted time or disruptions	3.44
Digital Learning Environment	1.93
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.06
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	2.06

eleot® Observations	
Total Number of eleot® Observations	32
Environments	Rating
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.66

eleot® Narrative

A highlight of every Engagement Review is the opportunity for the team to conduct classroom observations. They provide evidence of the Standards applied to practice as viewed through student engagement, not teacher practice. Thirty-two classroom observations of a minimum of twenty minutes each took place during the review to the East Butler Public School District. Learners at all grade levels, kindergarten through twelve, and all discipline areas were observed. Each of the observations was assessed through the use of the eleot™ tool, as organized around seven environments.

The highest rated area was the Well-Managed Learning Environment, with a rating of 3.55 on a 4-point scale. Understanding and following rules (3.66), as well as the respectful interactions among teachers and peers (3.62), were the most evident elements in this area. This was consistent with what was learned in interviews conducted with staff and students. There were few situations of students needing corrective action or redirection. The movement of students in hallways during passing times was respectful and orderly. Students were often observed assisting one another with problem solving and worked independently or in small groups while the teacher was working with students who needed additional assistance. In most observed classrooms, procedures and routines were in place, students knew what was expected of them, and most students were engaged on task most of the time.

The Supportive Learning Environment was next highest, with a rating of 3.42. The items within this environment that received highest ratings were those of students demonstrating positive relationships with their teachers (3.62) and learners being supported to understand and accomplish tasks (3.53). While items in this area were rated highly, few opportunities were observed of learners taking risks without fear of negative feedback. Through interviews with students and teachers it was clear a strong relationships had been intentionally established that had an impact on achievement. Most classrooms observed had positive, engaged, and purposeful activities. Students were working on assigned tasks and asking questions of each other and teachers when in need of assistance. Classrooms had very supportive climates.

The Equitable Learning Environment received a rating of 3.12. Students were treated in a fair, clear and consistent manner (3.91). They had equal access to resources and support (3.88). However, the team did not observe learners demonstrating or having opportunities to develop empathy, respect, or appreciation for individual differences. In addition, few examples of differentiated instruction within classes were noted. In interviews with leadership and staff the team was not able to identify systemic strategies to employ differentiation. In a fourth-grade classroom, there was a special needs learner with a fulltime para. When it was time to work in pairs, the special needs student had a general education partner. The two of them worked comfortably with considerable eye contact and discussion, as guided by the para. The three of them were a great example of the inclusion espoused by the system.

Also with a rating of 3.12 was the High Expectations Learning Environment. The highest rated items were learners engaged in challenging, but attainable, activities (3.38) and striving to meet or were able to articulate high expectations established by themselves and/or their teacher (3.16). High expectations for achievement was discussed in the Improvement Journey Presentation and noted in interviews with leadership, staff and parents. In an eighth-grade reading class, students were observed using technology to research an author, creating a study project on the background of that author and completing a synthesis of three books the author had written. The project had several components and was to be completed by the end of the term.

The Progress Monitoring Environment was fifth rated at 3.11. The highest rated individual items were those of learners demonstrating and/or verbalizing understanding of their lesson and learners receiving/responding to feedback (each at 3.38). Learners being able to explain how their work was assessed was the lowest rated item (2.75). There were many situations, especially in elementary classes, where teachers were observed checking in with students for understanding and then moving on or re-teaching, as indicated by the inquiries. In a sixth-grade language arts class students were working on a persuasive letter to a business. When asked how they received feedback on their writing, they explained a peer editing process used in their group. The group members gave each other feedback with the opportunity for members to revise their work prior to it being submitted to the teacher for grading. Students explained how they took notes in their graphic organizers as they researched their assignments. The notes helped them draft the letters.

