Report of the
External Review Team
for
Clackamas Middle College

12021 SE 82nd Avenue
Happy Valley
OR 97086
US

Mr. Brian Sien
Principal

Date: December 3, 2014 - December 4, 2014

AdvancED

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Introduction

The External Review is an integral component of AdvancED Performance Accreditation and provides the institution with a comprehensive evaluation guided by the results of diagnostic instruments, in-depth review of data and documentation, and the professional judgment of a team of qualified and highly trained evaluators. A series of diagnostic instruments examines the impact of teaching and learning on student performance, the capacity of leadership to effect continuous improvement, and the degree to which the institution optimizes its use of available resources to facilitate and support student success. The results of this evaluation are represented in the Index of Education Quality (IEQ™) and through critical observations, namely, Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools and designed primarily to distinguish schools adhering to a set of educational standards. Today the accreditation process is used at all levels of education and is recognized for its ability to effectively drive student performance and continuous improvement in education.

Institutions seeking to gain or retain accreditation must meet AdvancED Standards specific to their institution type, demonstrate acceptable levels of student performance and the continuous improvement of student performance, and provide evidence of stakeholder engagement and satisfaction. The power of AdvancED Performance Accreditation lies in the connections and linkages between and among the conditions, processes, and practices within a system that impact student performance and organizational effectiveness.

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED Standards were developed by a committee comprised of talented educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement. Prior to implementation, an internationally recognized panel of experts in testing and measurement, teacher quality, and education research reviewed the standards and provided feedback, guidance and endorsement.

The AdvancED External Review Team uses AdvancED Standards, associated indicators and criteria related to student performance and stakeholder engagement to guide its evaluation. The Team examines adherence to standards as well as how the institution functions as a whole and embodies the practices and characteristics expected of an accredited institution. The Standards, indicators and related criteria are evaluated using indicator-specific performance levels. The Team rates each indicator and criterion on a scale of 1 to 4. The final scores assigned to the indicators and criteria represent the average of the External Review Team members' individual ratings.

The External Review is the hallmark of AdvancED Performance Accreditation. It energizes and equips the institution's leadership and stakeholders to achieve higher levels of performance and address those areas that

may be hindering efforts to reach desired performance levels. External Review is a rigorous process that includes the in-depth examination of evidence and relevant data, interviews with all stakeholder groups, and extensive observations of learning, instruction, and operations.

Use of Diagnostic Tools

A key to examining the institution is the design and use of diagnostic tools that reveal the effectiveness with which an institution creates conditions and implements processes and practices that impact student performance and success. In preparation for the External Review the institution conducted a Self Assessment that applied the standards and criteria for accreditation. The institution provided evidence to support its conclusions vis a vis organizational effectiveness in ensuring acceptable and improving levels of student performance.

- an indicator-based tool that connects the specific elements of the criteria to evidence gathered by the team;
- a student performance analytic that examines the quality of assessment instruments used by the institution, the integrity of the administration of the assessment to students, the quality of the learning results including the impact of instruction on student learning at all levels of performance, and the equity of learning that examines the results of student learning across all demographics;
- a stakeholder engagement instrument that examines the fidelity of administration and results of perception surveys seeking the perspective of students, parents, and teachers;
- a state-of-the-art, learner-centric observation instrument, the Effective Learning Environments Observation Tool (eleot™) that quantifies students' engagement, attitudes and dispositions organized in 7 environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, reach acceptable levels of inter-rater reliability, and certified to use this research-based and validated instrument.

The External Review Team's findings and critical observations are shared in this report through the IEQ™ results as well as through the identification of Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Index of Education Quality

In the past, accreditation reviews resulted in an accreditation recommendation on status. Labels such as advised, warned, probation, or all clear were used to describe the status of a school relative to the AdvancED Standards and other evaluative criteria. Beginning in the 2013-14 school year, AdvancED introduced a new framework to describe the results of an accreditation review. Consistent with the modern focus of accreditation on continuous improvement with an emphasis on student success, AdvancED introduced an innovative and state-of-the-art framework for diagnosing and revealing institutional performance called the Index of Education Quality (IEQ™). The IEQ™ comprises three domains of performance: 1) the impact of teaching and learning on student performance; 2) the capacity of leadership to guide the institution toward the achievement of its

vision and strategic priorities; and 3) use of resources to support and optimize learning. Therefore, your institution will no longer receive an accreditation status. Instead, your institution will be accredited with an IEQ™ score. In the case where an institution is failing to meet established criteria, the accreditation will be under review thereby requiring frequent monitoring and demonstrated improvement.

The three domains of performance are derived from the AdvancED Standards and associated indicators, the analysis of student performance, and the engagement and feedback of stakeholders. Within each domain institutions can connect to the individual performance levels that are applied in support of the AdvancED Standards and evaluative criteria. Within the performance levels are detailed descriptors that serve as a valuable source of guidance for continuous improvement. Upon review of the findings in this report and building on their Powerful Practices, institutional leaders should work with their staff to review and understand the evidence and rationale for each Opportunity for Improvement and Improvement Priority as well as the corresponding pathway to improvement described in the performance levels of the selected indicator(s).

The IEQ™ provides a new framework that recognizes and supports the journey of continuous improvement. An institution's IEQ™ is the starting point for continuous improvement. Subsequent actions for improvement and evidence that these have had a positive impact will raise the institution's IEQ™ score.

Benchmark Data

Throughout this report, AdvancED provides benchmark data for each indicator and for each component of the evaluative criteria. These benchmark data represent the overall averages across the entire AdvancED Network for your institution type. Thus, the AdvancED Network average provides an extraordinary opportunity for institutions to understand their context on a global scale rather than simply compared to a state, region, or country.

It is important to understand that the AdvancED Network averages are provided primarily to serve as a tool for continuous improvement and not as a measure of quality in and of itself. Benchmark data, when wisely employed, have a unique capacity to help institutions identify and leverage their strengths and areas of improvement to significantly impact student learning.

Powerful Practices

A key to continuous improvement is the institution's ability to learn from and build upon its most effective and impactful practices. Such practices serve as critical leverage points necessary to guide, support and ensure continuous improvement. A hallmark of the accreditation process is its commitment to identifying with evidence, the conditions, processes and practices that are having the most significant impact on student performance and institutional effectiveness. Throughout this report, the External Review Team has captured and defined Powerful Practices. These noteworthy practices are essential to the institution's effort to continue its journey of improvement.

Opportunities for Improvement

Every institution can and must improve no matter what levels of performance it has achieved in its past. During the process of the review, the External Review Team identified areas of improvement where the institution is meeting the expectations for accreditation but in the professional judgment of the Team these are Opportunities for Improvement that should be considered by the institution. Using the criteria described in the corresponding rubric(s) to the Opportunity for Improvement, the institution can identify what elements of practice must be addressed to guide the improvement.

Improvement Priorities

The expectations for accreditation are clearly defined in a series of the rubric-based AdvancED Standards, indicators and evaluative criteria focused on the impact of teaching and learning on student performance, the capacity of the institution to be guided by effective leadership, and the allocation and use of resources to support student learning. As such, the External Review Team reviewed, analyzed and deliberated over significant bodies of evidence provided by the institution and gathered by the Team during the process. In the professional judgment of the Team as well as the results of the diagnostic process, the Team defined, with rationale, Improvement Priorities. The priorities must be addressed in a timely manner by the institution to retain and improve their accreditation performance as represented by the IEQ™. Improvement Priorities serve as the basis for the follow-up and monitoring process that will begin upon conclusion of the External Review. The institution must complete and submit an Accreditation Progress Report within two years of the External Review. The report must include actions taken by the institution to address the Improvement Priorities along with the corresponding evidence and results. The IEQ™ will be recalculated by AdvancED upon review of the evidence and results associated with the Improvement Priorities.

The Review

The external review for Clackamas Middle College was conducted on December 2,3,4, 2014. This was a school review. On December 2nd, the team lead visited the school, set up the conference room and completed 4 eleot observations. The external team consisted of 6 people and they were onsite from 7:00 AM TO 5 PM on December 3, 2014. The principal attended the schools training in August 4th and the next day the leader evaluator visited Clackamas Middle College. The LE met with the principal and the grants writer and programs coordinator to help them understand the process for their work. After that visit, numerous emails and phone calls were exchanged asking clarifying questions. The school used the entire staff to complete the self-assessment. When the results were in from the surveys the entire staff reviewed them using an Analysis of Questionnaire Data sheet looking for agreements across the questionnaire, disagreements and overlaps. CMC was thoroughly prepared for the visit. They took the work very seriously and embraced the notion that you get out of it what you put into it! They shared that the accreditation really helped them with their continuous school improvement efforts.

Special thank you to the staff, students and stakeholders of Clackamas Middle College. This school was thoroughly prepared for our visit. CMC had 100% on the staff survey, 67% on the student survey 24% on the

parent survey. CMC did a great job of offering the survey to the parents in numerous ways via website, email, parent conference and parent meeting to get the required percentage. CMC thoroughly involved stakeholders in the self-assessment process. They held numerous staff meetings to rate the indicators and had great discussions about the rating. Anytime they were asked why they rated a indicator a certain way they had an answer that was thoughtful and reflective. On Standard 2, the school board rated the school in a board workshop. The staff put in months and months of effort doing a very thorough job of analyzing their school, collecting evidence and completing all of the documents necessary for this review. They included stakeholders and board members in their self-assessment. The students were also reflective, honest and anxious to tell the team all about the school. Their hospitality was great. They emailed in advance asking for lunch choices and had coffee, water, and rolls in the room. Anytime the team had a question staff was willing to come into the team room to clarify understanding. Students were also very friendly, open and honest. To say CMC was cordial and friendly is an understatement.

Stakeholders were interviewed by members of the External Review Team to gain their perspectives on topics relevant to the institution's effectiveness and student performance. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the External Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Interviewed	Number
Board Members	3
Administrators	1
Instructional Staff	3
Support Staff	7
Students	49
Parents/Community/Business Leaders	6
Total	**69**

Results

Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results, instructional quality, learner and family engagement, support services for student learning, curriculum quality and efficacy, and college and career readiness data. These are all key indicators of an institution's impact on teaching and learning.

A high-quality and effective educational system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics that include strong communication skills, knowledge of content, and knowledge of how to teach the content. The institution's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis, and Printy (2002), staff members who engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective institutions "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found that a successful institution implements a curriculum based on clear and measurable expectations for student learning. The curriculum provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Institutions with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six

key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making, (2) establishing a culture of data use and continuous improvement, (3) investing in an information management system, (4) selecting the right data, (5) building institutional capacity for data-driven decision making, and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision-making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

Through ongoing evaluation of educational institutions, AdvancED has found that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 3 - Teaching and Assessing for Learning
The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Indicator	Description	Review Team Score	AdvancED Network Average
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	3.33	2.88
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	2.67	2.53
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	3.17	2.67
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	3.00	2.78
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	3.00	2.63
3.6	Teachers implement the school's instructional process in support of student learning.	3.17	2.66
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	2.17	2.58
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	2.83	3.12

Indicator	Description	Review Team Score	AdvancED Network Average
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	3.67	3.07
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	3.00	2.77
3.11	All staff members participate in a continuous program of professional learning.	3.00	2.57
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	3.00	2.71

Standard 5 - Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

| Indicator	Description	Review Team Score	AdvancED Network Average
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	3.00	2.72
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	3.00	2.44
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	2.00	2.09
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	3.17	2.53
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	2.67	2.78

Student Performance Diagnostic

The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	3.00	3.10
Test Administration	4.00	3.47
Equity of Learning	3.00	2.74
Quality of Learning	3.17	2.98

Effective Learning Environments Observation Tool (eleot™)

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (eleot™) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam that establishes inter-rater reliability. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale (4=very evident; 3=evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot™ as well as benchmark results across the AdvancED Network.
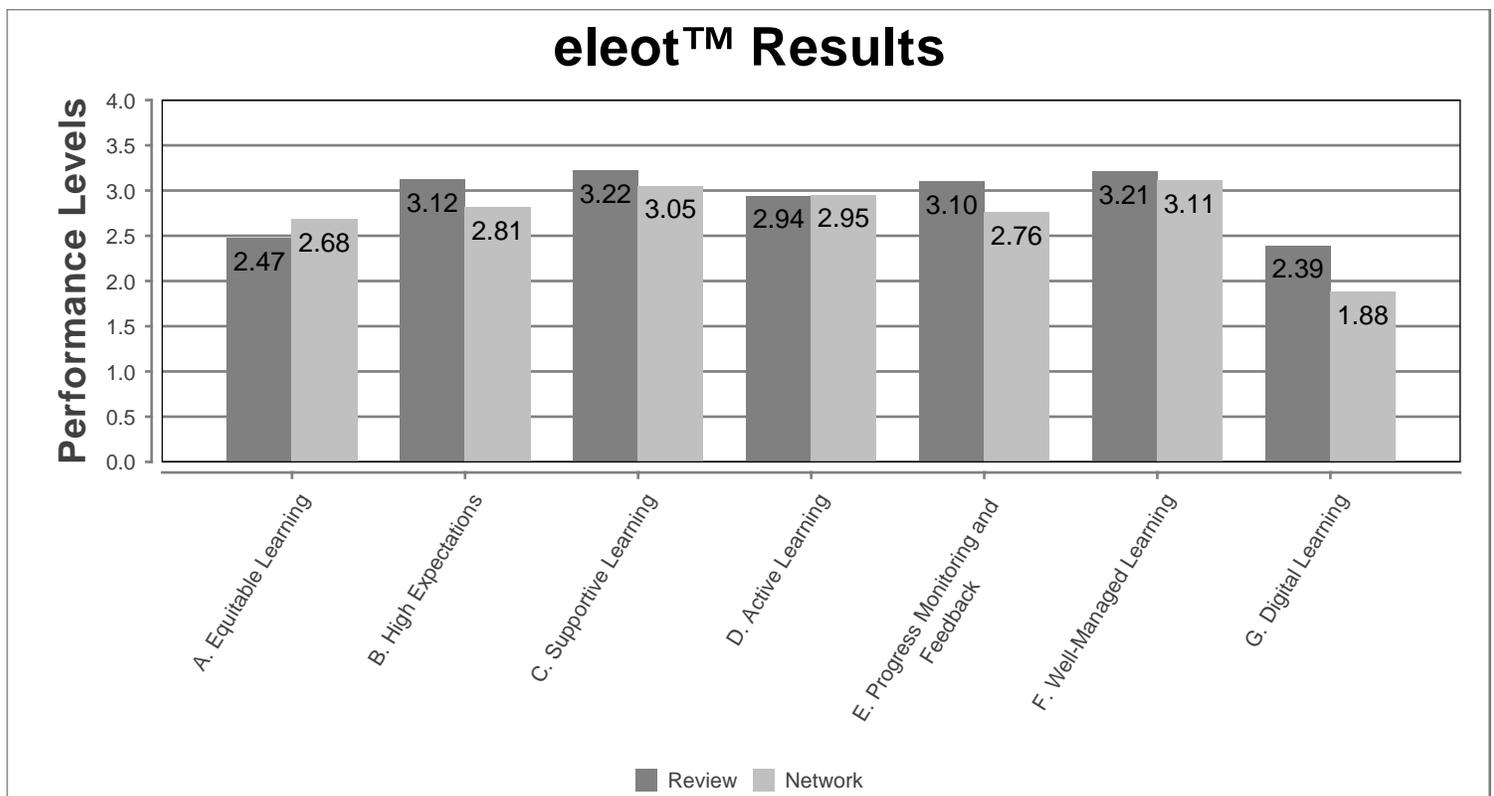
Students were very well behaved at CMC and the staff create a very supportive learning environment learning environment. Teachers consistently checked for understanding throughout the lessons. Thumbs up, down or in between was a common method used. Learning objectives were routinely posted on the board and regularly addressed on how those objectives were being met throughout the lessons. In Biology class where the students were learning about DNA and traits connected to DNA the teachers routinely used real life

experiences to make connections to the content. Exemplars were routinely presented during classroom observations. (Indicator 3.6)

The team conducted 20 observations on the day of the external visit and the lead evaluator completed 4 the previous day. A well-managed classroom and a supportive learning environment were the highest ratings CMC received and those were well above the AEN average. CMC is very well managed overall and the school is very supportive of students both in the classroom and outside of it. The lowest rating was digital learning environment that was still about the AEN average. A low score below the AEN average was equitable learning environment. The lead evaluator shared with principal the reasons for the low rating. The team did not see very much differentiated teaming. While the teachers might have thought they were giving student equal access to class discussion because they asked questions of the entire class, the same students routinely were the ones answering. Ongoing opportunities to learn about their own culture was not observed and also added to this low rating. Equitable learning environment was the only rating that was significantly lower than the AEN average.

Teachers at CMC are very well prepared for their lessons. They are very responsive to their students needs and set up text messages and email services so students can access them to check for understanding even outside of the classroom. Students are supported and offered assistance but all staff at CMC. As a result, students routinely stay after school to get help and access the staff. Students feel very free to take risks and ask questions. CMC is great school where teaching and learning are a top priority. One student said it best when she stated, "At CMC we are here to learn."

eleot™ Data Summary

A. Equitable Learning			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	2.00	Has differentiated learning opportunities and activities that meet her/his needs	4.17%	29.17%	29.17%	37.50%
2.	3.21	Has equal access to classroom discussions, activities, resources, technology, and support	33.33%	54.17%	12.50%	0.00%
3.	2.96	Knows that rules and consequences are fair, clear, and consistently applied	20.83%	62.50%	8.33%	8.33%
4.	1.71	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	0.00%	29.17%	12.50%	58.33%
Overall rating on a 4 point scale: 2.47						

B. High Expectations			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	3.25	Knows and strives to meet the high expectations established by the teacher	37.50%	50.00%	12.50%	0.00%
2.	3.33	Is tasked with activities and learning that are challenging but attainable	37.50%	58.33%	4.17%	0.00%
3.	2.29	Is provided exemplars of high quality work	16.67%	37.50%	4.17%	41.67%
4.	3.62	Is engaged in rigorous coursework, discussions, and/or tasks	62.50%	37.50%	0.00%	0.00%
5.	3.12	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	37.50%	45.83%	8.33%	8.33%
Overall rating on a 4 point scale: 3.12						

C. Supportive Learning			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	3.46	Demonstrates or expresses that learning experiences are positive	45.83%	54.17%	0.00%	0.00%
2.	3.50	Demonstrates positive attitude about the classroom and learning	54.17%	41.67%	4.17%	0.00%
3.	3.17	Takes risks in learning (without fear of negative feedback)	37.50%	50.00%	4.17%	8.33%
4.	3.46	Is provided support and assistance to understand content and accomplish tasks	45.83%	54.17%	0.00%	0.00%
5.	2.50	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	4.17%	54.17%	29.17%	12.50%
Overall rating on a 4 point scale: 3.22						

D. Active Learning			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	3.42	Has several opportunities to engage in discussions with teacher and other students	50.00%	45.83%	0.00%	4.17%
2.	2.25	Makes connections from content to real-life experiences	20.83%	16.67%	29.17%	33.33%
3.	3.17	Is actively engaged in the learning activities	33.33%	50.00%	16.67%	0.00%
Overall rating on a 4 point scale: 2.94						

E. Progress Monitoring and Feedback			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	3.12	Is asked and/or quizzed about individual progress/learning	29.17%	58.33%	8.33%	4.17%
2.	3.33	Responds to teacher feedback to improve understanding	33.33%	66.67%	0.00%	0.00%
3.	3.54	Demonstrates or verbalizes understanding of the lesson/content	54.17%	45.83%	0.00%	0.00%
4.	2.67	Understands how her/his work is assessed	16.67%	50.00%	16.67%	16.67%
5.	2.83	Has opportunities to revise/improve work based on feedback	25.00%	41.67%	25.00%	8.33%
Overall rating on a 4 point scale: 3.10						

F. Well-Managed Learning			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	3.75	Speaks and interacts respectfully with teacher(s) and peers	75.00%	25.00%	0.00%	0.00%
2.	3.25	Follows classroom rules and works well with others	41.67%	41.67%	16.67%	0.00%
3.	3.04	Transitions smoothly and efficiently to activities	37.50%	45.83%	0.00%	16.67%
4.	2.79	Collaborates with other students during student-centered activities	33.33%	29.17%	20.83%	16.67%
5.	3.21	Knows classroom routines, behavioral expectations and consequences	37.50%	45.83%	16.67%	0.00%
Overall rating on a 4 point scale: 3.21						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.54	Uses digital tools/technology to gather, evaluate, and/or use information for learning	29.17%	29.17%	8.33%	33.33%
2.	2.17	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	25.00%	16.67%	8.33%	50.00%
3.	2.46	Uses digital tools/technology to communicate and work collaboratively for learning	25.00%	29.17%	12.50%	33.33%
Overall rating on a 4 point scale: 2.39						

Findings

Opportunity for Improvement

Create a staff development plan to train teachers and staff in the evaluation, interpretation, and use of data.
(Indicators 5.3)

Evidence and Rationale

Interviews and survey results from all stakeholder groups strongly indicated that although the district and school have provided professional development on this, follow-up training is needed. This training needs to be focused at the school level to further inform instructional practices as well as the aide in the school improvement process. This plan should embed opportunities for frequent staff collaboration. It should also include a component focused on communication about the data and related staff development with all stakeholder groups. Utilizing a consistent and regular staff development process such as, "Data Teams" or "Professional Learning Teams" focused on data, will support staff in implementing practices that positively impact student achievement, as well as helping stakeholders stay informed about school performance.

Opportunity for Improvement

Develop an induction, mentoring, and coaching program for new and existing
staff outside of what is offered from the Clackamas School District.
(Indicators 3.7)

Evidence and Rationale

Based on stakeholder interviews with current staff and teachers it
is evident that additional support, specifically for new staff members, is necessary
to ensure connectivity and understanding of CMC's mission and culture in and outside

of the classroom. This is especially relevant for content areas with only one teacher.

Providing a link to other teachers will allow for discussion and collaboration

around the school's values and beliefs which ultimately helps to support learning.

Because CMC has a unique educational model it is important to create support programs

for staff that address this unique model. Current staff members will provide the

best insight into the induction, mentoring, coaching structure at CMC. Providing additional support to staff members

in regards to school climate and culture will allow for the fostering of high expectations

for all staff that can be measured via performance. These performance measures

can then inform decision making.

Powerful Practice

Clackamas Middle College has developed a pathway to success for every student.

(Indicators 3.1)

Evidence and Rationale

Every student progresses academically towards college and career-related opportunities throughout the year systematically. CMC College Prep is a high school program at the main CMC campus. CMC Pathways to College is a bridge program split between the Clackamas Community College Harmony Campus and CMC HS campus. CMC Pathway to Careers has a vocational or CTE emphasis with classes at the main CCC campus in the vocational programs plus classes at CMC main campus. College Extended Options (CEO) is truly a full time college student primarily on the CCC campus as an independent learner. Through assessments, applications, interviews and teacher recommendations students are evaluated at the end of each trimester to assess their success in each program and to make the necessary adjustments to ensure success for every student. Students' parents, and staff are involved in these placement decisions.   Data has been collected over the past 5 years on the success of the students in regard to graduating with college credits. All students earn some college credit with 41% earning 90+college credits, 24% 60-89 college credits, 18% 30-60 college credits, and 18% 1-29 college credits. Matching the college or career ready program that meets the needs and interests of the student is one of the keys to the success at Clackamas Middle College.

Leadership Capacity

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its institutional 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 enact strategies to improve results of student learning.

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its evaluation of best practices in more than 32,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the institutions' vision and supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of educational institution leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and their practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED's experience, gained through evaluation of best practices, has indicated that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 1 - Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Indicator	Description	Review Team Score	AdvancED Network Average
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	3.83	2.75
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	4.00	3.04
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	3.17	2.61

Standard 2 - Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Indicator	Description	Review Team Score	AdvancED Network Average
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	3.00	2.98
2.2	The governing body operates responsibly and functions effectively.	2.83	2.96
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	3.00	3.18
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	3.33	3.13
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2.17	2.82
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	3.33	2.82

Stakeholder Feedback Diagnostic

Stakeholder Feedback is the third of three primary areas of evaluation in AdvancED's Performance Accreditation model. The AdvancED surveys (student, parent, and teacher) are directly correlated to the AdvancED Standards and indicators. They provide not only direct information about stakeholder satisfaction but also become a source of data for triangulation by the External Review Team as it evaluates indicators.

Institutions are asked to collect and analyze stakeholder feedback data, then submit the data and the analyses to the External Review Team for review. The External Review Team evaluates the quality of the administration of the surveys by institution, survey results, and the degree to which the institution analyzed and acted on the results.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Questionnaire Administration	4.00	3.38
Stakeholder Feedback Results and Analysis	4.00	3.08

Findings

Opportunity for Improvement

Develop and implement a robust plan for increased parent and community involvement at Clackamas Middle College.
(Indicators 2.5)

Evidence and Rationale

Stakeholder interviews with school leadership and board members indicated that, while there is some parent involvement on the CMC Board and some opportunities for parents to become involved through volunteer opportunities, there is a need for even greater parent and community involvement in the school. This is particularly needed to engage stakeholders in supporting the purpose and mission of the school and in providing feedback and support for the school vision. In addition, leadership at the school identified a need for more consistent communication with parents through varied avenues. Staff currently use creative approaches to communicate with students (e.g., text reminders about tests and homework); this creative energy could be used to find new ways to get information to parents. Increased involvement of and communication with parents and community members will help CMC further convey the school purpose and successes to the larger community, and will assist in helping stakeholders be able to provide guidance for continuous improvement efforts through the review of data. Increasing involvement and communication may help address other issues identified in the review, such as using parents as a resource base to volunteer for enrichment activities, including clubs.

Powerful Practice

Clackamas Middle College actively engages in continuous improvement planning based on shared values and beliefs about teaching and learning that is powerful, intentional, and reflected throughout the campus.
(Indicators 1.1, 1.2)

Evidence and Rationale

The Principal has a clear vision and process for improvement. He is able not only to effectively describe his continuous improvement practice, but has clearly posted it in the 'Green Room' with Education for the Future posters that he references with ease and fluency. It is evident that the mission doesn't stop at the top. Staff, students, board members, and parents in interview after interview clearly articulated the mission and passionately expressed how the school walks the mission's walk every day. Instructional practices reflect a passion for student success and a clear understanding of what students need to move to the college level. The staff is engaged in collaborative, reflective practice geared toward improvement. Students echoed that CMC is a place where the mission is made possible by a positive culture in which all staff and students believe in the ability of each other to succeed.

Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students served. Institutions must ensure that resources are aligned with the stated mission and are distributed equitably so that the needs of students are adequately and effectively addressed. The utilization of resources includes an examination of the allocation and use of resources, the equity of resource distribution to need, the ability of the institution to ensure appropriate levels of funding and sustainability of resources, as well as evidence of long-range capital and resource planning effectiveness.

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the more than 32,000 institutions in the AdvancED Network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness and ensures compliance with applicable governmental regulations.

Standard 4 - Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Indicator	Description	Review Team Score	AdvancED Network Average
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	3.33	2.95
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	3.00	3.00
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.17	3.11
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	3.00	2.83
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	2.00	2.56

Indicator	Description	Review Team Score	AdvancED Network Average
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	3.17	2.89
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	3.67	2.80

Findings

Improvement Priority

Develop a plan that enables the school to increase support and on-site expertise in the area of technology. (Indicators 4.5)

Evidence and Rationale

The Self-Assessment, interviews with students and faculty, as well as the personal experience of the AdvancED team revealed the need for improved access to technology at CMC. The school has acquired Chromebooks and Thinkpads for student use in classrooms. In addition, teachers are making sincere efforts to engage students, and to prepare them for the world today, by using technology in their classrooms and incorporating the many benefits and connections made possible through technology. Students in the Pathways to Careers class, for example, are charged with investigating information about future careers and they do most of that research on the internet. The wireless internet connection is currently insufficient to support the on-line use at Clackamas Middle College. In addition, the principal of the school, while a very effective educator, is not a technology expert and needs the support of someone with more expertise in technology. In today's world, a robust, reliable technology program is critical to student learning success.

Conclusion

The Mission and Vision are well known by all stakeholders and are a clearly guiding force within the school. There is a defined program for every student. Students are clearly prepared for success at a community college. Students feel safe and connected to the school. A common phrase heard throughout the visit is, "We like our school because there is no drama." When it occurs it is dealt with quickly and proactively. Students repeatedly said we are here to learn. All staff work exceptional hard and students know they can get help any time with anything.

All schools have students who are not performing. CMC is small and does not have enough students in any one of the achievement gap data cells in the school report card. CMC is working on creating a method to identify and work with these students. CMC is in a pilot to identify 3 students per teacher that are struggling in school. CMC has a detailed way of identifying these students using the ACT engage data that student complete in a self-assessment. The staff identifies the students that are in the 25-50% performance range. Students in the bottom 25% have attendance issues and the staff wanted to target students who came to school but were still not academically successful. Then the teacher will work with these students and differentiate instruction for them using SIOP strategies. The school is in the first trimester of this plan and is currently collecting data to assess the success of their efforts.

CMC does a great job of documenting college credits earned while at CMC. They are just starting to track data on the educational and professional success of their graduates beyond CMC and CCC.

CMC is actively acquiring more and more technology for students and staff. This technology is specifically being used for improving student learning. The Wi-Fi is on overload and consistently shuts down. The only administrator is the principal who is clearly the educational leader, support person for students and staff, supervisor, evaluator, the occasional janitor and currently the IT guy for the building. When the plan they develop to secure a more robust Wi-Fi, and some technical help is gained to support all of the technology, student performance will definitely be enhanced.

Improvement Priorities

The institution should use the findings from this review to guide the continuous improvement process. The institution must address the Improvement Priorities listed below:

- Develop a plan that enables the school to increase support and on-site expertise in the area of technology.

Accreditation Recommendation

Index of Education Quality

The Index of Education Quality (IEQ™) provides a holistic measure of overall performance based on a comprehensive set of indicators and evaluative criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus.

The IEQ™ comprises three domains: 1) the impact of teaching and learning on student performance; 2) the leadership capacity to govern; and 3) the use of resources and data to support and optimize learning.

The overall and domain scores can range from 100-400. The domain scores are derived from: the AdvancED Standards and indicators ratings; results of the Analysis of Student Performance; and data from Stakeholder Feedback Surveys (students, parents, and staff).

	External Review IEQ Score	AdvancED Network Average
Overall Score	310.26	282.79
Teaching and Learning Impact	300.00	274.14
Leadership Capacity	333.33	296.08
Resource Utilization	304.76	286.32

The IEQ™ results include information about how the institution is performing compared to expected criteria as well as to other institutions in the AdvancED Network. The institution should use the information in this report, including the corresponding performance rubrics, to identify specific areas of improvement.

Consequently, the External Review Team recommends to the AdvancED Accreditation Commission that the institution earn the distinction of accreditation for a five-year term. AdvancED will review the results of the External Review to make a final determination including the appropriate next steps for the institution in response to these findings.

Addenda
Team Roster

Member	Brief Biography
Mrs. Nancy M. Bush-Lange	Nancy Bush-Lange is currently an Associate Director for Advanc-ed Oregon. She started her long career in 1973 teaching on Whidbey Island. She was an associate principal in LaGrande, Oregon from 1977-79.Then she served as an associate principal, and principal in the Evergreen School district for 26 years both at the middle level but primarily (18 years) as a high school principal. After 30 years in education in Washington State in 2005 she returned to Oregon to be the principal of Oregon City High School 2005-2013. Nancy was honored to be named Oregon's 2010 Principal of the year.
Joan Campbell	Joan Campbell is the Director of eLearning and Educational Partnerships at Umpqua Community College, primarily managing online learning, dual credit, and the Perkins Grant for career and technical education. Joan has ten years of classroom teaching experience in K-12 and community college environments. She attended University of Maryland Graduate School of Education and University of California at Santa Barbara.
Ms. Mary M. Gunesch	Mary Gunesch is director of Mt. Hood Academy. She founded the school and has led it for over 25 years. She has taught Educational Administration at the college level and served on multiple accreditation teams. Mary has a bachelor's degree in Advanced Math and Natural Sciences. She earned her Master's degree and her administrative credentials at Lewis and Clark College.
Dr. