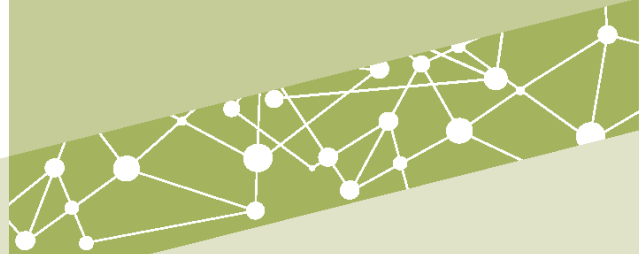**March 5-7, 2018**

AdvancED®
Engagement
Review Report

AdvancED® Performance Accreditation

» Results for:

Syracuse-Dunbar-Avoca High School
1500 Education Drive, Syracuse, NE 68446

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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	9
Teachers	13
Students	34
Support Staff	3
Board of Education Members	4
Total	63

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.	Emerging
The institution demonstrates the capacity to implement their continuous improvement journey.	Meets Expectations

Continuous Improvement Journey Narrative

The Syracuse-Dunbar-Avoca (SDA) district is comprised of three buildings (PK-3, 4-8 and 9-12). Preschool through-8 is accredited through the Nebraska Frameworks Process and 9-12 is accredited through AdvancED. The district school improvement team creates and oversees the school improvement plan for the entire district. A steering committee is comprised of a ten-person team. Members represent teachers, guidance, technology, special education, and administration. The steering committee meets routinely to plan, implement, and monitor progress on the district priorities. The team regularly present implementation updates to staff members, superintendent, and school board.

Since the 2013 accreditation review, SDA has focused on four priority goals.
1. All students will improve reading comprehension across K-12 curriculum areas.

2. SDA Public Schools will evaluate the district's safety and security practices and procedures to ensure a safe and secure environment for all staff and students.

3. SDA Public Schools will develop a systematic process for analyzing and using data to make curricular and instructional decisions for all students.

4. SDA Public Schools will develop and understanding of and provide time for exploration of the implementation of Professional Learning Communities within and among the departments.

The Engagement Review Team found evidence through documents and surveys that SDA has allocated time, money, and professional development to further these goals. Interviews with students, teachers, principals, and the superintendent revealed an understanding of the goals as well as an acknowledgement of the emphasis the district has made on each of the goals. Teachers provided specific examples of changes made in professional development, time allocated, and purchases made to provide evidence of a commitment to the goals. Students cited examples of reading comprehension strategies as well as an emphasis on vocabulary in their classrooms.

SDA High School has a variety data from the Nebraska State Assessment (NeSA), Terra Nova and ACT. The High School looks at data by cohort as well as individual students. Interviews indicated that a process was in place to create Power Standards based on student performance. Since the state of Nebraska changed the state test for juniors from NeSA to ACT last year, a new process has not been developed. Additionally, SDA High School made the switch from Terra Nova to NWEA MAP this year. The district recognizes a new process needs to be implemented, but communicated that they are waiting for additional MAP reports training before having their teachers develop and utilize a new process for analysis. The team did not find evidence of a process for monitoring the implementation of instructional strategies based on the data.

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

Learning Capacity Domain

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

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Emerging
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Needs Improvement
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	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.	Emerging
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.	Emerging
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Needs Improvement
2.8	The institution provides programs and services for learners' educational futures and career planning.	Meets Expectations
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	Exceeds Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Emerging
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Emerging
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Emerging

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so 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.	Meets Expectations
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Emerging
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Needs Improvement
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction	Meets Expectations

Resource Capacity Standards		Rating
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Needs Improvement
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.	Emerging
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	Needs Improvement
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	**15**
Environments	**Rating**
Equitable Learning Environment	2.47
Learners engage in differentiated learning opportunities and/or activities that meet their needs	1.40
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.27
Learners are treated in a fair, clear and consistent manner	3.60
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	1.60
High Expectations Environment	2.29
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.20
Learners engage in activities and learning that are challenging but attainable	2.53
Learners demonstrate and/or are able to describe high quality work	1.87
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.27
Learners take responsibility for and are self-directed in their learning	2.60
Supportive Learning Environment	3.08
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	2.73
Learners take risks in learning (without fear of negative feedback)	2.87
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.27
Learners demonstrate a congenial and supportive relationship with their teacher	3.47
Active Learning Environment	2.45