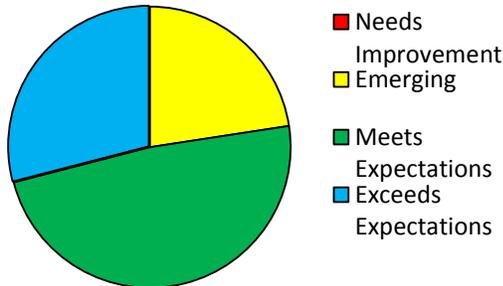
The Active Learning Environment average rating was 3.05. The item rated highest was that of observed instances of learners actively engaged in their activities (3.56). Students and staff were frequently observed interacting respectfully with one another. However, few situations of students collaborating with peers on assignments were noted (2.59). In addition, the connections of content to real-life experiences were not widely observed. Where connections were made, student interest and participation appeared at a higher level. Partner talk was observed in a third-grade class. Students discussed cause and effect as they read Alexander and the Terrible, Horrible No Good, Very Bad Day.

The Digital Learning Environment received the East Butler lowest rating of 1.93. The highest rated items in this area received 2.06. They noted students using technology to gather, evaluate, and/or use information for learning, using digital tools to conduct research, solve problems and/or create original works for learning. The experience of this environment being the lowest rated in AdvancED reviews reflected that, although schools generally continued to invest substantially in technology, the integration of it as a learning tool continued to be a journey. The system invested wisely in infrastructure, equipment, applications, and support staff to move this environment along. While many examples of teachers using technology to enhance instruction were noted, few observations of student use were noted.

Observations of students engaged in their coursework provided a wonderful opportunity for the team to reach an overall assessment of whether the artifact and interview data that had been gathered accurately reflected the quality of learning that existed in the East Butler Public School District. The team noted that students were provided with well-managed learning environments that were supportive of their learning.

Findings

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



Rating	Number of Standards
Needs Improvement	0
Emerging	7
Meets Expectations	15
Exceeds Expectations	9

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

The East Butler Public Schools Board of Education has established and ensures adherence to a code of ethics and board policies, which protect, support and respect the autonomy of the system and school leadership to accomplish the goals set forth for the system. (Standards 1.4, 1.5)

Primary Standard: 1.4

Evidence:

Interviews with system leadership, teachers and board of education members were consistent in their articulation of the relationship of the board and its administration. Through a review of meeting agendas, minutes, and an observation the team noted that the board operated effectively and efficiently, while not interfering in the management of the system. The superintendent and principals spoke of the great autonomy, with appropriate accountability, they had for decision-making authority at their respective levels. Teachers spoke of their appreciation for the support that the board and administration afforded them. Artifacts, as well as the interviews, documented strong professional development took place for all levels of the organization, beginning with the board. Although the team was only able to interview two of the board members, additional discussions with leadership, staff and parents corroborated that the board operated in adherence with its code of ethics and policies. Members participated in the board development programs required by the State of Nebraska and offered through the Nebraska School Board Association (NSBA).

Powerful Practice #2

The East Butler Public Schools Board of Education and system administration have established exceptionally strong leadership and support for the development and implementation of operational processes and procedures that support organizational effectiveness.

Primary Standard: 1.7

Evidence:

Students, teachers and Board of education members identified strong leadership and support from the

superintendent and building principals as related to quality operational processes and procedures that cultivate organizational effectiveness. School administrators were visible and engaged in and around the school, community and at activities. A positive school culture and climate was recognized by the team. Board members understood and supported continuous school improvement, as well as encouraged the administration in exploring innovation that would lead to the development of better opportunities for all stakeholders. The organization worked diligently to engage stakeholders, was transparent in business and operations, and empowered all levels of leadership to operate in their appropriate areas of responsibility.

Powerful Practice #3

The East Butler School District has developed and implemented excellent programs and strategies to assure all students have opportunities to regularly meet with a caring adult throughout their school careers.

Primary Standard: 2.4**Evidence:**

The Engagement Review Team learned through review of artifacts and in interviews with leadership, staff, students, and parents that the system uses weekly “Tiger Time” to enable and encourage each student to experience quality interactions with a designated adult within the school. The system further uses Teammates and Teenmates to foster opportunities for students to engage in meaningful dialog with others. Administrators stated that they facilitate and coordinate opportunities for students to match up with an adult of their choice. Parents and staff interviews professed to the team that “no one falls through the cracks” in East Butler.

