



VARIANCES TO STANDARDS APPLICATION

Renewal Application (three years)

Purpose: ARM 10.55.604(4) "Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."

DUE DATE:

First Monday in March

COUNTY: Flathead County

DISTRICT: High School District #5 Flathead County

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Flathead High School

Glacier High School

1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

10.55.601 (3)

We are relying upon the research-based AdvancEd accreditation continuous school improvement process to satisfy the requirements for this variance to standards request.

2. **Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.**

Flathead High School conducted 213 surveys involving parents, community, staff, and students. The surveys were compiled and submitted to the accreditation review team on September 29, 2015.

Glacier High School conducted 1,111 surveys involving parents, community, staff, and students.

The surveys were compiled and submitted to the accreditation review team on December 18, 2015.

The surveys were used to assist our schools in collecting data to inform our improvement efforts. In addition, parents, students, and staff were involved in stakeholder interviews during the formal external accreditation visits. The external review teams conducted a total of 130 interviews from stakeholders during the visitations.



3. Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.

Our high school accreditation teams were made up of teachers, administrators and other staff members from each high school. The stakeholder team involvement started from the beginning of the AdvancEd process. These teams were also intricately involved in the AdvancEd accreditation site visits conducted at Flathead High School and Glacier High School. Representatives from Bozeman High School conducted the review at Flathead and representatives from Billings West conducted the review at Glacier High School.

The following is a list of the individuals from Flathead and Glacier High Schools who were involved in our accreditation review processes:

Callie Langohr, GHS principal

Micah Hill, GHS Assistant Principal

Mark Dennehy, GHS Assistant Principal

Lance Labrum, GHS Assistant Principal

Josh Lancaster, GHS Art

Chere Anderson, GHS Business

Sharon Langston, GHS Counselor

Ivanna Fritz, GHS English

Kerrie More, GHS Library

Lisa Lykins, GHS Library

Brad Holloway, GHS Math

David Barr, GHS Music

Todd Robins, GHS Science

Beau Wright, GHS Social Studies

Andy Fors, GHS Tech Ed

Josh Munro, GHS Business

Clark Begger, GHS Social Studies

Kristyn Morin, GHS Social Studies

Stephanie Nadasi, GHS Science

Cindy Jones, GHS Business

Austin Robbins, GHS Science



Jen Kessler, GHS Counselor
Joel Bemis, GHS English
Dotty Zier, GHS Special Education
Jared Avery, GHS Counselor
Peter Fusaro, FHS Principal
Michele Paine, FHS Assistant Principal
Mike Lincoln, FHS Assistant Principal
Bryce Wilson, FHS Assistant Principal
Alison Kreiss, FHS English Teacher
Megan Koppes, FHS English Teacher
Sue Corrigan, FHS teacher, Special Education
Sara Nelson, FHS teacher, Art
Allen Slater, FHS teacher, Music
Tara Barnes, FHS teacher, Business
Sue Brown, FHS teacher, English
Lynette Johnson, FHS teacher, Science
Rob Hunter, FHS teacher, Vocational
Sean O'Donnell, FHS teacher, Social Science
Susan Himsl, FHS teacher, International Languages
Jeff Anderson, FHS teacher, Health Enhancement
Chelsea Cattelino, FHS teacher, Counselor

4. **Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.**
5. **Reflection upon initial variance:**
 - a. **Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).**

It is the intent of Flathead and Glacier High Schools to use this variance to promote rigor, equity, student engagement and depth of application of knowledge for our students. The objectives are as follows:

 - Utilize a school improvement plan that requires identification of goals for improvement of achievement and instruction.



- Continue to develop the use of data to promote growth in student learning, student readiness for the next level, student success at the next level.

b. Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.

Flathead and Glacier High Schools are regionally accredited through AdvancED. To obtain this accreditation, FHS and GHS go through a rigorous process that includes a self-assessment in relation to research based standards and indicators, student performance diagnostics, survey data from parents, teachers and students as well as an external review from an outside team of educators. The intensive external review process occurs every 5 years. The external reviews for both of our high schools were conducted during the 2015-2016 school year. The reports from these external visits are attached. The recommendations from these external review visits will be incorporated into our continuous school improvement plans.

The following is a description of how Montana's Standards of Accreditation are met and exceeded in the AdvancEd indicators:

An extensive Comprehensive Education Plan is required by Montana's Standards of Accreditation in 10.55.601(3). This requirement is reflected in AdvancED Standard 1, specifically in indicator 1.3.

A school district education profile is required by Montana's Standards of Accreditation in 10.55.601(3 a i). This requirement is reflected in AdvancED indicators 5.1, 5.2, and 5.5.

The School district's educational goals are required by Montana's Standards of Accreditation in 10.55.601(3 a ii). This requirement is reflected in AdvancED indicators 1.1 and 2.3.

A description of planned progress toward implementing all content, performance, and program area standards is required by Montana's Standards of Accreditation in 10.55.601(3 a iii). This requirement is reflected in AdvancED indicators 1.2, 3.1, 3.3, 3.6, and 3.12.

A description of strategies for assessing student progress toward meeting all content, performance, and program area standards is required by Montana's Standards of Accreditation in 10.55.601(3 a iv). This requirement is reflected in AdvancED indicators 2.6, 3.2, 4.7, 5.1, 5.2, and 5.4.

A professional development component is required by Montana's Standards of Accreditation in 10.55.601(3 a v). This requirement is reflected in AdvancED indicators 2.6, 3.4, 3.5, 3.7, 3.11, and 5.3.

A description of these indicators is attached and include specific notations that connect Montana's standards found in 10.55.601(3) with the AdvancEd indicators required for regional accreditation through AdvancEd.

With the steps required through the AdvancED process, Flathead and Glacier High Schools met and exceeded the standards found in 10.55.601(3) therefore duplication of efforts is not needed.

Due to the self-review and external review required we are assured that our Comprehensive Education Plan meets the educational needs of our students and our staff. This process



promotes rigor, equity, student engagement and depth of application of knowledge. Through the AdvancEd accreditation process, Flathead and Glacier High Schools have demonstrated that they have a Comprehensive Education Plan that includes an education profile, educational goals, planned progress towards meeting content and performance standards, strategies for assessing student progress, and a professional development component which are all required by 10.55.601(3). Additionally, AdvancEd's standards include other essential indicators which are not required by 10.55.602(3) thereby exceeding the planning requirements set for by the state of Montana.

c. After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).

FHS Improvement Priority #1 identified by the accreditation team

Indicators 3.2, 5.1, 5.2, 5.3, 5.4, .5.5

Statement

Formulate and deploy a comprehensive student assessment system and develop system-wide methodologies and structures to analyze and communicate data in order to drive curriculum and instruction, investigate student growth, and evaluate programs.

FHS Improvement Priority #2 identified by the accreditation team

Indicators 4.4 & 4.5

Statement

Develop a plan to effectively educate all stakeholders how current technology infrastructure inhibits use of digital media for the purpose of instruction and student learning to achieve district and school goals.

GHS Improvement Priority #1 identified by the accreditation team

Indictors 3.12, 5.3

Statement

Develop and implement a plan to assess and train all professional and support staff in the evaluation, interpretation, and use of data in order to meet all students' unique learning needs.

GHS Improvement Priority #2 identified by the accreditation team

Indictor 4.5

Statement

Identify and design a process to maintain and improve the technological infrastructure to meet the teaching, learning, and operational needs of all stakeholders.

(Use check boxes provided in items 6-11 if the information requested remains unchanged from the initial variance application.)

6. Describe the renewal variance requested.

☒ *Renewal variance is the same as the initial variance.*



7. Provide a statement of the mission and goals of this proposed renewal variance.

- ☒ *Mission and goals are the same as the initial variance.*

8. List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).

- ☒ *Measurable objects are the same as the initial variance.*

9. What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?

- ☒ *Data or evidence gathered in the same manner as the initial variance.*

10. In what way does this variance meet the specific needs of the students in the school(s)?

- ☒ *The renewal variance will meet the specific needs of the students in the same manner as the initial variance.*

11. Describe how and why the proposed variance would be:

a. Workable.