eleot® Observations	
Total Number of eleot® Observations	**15**
Environments	**Rating**
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.53
Learners make connections from content to real-life experiences	2.07
Learners are actively engaged in the learning activities	2.87
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.33
Progress Monitoring and Feedback Environment	2.15
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	1.87
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.73
Learners demonstrate and/or verbalize understanding of the lesson/content	2.47
Learners understand and/or are able to explain how their work is assessed	1.53
Well-Managed Learning Environment	3.23
Learners speak and interact respectfully with teacher(s) and each other	3.47
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.80
Learners transition smoothly and efficiently from one activity to another	2.53
Learners use class time purposefully with minimal wasted time or disruptions	3.13
Digital Learning Environment	1.33
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.40
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.40
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.20

eleot® Narrative

The Engagement Review Team completed 15 classroom observations at Syracuse-Dunbar-Avoca (SDA) High School. The team visited every available classroom during our scheduled time and recognized that substitute teachers were in the classrooms not visited.

The highest rated environment was Well-Managed with a rating of 3.23 out of 4. The team observed students who generally followed classroom rules and behavioral expectations and who spoke and interacted with teachers and peers. These findings are corroborated by the 2017 School Climate Surveys. High School results showed that students believe that their interactions with adults are respectful and helpful. Supportive Learning was the second highest rated environment with a rating of 3.08 out of 4. Team members saw learners being supported by the teacher or their peers to understand content and accomplish tasks. Learners also generally demonstrated a congenial and supportive relationship with their teachers. High School survey results disclosed that students think of their teachers as caring and honest.

The lowest rated environment was Digital Learning with a rating of 1.33 out of 4. Observers found few instances of students using technology as a learning tool. Outside of classes dedicated to teaching technology, the team saw little to no usage of students using digital devices or resources. Students and teachers reported that computer labs were challenging to schedule for needed time and that the primary device in the districts' BYOD (Bring Your Own Device) was student cell phones.

The team typically observed whole group instruction with very little differentiation. The rating on 'Learners

engage in differentiated learning opportunities and/or activities that meet their needs' was a 1.4 out of 4. Interviews and survey results revealed that teachers do not regularly change teaching in response to individual learner needs.

Findings

The chart below provides an overview of the institution ratings across the three Domains.
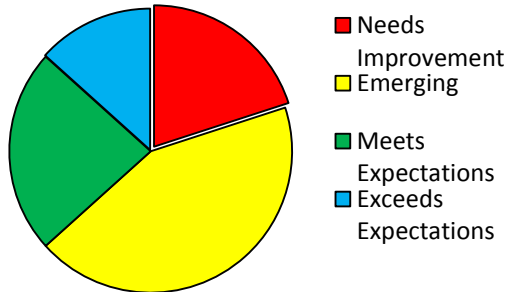
Rating	Number of Standards
Needs Improvement	6
Emerging	13
Meets Expectations	7
Exceeds Expectations	4

Legend:
- Needs Improvement
- Emerging
- Meets Expectations
- Exceeds Expectations

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 institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, development and academic needs of students.

Primary Standard: 2.9

Evidence:
Interviews with school board members, teachers, parents, and students all provided evidence that the monitoring process of specialized and academic needs of students was a high priority in the district. It was very evident that teachers care about their students and their well-being. It was also noted that a full-time school psychologist was added to staff to help deal with the emotional needs of students. The evidence of your Directions Class is an example of the evaluation of student's needs as well as the Homeroom Class.

Powerful Practice #2:
Leaders implement a strong operational process and procedures to ensure organizational effectiveness in support of teaching and learning.

Primary Standard: 1.7

Evidence:
Through the interviews with the building principal, parents, students, and teachers, reflected in student surveys, as well as the expectations put forth in the student handbook, the organizational effectiveness in support of teaching and learning provided effective evidence. Despite having a turnover in leadership since the last review, all interviewees reported that organizational effectiveness is ever present. The Engagement Review Team found that the school uses learner outcomes, personnel performance, and organizational data to develop or revise the said

processes and procedures. In order to best meet the needs of the students, the district follows practices that have been in place and reinforced through longevity.

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 consistently implement an instructional process that includes and promotes creativity, innovation, and collaborative problem solving.