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

Establish and implement a systematic process to ensure current and new curriculum resources are aligned to state standards and best practices.

Primary Standard: 2.6**Evidence:**

A review of artifacts showed that East Butler was beginning to use a process to review new curricular resources. During interviews and conversations with staff it was evident that this process was not consistent or formalized. While there was a schedule for updating curriculum, a process for ensuring high quality research-based resources, and alignment to state/national standards should be developed and implemented system-wide.

Opportunity for Improvement #2

Create and nurture a culture of learning that utilizes a more intentional use of a variety of instructional strategies that meet the needs different learning styles of students.

Primary Standard: 2.7

Instruction is monitored and adjusted to meet individual learners’ needs and the system’s learning expectations.

Evidence:

The Principles of Learning documents identified many research-based elements to engage students, introduce and

practice content, and monitor progress. During the elite classroom observations implementation of these elements was not observed consistently. Parent surveys indicated they believe the majority of student activities in the classroom revolve around listening to the teacher and completing worksheets, which was corroborated by what the team observed.

Opportunity for Improvement #3

Develop and implement a career counseling program, course offerings, schedules, and extended learning opportunities to ensure all students graduate college and career ready.

Primary Standard: 2.8**Evidence:**

Student and parent interviews indicated a desire for more focused career planning during middle and high school. Student surveys showed limited opportunities to explore and plan for college and career readiness. Evidence of a four-year plan was noted; however, the team found a clear desire from students and staff for further development. Some dual credit and work-based experiences were in place, but interviews revealed the need for further expansion both at the school and within the community to be important. Students and staff both identified the review and refinement of the schedule to further accommodate personalized learning opportunities for all students. Although strong community and school foundation support was evident, opportunities did exist to expand and leverage these assets even further through greater support and expansion of dual credit classes, internships, job shadowing, and work-based experiences.

Opportunity for Improvement #4

Establish and implement a documented process that enables all staff to gather, analyze and use multiple formative and summative data sources to improve student learning.

Primary Standard: 2.11**Evidence:**

The team observed limited evidence of staff using multiple types of data to improve student learning. During interviews, it was evident that several sources of assessment data were being utilized; however, there was little indication of the use of other types of data. Staff surveys also noted the lack of widespread use of data to modify and adjust learning for students. Artifacts concerning this standard indicated while broader types of data were in its early phases of use, heavy reliance on solely assessment data was still the norm.

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

Develop and implement with fidelity a comprehensive aligned PK-12 staff supervision and evaluation system that clearly outlines performance criteria to positively impact professional practice and provide mechanisms for ongoing feedback and monitoring.

Primary Standard: 1.6

Evidence:

Through interviews with administrators and staff the team found that the six principles of learning that were developed collaboratively with school staff served as a strong instructional language to support improved teaching and learning within the PK-12 classrooms. This was corroborated in the review of supervision and evaluation documents. Further, a quality staff evaluation system was in place with a variety of quality indicators administrators look for during the evaluation journey. School staff identified one to two goals each year that were reviewed and discussed during the evaluation process. Although several quality staff evaluation components were in place, they were not aligned to provide a comprehensive staff evaluation system.

Improvement Priority #2

Develop and implement opportunities for learners to develop skills and achieve academic growth through greater opportunities for personalized learning and differentiated instruction, which are focused on creativity, innovation and collaboration. (Standards 2.1, 2.2)

Primary Standard: 2.1

Evidence:

While conducting eleot™ classroom observations, the team observed very few examples of personalized learning, differentiated instruction or student collaboration. Survey data and interviews with learners and parents substantiated that students have minimal opportunities for such personalized learning, including work on projects which involve creativity, collaboration, and higher-level thinking.