- ☒ *Renewal variance is the same as the initial variance.*

b. Educationally sound.

- ☒ *Renewal variance is the same as the initial variance.*

c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

- ☒ *Renewal variance is the same as the initial variance.*

d. Where applicable, aligned with content standards under ARM Chapters 53 and 54.

- ☒ *Renewal variance is the same as the initial variance.*



Required school district signatures:

Board Chair Name: Joe Brennehan

Board Chair Signature: [Signature] Date: 2-23-16

Superintendent Name: Mark Flatau

Superintendent Signature: [Signature] Date: 2-23-16

Mail the signed form to:

Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

OPI USE ONLY

Superintendent of Public Instruction: [Signature] Date: 6/24/16

☒ Approve ☐ Disapprove

Board of Public Education Chair: [Signature] Date: 7/14/16

☒ Approve ☐ Disapprove



Kalispell Public Schools

233 1st Ave. East - Kalispell, Montana 59901

Phone: (406)751-3400 Fax (406)751-3416

SUPERINTENDENT

Mark Flatau

Phone (406)751-3434

ASST. SUPERINTENDENT

Andrea Johnson

Phone (406) 751-3434

HUMAN RESOURCES

Tracy Scott

Phone (406)751-3444

FEDERAL PROJECTS

Chris Bilant

Phone (406)751-3408

DATE: February 26, 2016

TO: Linda Peterson, Accreditation Division Administrator
Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

FROM: Andrea K. Johnson, Assistant Superintendent
Kalispell Public Schools
233 1st Ave. East
Kalispell, MT 59901

RE: Variances to Standards Application
Renewal Application (three years)

Included with this memo you will find the Variances to Standards Application – Renewal Application for High School District #5 Flathead County – Flathead High School & Glacier High School in Kalispell, Montana.

In addition to the signed renewal application you will find a copy a copy of the board agenda where the application was approved by the Board of Trustees on February 23, 2016, AdvanceEd external review team recommendations (and the external review exit reports) for Flathead High School and Glacier High School, and a copy of the original Variances to Standards Application submitted in July of 2013 (with supporting documents.)

Please let us know if you need additional information or clarification regarding our renewal application. Thank you.



BOARD OF TRUSTEES MEETING

The mission of this Board of Trustees is to champion the cause of students in public education by establishing the framework through which all educational resources are maximized.

Special Board Meeting Meeting Minutes

SCHOOL BOARD SPECIAL MEETING

Library Media Center

205 Northwest Lane, Kalispell MT 59901

Tuesday, February 23, 2016 06:00 PM

(1) CALL TO ORDER

Members Present: Chair Joe Brenneman, Vice Chair Anna Marie Bailey, Bette Albright, Mary Tepas, Lance Isaak, Jack Fallon, Don Murray,

Members Absent: Steve Davis, Jeremy Reed

Officials Present: Peterson Principal Rick Anfenson, Hedges Principal Natalie Miller, Edgerton Assistant Principal Jen Stein, Edgerton Principal Merisa Murray, Elrod Principal Glenda Armstrong, Russell Principal Bill Sullivan

Others Present: Tom Heinecke and Steve L'Heureux,

(2) PLEDGE OF ALLEGIANCE

Chair Brenneman called the meeting to order at 6:00 pm with the Pledge of Allegiance.

(3) REVIEW AND APPROVAL OF AGENDA

(Action)

Chair Brenneman asked the Board to review the agenda and make a motion to approve the agenda as presented.

Trustee Albright made a motion to approve the Agenda as presented.

Trustee Fallon seconded the motion.

Motion carries.

(4) PUBLIC COMMENT

Chair Brennneman asked if any member of the audience wished to comment on a matter not on the agenda, further stating that the Board could not take action on any matter brought up in public comment because the public had not previously been notified of the matter. No Public Comment was offered.

(5) NEW BUSINESS

Chair Brenneman introduced the next item on the agenda, New Business.