Primary Standard: 2.2

Evidence:
As evidenced through the Effective Learning Environments Observation Tool (eleot®), 15 classrooms in the senior high building were visited within the timeframe of the Engagement Review, and the findings were that the High Expectations for learners was the third lowest rating area, receiving a 2.29 rating out of 4. While team members found that learners were engaged during classroom time, the rigor of the coursework and the tasks that required the utilization of higher order thinking skills were not consistently seen in practice. Many opportunities throughout the observation demonstrated that learners' experiences included the application of knowledge, but were lacking in the high levels of thinking including creativity, innovation, critical thinking, and collaborative problem solving. However, in many instances expectations for learners being able to demonstrate high quality work and articulating the high expectations established by themselves or the teacher fell short. This information is also aligned with the student survey in 2017. Also through the evidence provided in student surveys, students reported a lower ranking regarding teachers changing their teaching to meet student needs. The staff survey from 2017 corroborated this team finding, with one of the lowest scoring areas being "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students." The staff survey results showed only 61 percent of staff agreeing or strongly agreeing that these needs are met. The team found that project based learning was evident in only a few classrooms. In aligning with the high school walk through form, one of the building norms to be observed is to show higher order thinking

Opportunity for Improvement #2:
Implement a process in which instruction is monitored and adjusted to meet individual learner's needs and the institution's learning expectations.

Primary Standard: 2.7

Evidence:
The Engagement Review Team found that the school has implemented time during the school year to look at student data, but there was little to no documentation showing how the school used the data to adjust instruction based on the findings in the data. Although the school is moving in the right direction with allowing time for staff to look at data, now there should be training put in place on how to disaggregate the data and make adjustments in instruction. The MAP data will help support this opportunity for improvement. Staff members indicated that the data is created, but the process for analyzing it is still a work in progress.

Opportunity for Improvement #3:
Implement an induction and mentoring program for new teachers and create a Mentoring Handbook.

Primary Standard: 3.3

Evidence:
Interviews with teachers and school leaders indicated a lack of a formal induction and mentoring program for new teachers. The lowest rated items on the Staff Survey were related to support for new staff and peer coaching opportunities. There was no Induction or Mentoring Handbook found in school documents, and school leaders indicated no handbook existed. A one-day orientation currently exists for new teachers. There is an informal process in place where teachers take it upon themselves to guide new teachers. The principal indicated he had a limited process of pairing an experienced teacher with a new teacher with suggestions for monthly meetings. A formal, documented induction and mentoring program, including accountability measures, should be implemented.

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 a plan to Integrate digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.

Primary Standard: 3.5

Evidence:
Eleot classroom observations by the External Review Team indicated little, if any, use of digital resources by students outside of class's specifically teaching technology. The score for the Digital Learning section of the eleot observations was 1.33, the lowest score for the school by far. Interviews with administration and teachers indicated there was an informal "BYOD" program in place, and if students didn't have a device to bring the school would provide one. Interviews with students revealed that the student device used was almost exclusively the student cell phone. Students were almost universally unaware that the school would provide devices to students. Teachers and students expressed difficulty accessing computer labs when it was appropriate to integrate technology to improve learning. Teacher surveys indicated lower ratings in the use of technology as an instructional resource. Many of the lower-rated items in the Teaching and Assessing for Learning section of the Teacher Surveys could be addressed by the increased use of digital resources in teaching and learning. The Digital section of student surveys was the lowest rated area at 2.37.

Improvement Priority #1: Demonstrate strategic resource management by formulating a long-range strategic plan, including resource management of budgets, facilities, and other organizational needs in support of the institutions purpose and direction.

Primary Standard: 3.7

Evidence:
A review of artifacts indicated that a long-range strategic planning document could not be found. Interviews with school board members indicated such a plan did not exist. An interview with the superintendent indicated there was little long-range planning beyond the next year and such planning existed mainly in his mind. A long-range strategic plan will enable the institution to meet future facility, budgetary, infrastructure, technology, and transportation needs in a way that ensures good stewardship of the district's resources.

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	281.18

Conclusion Narrative

The Engagement Review Team found many positive features of Syracuse-Dunbar-Avoca High School. The district has an active and committed continuous improvement team which ensures a focus on their identified goals. The district continues to focus on reading comprehension by providing professional development time and resources to train and support teachers in Marzano's 6-Step Vocabulary process, text structures, and various reading comprehension strategies. The district utilizes Educational Service Unit (ESU) 4 to deliver training and support to teachers. Each teacher in the high school has an identified essential vocabulary list and deploys pre-tests, mid-year tests, as well as post tests for their identified list. The district is exploring ways for teachers to analyze and use this data as a whole. Current practice is that the analysis of the data happens in the individualized classroom.

The district has also allocated funds for the school's safety and security features. Interviews with administration, teachers, parents, and students revealed a feeling of a safe environment. An appreciation was expressed for the funds used to purchase additional security cameras in the buildings.

The district is currently in a transition period in regards to data analysis and utilizing the results to inform instruction. This is the first year for the entire district to administer NWEA MAP. As a result, the teachers are still learning about the test, the reports, and how to communicate results with each other, with parents as well as with students. The district showed a process of identifying power standards that was discontinued this year as a result of the change from TerraNova to MAP as well as a change from NeSA to ACT. The district will be exploring how to develop and implement a process to identify the data needed to ensure classroom instruction that results in student learning.

The district has a dedicated staff. All stakeholder groups, including parents, students and board members, noted the high-quality and caring staff in the school. School leadership indicated that there was an informal process of pairing a new teacher with an experienced teacher. Interviews with teachers and school leaders indicated the absence of a formal induction and mentoring process. The lack of a process also was evidenced by the staff survey in which this was the lowest performing area.

The lack of use of technology was an area was an area noted by the external team. During eleots, the team found little to no evidence of technology being used in classrooms outside of those dedicated to teaching technology. The school's Bring Your Own Device (BYOD) practice appeared to have limited impact on actual student use of technology and integration of digital resources. Interviews with students revealed they enjoyed being able to have their personal cell phones during the day, but provided little evidence that those devices were being used to enhance instruction and student learning.

As Syracuse-Dunbar-Avoca High School continues its improvement journey, the team recommends prioritizing and

> focusing its efforts and continuing to concentrate on goals. The school is in a good position to make significant progress on its improvement efforts.

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
Marci Ostmeyer	Marci is the Professional Development (PD) Director at Educational Service Unit 7 in Columbus, Nebraska. Marci's role coordinates the PD Department in supporting nineteen public schools across the ESU 7 service area. Additionally, Marci is the math specialist for ESU 7 where she assists School Districts with teaching applied mathematics and meeting state Standards. Her involvement includes, serving on the 2009 and 2015 Math Standards Revision Team as well as several committees for the Nebraska Department of Education. She has experience teaching at the elementary, middle and high school level. Mrs. Ostmeyer has earned a MAE in Pre K-8 Administration from University of Nebraska at Kearney and a MAT in Mathematics from University of Nebraska at Lincoln. She has served on numerous Engagement Reviews in the state of Nebraska.

Team Member Name	Brief Biography
Matt Heibel	Matt has been Principal at Lincoln Lutheran Middle/High School since 2008. He was born in Kansas, but moved to Lincoln when he was 10 and claims Lincoln as his home town. He attended Concordia University - Seward, graduating with a degree in secondary science education in 1984, received his Masters degree in Secondary Administration from the University of Missouri - St. Louis in 1993, and has taken many classes from various institutions since. Mr. Heibel's first teaching position was at Lutheran High School North in St. Louis, where he taught science and was Assistant Principal for 11 years. He spent five years at Concordia University-Nebraska, two years as Principal at LSA High School in Decatur, Illinois, and six years at Norris High School, before coming to Lincoln Lutheran in 2008. Mr. Heibel is a member of the Nebraska AdvancED Council, has led Lincoln Lutheran through AdvancED accreditation, and has participated in AdvancED Engagement Reviews for several years.
Kendra Craven	Kendra is the Director of Learning at Louisville Public Schools. She is in her third year in this position. Prior to joining the Louisville Team she was a middle school language arts teacher and high school volleyball coach at Ashland-Greenwood Public Schools for 15 years and was an 8th grade language arts teacher at Waverly Public Schools for the first two years of her career. Kendra completed her undergraduate degree at Peru State College and obtained her MAE in K-8 Administration from the University of Nebraska at Kearney. She is the Lead Director on the CIP Team at Louisville and comes with an understanding of the AdvancED and Frameworks Process, but this will be Kendra's first year of serving on an Engagement Review Team.
Crystal Bauermeister	Crys is currently the school librarian and computers instructor at Pierce Jr/Sr High School. She previously taught English, Speech, and Drama classes. In her 18th year as an educator, she is the academic team sponsor & continuous improvement coordinator. Currently, Crys is a Board Member for the NSLA (Nebraska School Librarians Association), a member of NETA (Nebraska Educational Technology Association) member, and a member of the NDLA (Nebraska Digital Learning Association). She has been a presenter at NDLA, Summer Tech Institute, NETA, ESU Winter Workshop, & NSLA. Although this is the first time serving on Engagement Review, she has had the opportunity to lead her school's team for the last review and for a review coming in 2019. Crys holds a MS in Instructional Technology with a library emphasis and a MS in Curriculum & Instruction.

AdvancED®

About AdvancED

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

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

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

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

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