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 eleot 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	337.91
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Conclusion Narrative

The East Butler Public Schools had adopted the vision, “Committed to Excellence.” As stated by the superintendent, “It’s not just what we say; it’s what we do and how we do it.” Through the eleot™ observations, it was confirmed that a supportive learning environment was nurtured at all levels. Students were supported and had opportunities to develop leadership skills in a variety of situations. A student served as an ex-officio member of the school board and provided a report at each meeting. High school students participated in the teacher Career Fair. The superintendent had formed a Student Leadership Council with representatives from each school that met monthly. Numerous clubs and co-curricular activities were available to students. It was clear that learners were “priority one” at all levels of the system.

The team determined that the organization had many strengths and noted the following as some of those observed.

Community support for the system was evident through the Foundation, internships, sporting events, and parent involvement. In interviewing community partners, the team was made aware of how broadly the commitment to schools was. In many schools, the community supported athletic teams, but contributions ran much deeper than most at East Butler. The Foundation was an exceptional example of people stepping up on behalf of their schools by sponsoring fundraising efforts to support students.

One company, Frontier Coop, had established an internship for a student to work in its operation getting hands-on experience in agri-business. The company hoped to encourage and assist others in providing similar experiences for students. Fieldtrips to farms were provided to elementary students to make them aware of their economic environment. The College Access Grant was used to provide college visits for all high school students in each of their four years.

Throughout the school system the team observed a spirit of Tiger Pride. This was reflected by students and staff at all levels. Parents and community members exhibited it as well. Pride in the schools in general was reflected in the clean and well-maintained facilities, even though they were not new. Many stakeholders spoke of the system's strong sense of community and the safe learning environment. It was learned that many former students came back to raise their families, and some ended up teaching at their alma mater.

The system was fortunate to have access to a strong tax base that had been prudently applied, while maintaining a positive climate among taxpayers. It was noted that the system had invested substantially in technology and was intent on maximizing its use, as appropriate, through the thoughtful purchase of equipment and software, and staff training.

It was evident that leadership had a clear vision of what they would like to accomplish. As that vision was communicated among the stakeholders, strong support had been developed. A very collaborative climate had been established among leaders and staff. The strategic planning process in which the system engaged included substantive involvement of internal and external stakeholders.

The broad-based support for the system had its foundation in the creative and varied communications at all levels. The team had the opportunity to review a number of high-quality print materials, as well as an effective website, Facebook and Twitter. It was clear that maintaining informed stakeholders was a priority of the system. Communications within the system were also extensive, such as the Superintendent's Mission Mondays and Sunday night calls. Many examples of student and staff recognition were broadly disseminated with these media, as well as short videos.

Of note were the broad number of extra-curricular and other activities available to students. Tigerbots was of particular note, as it provided younger students with opportunities to expand their development in areas of research and robotics. Located in a highly agricultural economy middle level and high school students had opportunities to develop marketable skills through Future Farmers of America (FFA). There was evidence that the system attempted to leverage its service to youth through the development of strong relationships with community partners.

In the midst of the dynamic landscape of 21st Century education, the team identified some areas East Butler Schools would need to address in order to ensure that they could continue to deliver on the mission in that ever-changing world.

While the system had been in the midst of the development of its strategic planning, it would be well to prioritize needs to assure indicated change would take place systematically. Professional learning tied to development must be purposeful and data-driven. While it was evident that the system collected a wealth of information, the analysis and use of data did not appear to be systematic and documented.

The team acknowledged that while the system attempted to provide a similar education at Dwight compared to Brainard, there were areas where more equitable learning experiences should be sought.

By addressing the Improvement Priorities cited in this report and following the system's plan, the East Butler Schools will achieve a higher level of system performance and function more effectively to the greater fulfillment of its purpose of, "East Butler Public Schools, in cooperation with the communities we serve, will inspire students to become responsible, creative and innovative citizens in the ever-changing world."

The Engagement Review Team is grateful for the exceptional preparation done by the system leadership and staff for the review. The System and School Quality Factors reports were well developed with supporting documentation, reflecting the thorough process the system and its schools had conducted prior to the review. The transparency with which both the achievements and challenges of the system were presented is gratefully appreciated.