(5.a) OPI Accreditation Variance Plan

(Action)

Assistant Superintendent Andrea Johnson stated the situation regarding the OPI Accreditation Variance Plan. The renewal application would extend our original plan. Callie, Pete, and Andrea have completed the application and it is ready to go with Board approval. GHS just completed, 2 weeks ago, their advanced ed review. After the preliminary report comes back, those Principals will come to give an update on both schools reviews.

Trustee Ruby made a motion to accept the recommendation and renew the variance.
Trustee Tepas seconded the motion.
Motion carries.

(5.b) DATA DRIVEN DECISION MAKING: How our elementary staff uses data to inform instruction (Information)

Elementary Instructional Coaches and Elementary Principals here to present on Data Driven Decision Making: How our elementary staff uses data to inform instruction.

There has been a major paradigm shift in the way the instruction is given to our students.

■ **Natalie Miller and Dani Burtsfield: 'What's Data got to do with it?'**

1. **Universal screening, the first step in the formative assessment process!**
2. **Staff reviews overview of data, code the data so we can see our kids at a glance, Benchmark, strategic, Urgent.**
3. **each grade level then meets to look at their own data**
4. **evaluate Tier 2 and tier 3 plans; This plan will follow them from grade level to grade level**

■ **Betty Darr and Kim Wakefield: 'How is Data used?'**

1. **Placement assessment Data: used to place students in the appropriate level of supplemental programs that support their learning needs or provide small group instruction.**
2. **1. Reading programs: phonics for reading (Grades 2+), REWARDS(Grades 4+), Corrective Reading (grades 3+), Reading Mastery (Grades K-2), Horizons (K-5), Fountas and Pinnell Benchmark Leveled System (K-5), Read Naturally/READ Live (Grades 2+), My Sidewalks (Scott Forsman Tier 2, K-5) 2. Math Programs: Number Worlds, ISL, Math Facts in a Flash, Waterford (k-2), Successmaker (3+) gave examples of data**
3. **When students struggle to meet benchmark....We have systems in place to support them quickly and intentionally:**
4. **Purpose and intention of Instruction: What do these students need to know and be able to do? How will I utilize my time the most to ensure the student outcomes match the desired outcome? Every day is important. We will set goals and the steps needed to achieve them...We will focus on skill instruction and practice to mastery...We will celebrate accomplishments and monitor our progress to the goal...We will encourage and support your learning along the way..**
5. **We spend a lot of time looking at data and making sure it is being delivered appropriately**

■ **Dani Roper: 'Progress Monitoring'**

1. **How do we know if what we're doing is working? it is a scientifically based practice that is used to assess students academic performance, to quantify a student rate of improvement or responsiveness to instruction and to evaluate the effectiveness of instruction.**
2. **How: we take our benchmark, universal screener, set Goals, performance measured weekly or monthly, progress is determined by comparing expected and actual rates of learning, and teaching/intervention is adjusted as needed.**
3. **Why? More informed instructional decisions ...data driven, more appropriate, targeted, and individualized instruction, accelerated learning., Higher expectations for students and teachers, student goals, more efficient and accurate communication of student progress as well as documentation accountability.**
4. **Tier 3, Intensive should be at 5%, Tier 2 Strategic 15%, Tier 1 Core should be 80% of students**
5. **Tools, graphs, site words, offer significant growth**

■ **Kelly Thomas: PLC's**

1. **Teachers get together, go over data, how are we going to address the data? Grade level teams, and other staff, meet on a rotation approximately every 6 days to focus on state standards, pacing, teaching practices, and common assessments.**
2. **Can't look at the data separate, we have to get to know the kid as a whole and how best can we help them?**
3. **4 key questions: What do we want students to learn? How do we know if they have learned it? How do we respond if they don't learn? How do we respond if they already know it? (Teach, Collaborate, Exchange, Learn)**
4. **What do we do with all that data during our PLC's?**

