



Alturas Preparatory Academy

Idaho Falls, Idaho

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School Accreditation Engagement Review

319130

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Cognia Continuous Improvement System

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." The Cognia 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. Cognia expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team are organized by the ratings from the Cognia Performance Standards Diagnostic and the Levels of Impact within the i3 Rubric: Initiate, Improve, and Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the **Initiate** phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency of stakeholders in the desired practices, processes, or programs within the institution. Implementation is the process of monitoring and adjusting the administrations of the desired practices, processes, or programs for quality and fidelity. Standards identified within Initiate should become the focus of the institution's continuous improvement journey toward the collection, analysis, and use of data to measure the results of engagement and implementation. Enhancing the capacity of the institution in meeting these Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results come from the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (a minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and to demonstrate over time the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is **Impact**, where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within its culture. Institutions should continue to support and sustain these practices that yield results in improving student achievement and organizational effectiveness.

Cognia Performance Accreditation and the Engagement Review

Accreditation is pivotal in leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the Cognia 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 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 Cognia Performance Standards. Review teams use these Standards to assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. Cognia provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions, which helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

Cognia Standards Diagnostic Results

The Cognia Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on the Cognia Performance Standards. The diagnostic consists of three components built around each of three Domains: **Leadership Capacity**, **Learning Capacity**, and **Resource Capacity**. Results are reported within four ranges identified by color. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Insufficient	Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
Yellow	Initiating	Represents areas to enhance and extend current improvement efforts
Green	Improving	Pinpoints quality practices that are improving and meet the Standards
Blue	Impacting	Demonstrates noteworthy practices producing clear results that positively impact the institution

Under each Standard statement is a row indicating the scores related to the elements of Cognia's i3 Rubric. The rubric is scored from one (1) to four (4). A score of four on any element indicates high performance, while a score of one or two indicates an element in need of improvement. The following table provides the key to the abbreviations of the elements of the i3 Rubric.

Element	Abbreviation
Engagement	EN
Implementation	IM
Results	RE
Sustainability	SU
Embeddedness	EM

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.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	4	
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	4	
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	4	
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	4	
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	4	
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	4	
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	4	
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	4	
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	4	
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	4	

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.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	4	
2.2	The learning culture promotes creativity, innovation, and collaborative problem-solving.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	4	
2.3	The learning culture develops learners' attitudes, beliefs, and skills needed for success.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	4	
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	4	
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	4	
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	4	
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	4	
2.8	The institution provides programs and services for learners' educational futures and career planning.										Improving
	EN:	3	IM:	3	RE:	2	SU:	2	EM:	4	
2.9	The institution implements processes to identify and address the specialized needs of learners.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	4	
2.10	Learning progress is reliably assessed and consistently and clearly communicated.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	4	

Learning Capacity Standards											Rating
2.11	Educators gather, analyze, and use formative and summative data that lead to the demonstrable improvement of student learning.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	4	
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	4	

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably, so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards											Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	4	
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	4	
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.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	4	
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	4	
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	4	
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	4	
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.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	4	

Resource Capacity Standards										Rating
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.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	

Assurances

Assurances are statements that accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances Met		
YES	NO	If No, List Unmet Assurances by Number Below
X		

Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. This formative tool for improvement identifies areas of success and areas in need of focus. The IEQ comprises the Standards Diagnostic ratings from the three Domains: Leadership Capacity, Learning Capacity, and Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provide information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve, and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within that level. An IEQ in the range of 225–300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all Cognia Improvement Network (CIN) institutions evaluated for accreditation in the last five years. The range of the annual CIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	367.00	CIN 5 Year IEQ Range	278.34 – 283.33
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Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs, and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, with examples of programs and practices, and suggestions for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team's deliberations and analysis of the practices, processes, and programs of the institution organized by the levels of Initiate, Improve, and Impact. The narrative also provides the next steps to guide the institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The Engagement Review Team (team) identified the following themes as part of the continuous improvement journey for Alturas Preparatory Academy. These areas of strength and opportunities for further action offer a guide as the school continues to refine its improvement journey. These themes emerged after team deliberation and analysis of a variety of evidence: standards ratings in leadership, learning, and resource domains, evidence provided by the school, website information, stakeholder interviews, and Cognia parent, student, staff, leadership, and board inventory and survey results. Stakeholder representation in interviews included one governing authority, two leadership, four professional staff, four students, and two parents.

Alturas Preparatory Academy continues the tradition of being a mission-driven organization, building on the impressive track record of its initial K-8 elementary school, Alturas International. Alturas Preparatory Academy extends the reach of Alturas International Academy by expanding the International Baccalaureate (IB) programs into grades 9-12 as well as transferring sixth, seventh, and eighth grades to the new school campus. The school continues the unique delivery model of instructional level teaching in small groups, which incorporates differentiated instruction at high levels for every student. In addition, the model incorporates project-based learning, interdisciplinary units, community awareness, real-world problem-solving, and student choice, through the IB program. The staff uses a multi-tiered assessment model to drive instructional decisions. Students are taught at their individual instructional levels which empowers them to grow and contribute to a team setting. Learning and growth are facilitated through peer mentoring and peer collaboration with every student learning the interpersonal skills necessary for teamwork. Instruction is student driven. Students engage in a collaboratively planned interdisciplinary unit that involves at least two subject groups annually. Students in the eighth grade also complete a community project that involves the entire school. Student and parent interviews revealed that student ownership for their learning is supported by the incorporation of standards-based grading, student portfolios, goal setting, and by student-led parent conferences. The school continues to have significant waiting lists for both campuses, a testament to the community's continued confidence in the quality education being offered and the product being produced. The school's leadership and board are both applauded for and encouraged to continue their comprehensive strategic planning work that clearly ensures decisions and actions are closely aligned with the purpose of the organization, and progress is monitored to ensure program outcomes are met.

Teacher interviews reinforced the concept that the success of this education model relies heavily on teachers being facilitators of learning rather than distributors of knowledge. The school has invested significantly in new teacher mentoring, ongoing intensive professional

development, and daily instructional coaching by the administrative team. The unique education model is standardized across both campuses and monitored for consistency by the administration, team leaders, and the instructional coach. The Middle Years Program checklist, teacher journaling, self-reflections, and teaming are some of the supports in place to standardize practices and support teachers. The administrators have prioritized being in classrooms so that their time for coaching and conducting eProve™ Effective Learning Environments Observation Tool® (eleot®) observations is protected and predictable. Staff indicated the 4-day instructional week enables Fridays to be dedicated for staff professional development and collaboration activities. In addition, the staff handbook provides a comprehensive overview of how teachers are expected to plan, collaborate, communicate with stakeholders, assess, grade, and teach. Curriculum and instruction are aligned, rigorous, data informed, and research based, utilizing the vetted instructional model of Alturas International and the IB program. The Danielson Framework is utilized for evaluation and supervision, and staff are observed and coached by both administrators. Ongoing coaching and reflection are integral parts of the evaluation process, as the individualized curriculum and multi-age classrooms challenge teachers differently from what their previous experience and training have prepared them. The teachers described how they facilitate students becoming independent, collaborative learners. They travel from one instructional group to another fluidly as students independently take responsibility and guide their learning. Instruction is provided in small groups, at instructional or mentoring levels, rather than by grade levels.

Students constantly collaborate with peer partners and group members, requiring them to learn how to collaborate and communicate. Students remain with the same teachers for several years, allowing teachers to learn students' strengths and to meet students' needs across an extended period. The team and school leadership acknowledge the challenges ahead as the ninth through twelfth grade program delivers the IB college preparatory curriculum with university aligned dual credit classes while still maintaining the small group, multi-age delivery model of instruction. The team encourages the school leadership to partner with other successful Idaho and International IB high schools to create a sustainable model.

The school administration and board have provided sustained, strategic resource management and quality staffing and leadership. The team verified, and stakeholders confirmed, that resource allocations are consistently aligned to the identified goals and key priorities of the institution. All internal stakeholders indicated the school was well resourced and staff had the materials, technology, and professional development supports they needed to use those resources for the benefit of their students. The school leadership has been successful in obtaining significant federal awards to enable the creation of this new campus to accommodate students in grades. This was corroborated by parents who concurred that the cutting edge and well-maintained facilities coupled with quality of staffing and rigorous IB college preparatory curriculum were key factors that influenced their enrollment decision. The new facilities support the extensive programming and can accommodate the current middle/high school student population as well as anticipated future growth. Students indicated they use technology regularly. The review findings from the team are congruent with the feedback from the Cognia Readiness Review. The leadership infrastructure is multi-layered with numerous opportunities for staff to impact decision-making. School administration duties are equally shared between the executive director and middle school/high school principal in their co-leadership model. There has been sustained leadership at all levels including the board of directors, as the new school has been operationalized. Teacher recruitment and hiring processes are well documented. A number of staff transferred from the K-8 elementary school to the new campus. It was apparent in stakeholder interviews that staff retention is high reflecting the commitment of the staff to the school community. All core courses are staffed with two adults to ensure the individualized education model is delivered effectively and students' unique learning needs are met. Parents appreciate the school's open-door

policy and indicated all staff were available and accessible as needs arise. Staff interviews and document review indicated standard operating processes and procedures are well established and adhered to ensuring organizational effectiveness in support of teaching and learning. The school leadership is aware that although Wi-Fi is available in all school areas with regular support from the Information Technology (IT) department, it tends to be intermittent and/or unpredictable, which has proven to be challenging for staff and students. The team supports the leadership in resolving this ongoing challenge.

The Board of Directors has exhibited continued leadership as they have met the challenges of the pandemic as well as the branding and opening of a new charter school. The board handbook is extensive and provides new board members with a road map of their roles and responsibilities, as compared to the executive director and individual school leadership. The board functions by committee and uses this as a method for vetting prospective board members. There is varied expertise, experience, and tenure represented by board membership. The board handbook includes information on procedures for handling the succession of the executive director, but not for board membership. The team recommends and the board agrees it would be wise to also develop a succession plan for board positions and leadership.

Alturas Preparatory Academy has embedded a culture of high expectations both for students and staff as well as an agile, diverse network of support to ensure students have every opportunity to meet those expectations. The team was impressed with the variety of supports leveraged to support the social, emotional, health, and academic wellbeing of students. Students expressed there was always an adult with whom they could connect that they trust including the counselor, their teachers, school administrators, and staff. Teachers and students both pointed out that in a small school, everyone is noticed, and everyone looks out for each other. There are embedded student supports such as an individualized curriculum for each student delivered in small group, multi-age instructional groups. All students have learning partners as well as regular opportunities for peer collaboration. The special education director coordinates with classroom teachers to ensure students' learning needs are known and supported. A school psychologist/social worker provides the interface between families and more specialized family and student services. Student activities such as clubs, sports, and the Youth Leadership Group are inclusive and non-competitive. All students can participate if they choose in any activity. The school culture was described with words and phrases such as family, caring, belief in each person, high expectations, a place where everyone thrives, and staff who magnify students' strengths. One hundred percent student engagement is the expectation, all the time, and is monitored closely by the administrative team. Staff are collegial and students are taught to be principled. Parents complimented the staff on the multiple avenues available for keeping their fingers on the pulse of their students' school life: weekly newsletters, regular teacher specific communication, student-led parent conferences, Infinite Campus as the student management system, social media for announcements, and a growing Parent Teacher Organization. The team and leadership discussed the possibility of incorporating more supports for students and parents who transition from public schools to increase students' success rate. Supports such as developing a new student boot camp prior to the start of school or assigning a mentor to each student and a parent mentor for each family were some of the ideas brainstormed during the review. Additionally, the team recommends and the school acknowledges the need for developing specific programs and services for learners' educational futures and career planning.

The school took a strong, coordinated, and comprehensive approach in responding to the COVID-19 global pandemic. As a result of the school having to pivot to multiple instructional delivery models, students and parents expressed that the staff worked effectively to ensure a seamless transition and maintained strong student-teacher relationships no matter the delivery model. Parents

commended the school's reaction to the pandemic. Stakeholders were surveyed to determine the effectiveness of the pandemic supports and analysis of results determined next steps. The students spoke comfortably about the different alternatives available at school to support their learning and keep them engaged. The team recommends the leadership reflect on the lessons learned from the pandemic and incorporate those effective practices into the school's organizational processes.

In conclusion, Alturas Preparatory Academy is standing on the steady shoulders of Alturas International, expanding to encompass the existing grade 6-8 students and adding the grade 9-12 complement. The school is providing a high-quality, high-expectation, and high-caring learning environment for students through a highly individualized and differentiated delivery model using the IB program. Stakeholders appreciate and support the school's vision and mission, as evidenced by a significant waiting list. Sustained leadership both at the school and board levels has provided consistency, accountability, and a track record of academic and fiscal success. Continued efforts by staff to immerse students in a culture that is inclusive, equitable, collaborative, rigorous, and college preparatory will continue to prepare them for the global world of which they will soon become a part and influence.

Next Steps

Upon receiving the Accreditation Engagement Review Report, the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the areas for improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and expertise. To provide knowledge and understanding of the Cognia tools and processes, all Lead Evaluators and Engagement Review Team members are required to complete Cognia training. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography /Title
Mary Gervase, Lead Evaluator	Dr. Mary Gervase is presently a mentor to new principals as part of the Idaho Principal Mentoring Program, Idaho State Department of Education. Previously, she successfully authored and facilitated the charter application process enabling Syringa Mountain School to become the first public school in Idaho founded on Waldorf methodology. She also served as the school's first director. She has served as a capacity builder as part of the Idaho State Department of Education System of Support. She was the director of education for the 2009 Special Olympics World Winter Games. Dr. Gervase served as the assistant superintendent of the Blaine County School District in Hailey, Idaho and has been a K-8 elementary teacher, an elementary school guidance counselor, an assistant principal and principal, an adjunct professor at the university level, and a State Department of Education consultant. She has worked in the United States in Utah, Idaho, New Mexico, and internationally with the Department of Defense Dependent Schools System (DODDS) in both Scotland and Germany. In addition, she has also served as the executive director and co-founder of the Sun Valley Spiritual Film Festival. She holds a master's degree in educational psychology and a Ph.D. in educational administration.
Christy Anderson	Analyst-Pacific Region, Cognia
Dale Kleinert	Vice President - Pacific Region, Cognia

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