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
<p>John Sedey, Lead Evaluator</p>	<p>John Sedey has been a teacher, school and district administrator, and educational consultant. Since retiring from public school administration, he has been in private practice, primarily consulting to career and technical education, alternative schools, and charter schools. He has provided leadership in program planning and development, student systems, environmental education, assessment and testing, state and federal program administration, student support systems and education-business partnerships. John has been a senior developer for one of the eleven New American Schools Development grants. In his advocacy for college and career readiness, he has consulted to federal and state departments of education. John holds a bachelor’s degree in history and business, a master’s degree in education administration, and has done additional graduate work, including that as a Bush Public School Executive Fellow. He has led more than a hundred AdvancED reviews in 28 states since 2008.</p>
<p>Dr. Mark Adler</p>	<p>Dr. Mark Adler is currently serving as Superintendent for the Ralston Public Schools located within the Omaha Metropolitan Area. Dr. Adler has devoted more than 25 years to the success of Nebraska’s public schools, serving students and families in Petersburg, Elgin, and Nebraska City before arriving in Ralston. After graduating from Hastings High School, he served as an infantry soldier in the United States Army. Dr. Adler earned his Doctorate in Educational Administration from the University of Nebraska Omaha in 2008. Dr. Adler was a first-generation college student and has earned degrees from Kearney State College and the University of Nebraska at Kearney. Through the years, Dr. Adler has served many roles in education, including time as an Industrial Technology teacher, Football Coach, Basketball Coach, bus driver, High School Principal, Activities Director, Assistant Superintendent for Fiscal Affairs and now Superintendent of Schools. Dr. Adler has, and continues to be, an advocate for quality school improvement through AdvancED. Dr. Adler has served over ten years on the Nebraska AdvancED State Council and has been a member of twelve school improvement visitation teams.</p>

Team Member Name	Brief Biography
Russ Masco	<p>Fourteen years as a classroom teacher with the last 10+ years in program manager and training roles at Colorado and Nebraska department of Education. Time teaching was spent in high school and middle school settings. Graduate work was in Education policy with an emphasis in research methodology in the education space. The majority of research work has been in the quantitative and mixed methods realms. Passion is using multiple data points to make informed instructional decisions and in continuous school improvement based on the joining of data with the curriculum and formative assessment areas. Current work at the Nebraska Department of Education is geared toward support of districts and service units in the use of data to support school improvement along with support of schools identified as needing improvement. A portion of the current work is also in the collaboration space between the Department of Education and the regional service units.</p>
Dennis Nath	<p>Dennis Nath received his Master’s degree in Media and Technology from Mankato State University, Mankato, Minnesota. He retired after serving 32 years as the district library media specialist for the Mitchell School District in Mitchell, SD. He was recruited to design and furnish a media center/library for Hayah International Academy in Cairo, Egypt, and spent the 2008-2009 school year in the Mideast. Dennis has been a member of AdvancED evaluation teams since 2009 and has assisted on numerous visits in 10 states and serves as a lead evaluator in his home state of South Dakota.</p>
Jeanette Ramsey	<p>Jeanette Ramsey is the Curriculum, Instruction and Assessment Director for Northwest Public Schools in Grand Island, Nebraska. In that position, she coordinates the curriculum adoption and implementation process for grades K-12 in all areas. She is also coordinates state and district assessments. Mrs. Ramsey facilitates and leads professional learning opportunities for all certified staff within and outside the district. She has a Master of Education in Educational Leadership and a Master of Education in Curriculum and Instruction from Doane College; she also has a BS degree in Elementary Education from the University of South Dakota. Mrs. Ramsey has been in her current position for six years. Prior to that she has been a middle school math, science, reading and/or health teacher for 20 years in Omaha, NE, Lubbock, TX and Grand Island, NE. She also served as a K-12 Mathematics Instructional Coach for six years for Grand Island Public Schools. She has served on two AdvancED Engagement Review Teams in the past; she also leads the AdvancED process for her school district.</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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