5. Make instructional decisions
 6. Discuss best practices, share our strengths.
 7. Determine areas of strength and areas of needed improvement for our students.
 8. Discuss evidence of improvement in student scores. What strategies or materials were used?
 9. Discuss and plan interventions for students who are not making adequate gains.
 10. Report Cards and Assessments
 11. Review and discuss student work. Clarify criteria that we are using to judge student work.
 12. PLC Norms: Stay on topic, Stick to the time limit and agenda given, respect others point of view and questions, follow the protocol, student focused, confidentiality
 13. Curriculum Tech integrator, questions Jack fallon, "do you see a need for that at the elementary level?" Coaches: "YES....If you had a person teaching the teachers how to create lesson plans, someone who could master and teach could really enhance the educational aspect of interventions."
- lots of discussion on how best to address instruction intervention.

(6) OLD BUSINESS

Chair Brenneman introduced the next item on the agenda, Old Business.

(6.a) FACILITY PLANNING UPDATE

(Information)

Superintendent Flatau introduced Steve L'Hereaux and Tom Heinecke to give an update on the Facility Planning project.

The gentlemen update the Board as presented, stating that the Facility Planning Committee has made great progress on the elementary side. The committee wanted to look at the demographics of the district and enrollment projections. 2039 was the current enrollment number as of Oct. 2015. As a committee, it was decided to use 2% growth model. The men then presented the growth percentage per year all the way to 2033. At this time every elementary has an overage that adds up to 225 students in the district. Overages by school: Edgerton:110, Peterson-15, Russell-40, Hedges-40, Elrod, 20. L'Hereaux and Heinecke then walked the Board through the options presented to the facility committee. The committee has gone through three different iterations of these options and have voted on them at committee and the A.1, A.2, and A.3 options were the most well received.

Brenneman stated that if there are elementary trustees who feel this is not something they could fathom, please make it known now rather than later. Option A2 has pretty clearly risen to the surface based on wanting to make sure the district is covered out to 2030. Once a bond is passed, you have 3 years to spend 85% of the money.

The Board had a discussion on ways to present a bond measures to public. Flatau wrapped up by stating that the committee feels that we have narrowed this down pretty well, but wanted to update the Board..

Wednesday March 2nd, 6pm, right here in KMS library, will be the next Facilities planning committee meeting. The committee will move forward with additional High School options as well.

(7) CONSENT AGENDA

(Action)

Chair Brenneman asked the Board to consider a motion regarding the Consent Agenda as presented.

Vice Chair Anna Marie Bailey made a motion to approve the Consent Agenda as presented.

Trustee Ruby seconded the motion.

Motion carries.

(7.a) PERSONNEL ACTION ITEMS

(Consent Agenda)

(7.b) TUITION

(8) SUPERINTENDENT EVALUATION

(Executive Session)

Chair Brenneman adjourned the meeting into Executive Session at 8:15 to discuss the Superintendent's Evaluation.

Chair Brenneman reconvened the meeting into Regular Session at 8:21pm.

Trustee Isaak made a motion to accept the summary letter of the Superintendent's Evaluation as presented.

Trustee Albright seconded the motion.

Motion Carries.

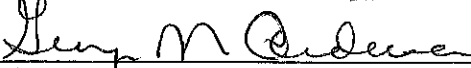
(9) ADJOURNMENT

(Action)

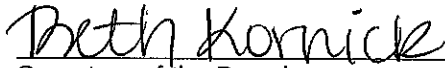
Chair Brenneman adjourned the meeting at 8:22 pm.



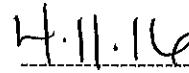
Chair of the Board



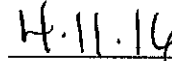
Clerk of the Board



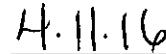
Secretary of the Board



Date



Date



Date

(10) ACCOMMODATIONS

(Information)

Recommendation

The External Review Team recommends to
the AdvancED Accreditation Commission
that

Flathead High School

earn the distinction of accreditation by
AdvancED.

Recommendation

The External Review Team recommends to
the AdvancED Accreditation Commission
that

Glacier High School

earn the distinction of accreditation by
AdvancED.

IEQ Results

The IEQ results indicate that the school system is performing within acceptable ranges as compared to expected criteria as well as other institutions in the AdvancED network.

IEQ Results Flathead

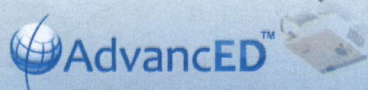
	External Review IEQ Score
Overall Score	251.28
Teaching and Learning Impact	240.14
Leadership Capacity	262.34
Resource Utilization	267.35

IEQ Results Glacier

	External Review IEQ Score
Overall Score	285.90
Teaching and Learning Impact	272.22
Leadership Capacity	301.52
Resource Utilization	302.38

External Review Exit Report

Flathead High School
November 9th and 10th
2015



AdvancED is the global leader in providing continuous improvement and accreditation services to over 32,000 institutions serving 20 million students worldwide.

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Accreditation

An international protocol for institutions committed to systemic, systematic and sustainable improvement

- Builds capacity of the system and its schools to increase and sustain student learning
- Stimulates and improves effectiveness and efficiency throughout the system

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External Review

A diagnostic process to stimulate and guide continuous improvement with a focus on:

- Impact of teaching and learning
- Capacity of leadership
- Use of resources

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External Review

Professional judgment by the External Review Team results in:

- Powerful Practices
- Opportunities for Improvement
- Improvement Priority
- Index of Education Quality
- Accreditation Recommendation

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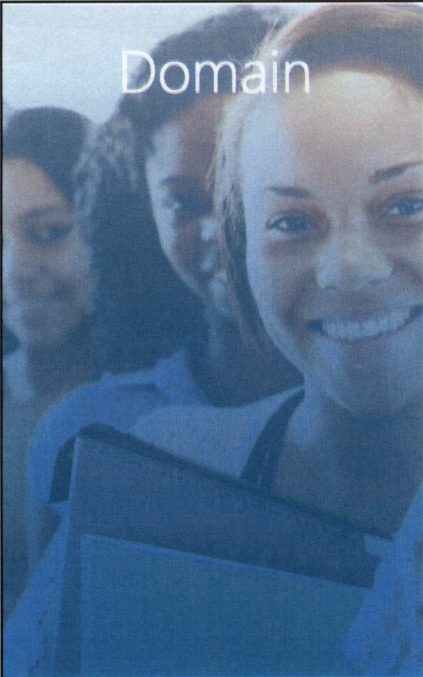


Stakeholders

Stakeholder Interviewed	Number
Administrators	2
Instructional Staff	15
Support Staff	5
Students	40
Parents Community Business Leaders	3
Total	65

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Domain

Teaching and Learning Impact

The External Review Team examined:

- Student performance results
- instructional quality
- Learner and family engagement
- Support services for student learning
- Curriculum quality and efficacy
- College and career readiness data

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Findings

- **Powerful Practice**
- Indicator 3.1 and 1.2
- **Statement**
- Flathead High School administration and staff are committed to ensuring that all students have access to a wide variety of diverse, equitable and challenging learning experiences that develop multiple learning, thinking and life skills.

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- **Opportunity for Improvement**

- Indicator 3.7 and 1.3

- **Statement**

- Develop, implement and monitor a strategic continuous improvement process that aligns mentoring, coaching, and professional development programs while providing clear direction about the school's beliefs regarding student learning and instructional practices.

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- **Improvement Priority**

- Indicators 3.2, 5.1, 5.2, 5.3, 5.4, .5.5

- **Statement**

- Formulate and deploy a comprehensive student assessment system and develop system-wide methodologies and structures to analyze and communicate data in order to drive curriculum and instruction, investigate student growth, and evaluate programs.

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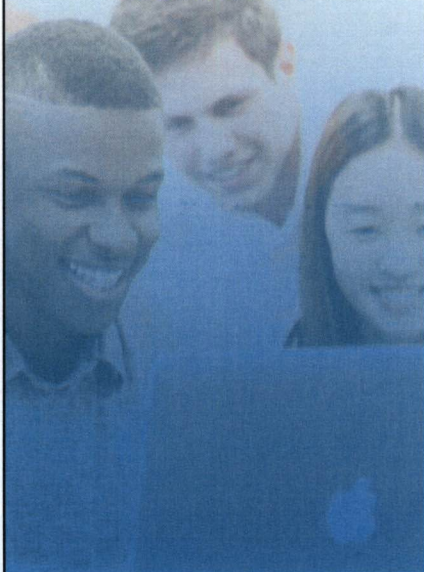
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	Domains	External Review
1	Equitable Learning Environment	2.53
2	High Expectations Environment	2.60
3	Supportive Learning Environment	2.85
4	Active Learning Environment	2.75
5	Progress Monitoring and Feedback Environment	2.48
6	Well-Managed Learning Environment	3.04
7	Digital Learning Environment	1.47

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Domain



Leadership Capacity

The External Review Team examined:

- Institutional purpose and direction
- Governance and leadership effectiveness
- Stakeholder engagement
- Improvement capacity
- Results

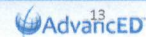
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Findings

- **Powerful Practice**
- Indicator 1.2, 2.4, and 4.6
- **Statement**
- The leadership and staff at Flathead High School are committed to building a school culture and climate that cultivates a sense of community by fostering positive relationships and individual connections to the school.

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- **Opportunity for Improvement**
- Indicator 2.5
- **Statement**
- Develop a strategic initiative to improve engagement with community stakeholders providing meaningful leadership roles and intentional communication.

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Domain

Resource Utilization

The External Review Team examined:

- Allocation and use of resources
- Equity of resource distribution to need
- Level and sustainability of resources
- Long range capital and resource planning effectiveness

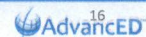
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Findings

- **Powerful Practice**
- Indicator 4.6
- **Statement**
- Flathead High School provides a multitude of support services tailored to meet the physical, social, and emotional needs of the student population, which has contributed to a significant decrease in the dropout rate and an increase in student success.

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- **Improvement Priority**
- Indicators 4.4 & 4.5
- **Statement**
- Develop a plan to effectively educate all stakeholders how current technology infrastructure inhibits use of digital media for the purpose of instruction and student learning to achieve district and school goals.

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Conclusions

Index of Education Quality™ (IEQ™)

- Impact of **teaching and learning** on student performance
- Capacity of leadership to guide and ensure effectiveness in carrying out **strategic direction** of institution
- Utilization of **resources** to meet diverse needs of students and institution
- Use as a **tool** for formative analysis and continuous improvement
- **Connection** for the conditions, processes, and practices to evidence including student performance

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IEQ Results

	External Review IEQ Score	
Overall Score	251.28	
Teaching and Learning Impact	240.14	
Leadership Capacity	262.34	
Resource Utilization	267.35	

IEQ Results

The IEQ results indicate that the school system is performing within acceptable ranges as compared to expected criteria as well as other institutions in the AdvancED network.

Recommendation

The External Review Team recommends to the AdvancED Accreditation Commission that

Flathead High School

earn the distinction of accreditation by AdvancED.

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Continuous Improvement

- Improvement Priorities must be addressed within two years
- Beginning of a journey of improvement
- Deliberate and strategic actions to ensure that every child, *every day is being prepared and achieving success for their future*

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Final Thoughts

The External Review Team:

- Appreciates ***your hospitality, support and professionalism.***
- Respects and acknowledges the ***efforts to improve the quality of your institution.***
- Congratulates your system and community on ***completing the requirements for AdvancED School Accreditation.***

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External Review Exit Report

Glacier High School
February 9, 2016



AdvancED is the global leader in providing continuous improvement and accreditation services to over 32,000 institutions serving 20 million students worldwide.

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Accreditation

An international protocol for institutions committed to systemic, systematic and sustainable improvement

- Builds capacity of the system and its schools to increase and sustain student learning
- Stimulates and improves effectiveness and efficiency throughout the system

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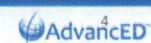


External Review

A diagnostic process to stimulate and guide continuous improvement with a focus on:

- Impact of teaching and learning
- Capacity of leadership
- Use of resources

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External Review

Professional judgment by the External Review Team results in:

- Powerful Practices
- Opportunities for Improvement
- Improvement Priority
- Index of Education Quality
- Accreditation Recommendation

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Stakeholders

Stakeholder Interviewed	Number
Administrators	4
Instructional Staff	24
Support Staff	7
Students	23
Parents Community Business Leaders	7
Total	65

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Domain

Teaching and Learning Impact

The External Review Team examined:

- Student performance results
- instructional quality
- Learner and family engagement
- Support services for student learning
- Curriculum quality and efficacy
- College and career readiness data

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Findings: Teaching & Learning

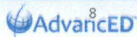
Powerful Practice

- Indicator 3.3

Statement

- Teachers and staff at Glacier High School engage students with targeted, relevant and purposeful learning opportunities, ensuring achievement of learning expectations.

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Findings: Teaching & Learning

Opportunity for Improvement

- Indicators 3.5, 3.6, 3.10

Statement

- Work to formalize a time for staff to participate in collaborative learning communities to build on the work that has started with strategies such as analyzing data to drive instruction, pacing guides, common assessments, and maintaining guaranteed viable curriculums across all content areas to improve instructional practice and student achievement.

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Findings: Teaching & Learning

Improvement Priority

- Indicators 3.12, 5.3

Statement

- Develop and implement a plan to assess and train all professional and support staff in the evaluation, interpretation, and use of data in order to meet all students' unique learning needs.

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	Domains	External Review
1	Equitable Learning Environment	2.85
2	High Expectations Environment	2.88
3	Supportive Learning Environment	3.07
4	Active Learning Environment	2.95
5	Progress Monitoring and Feedback Environment	2.87
6	Well-Managed Learning Environment	3.15
7	Digital Learning Environment	2.04

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Domain

Leadership Capacity

The External Review Team examined:

- Institutional purpose and direction
- Governance and leadership effectiveness
- Stakeholder engagement
- Improvement capacity
- Results

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Findings: Leadership Capacity

Powerful Practice

- Indicators 1.2, 1.3, 2.4, 3.7

Statement

- Glacier High School diligently fosters a culture of continuous improvement constructed on a foundation of professionalism and shared values that are tightly aligned with the school's purpose and direction.

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Findings: Leadership Capacity

Opportunity for Improvement

- Indicator 2.6

Statement

- Establish a system for analyzing the impact of the Personal Growth Plans to determine if they are improving student achievement and success.

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Domain

Resource Utilization

The External Review Team examined:

- Allocation and use of resources
- Equity of resource distribution to need
- Level and sustainability of resources
- Long range capital and resource planning effectiveness

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Findings: Resource Utilization

Powerful Practice

- Indicator 4.3

Statement

- Glacier High School excels in maintaining a safe, clean, and healthy environment for all students and staff.

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Findings: Resource Utilization

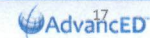
Improvement Priority

- Indicator 4.5

Statement

- Identify and design a process to maintain and improve the technological infrastructure to meet the teaching, learning, and operational needs of all stakeholders.

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Conclusions

Index of Education Quality™ (IEQ™)

- Impact of **teaching and learning** on student performance
- Capacity of leadership to guide and ensure effectiveness in carrying out **strategic direction** of institution
- Utilization of **resources** to meet diverse needs of students and institution
- Use as a **tool** for formative analysis and continuous improvement
- **Connection** for the conditions, processes, and practices to evidence including student performance

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IEQ Results

	External Review IEQ Score
Overall Score	285.90
Teaching and Learning Impact	272.22
Leadership Capacity	301.52
Resource Utilization	302.38

IEQ Results

The IEQ results indicate that the school system is performing within acceptable ranges as compared to expected criteria as well as other institutions in the AdvancED network.

Recommendation

The External Review Team recommends to the AdvancED Accreditation Commission that

Glacier High School

earn the distinction of accreditation by AdvancED.

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Continuous Improvement

- Improvement Priorities must be addressed within two years
- Beginning of a journey of improvement
- Deliberate and strategic actions to ensure that every child, *every day is being prepared and achieving success for their future*

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Final Thoughts

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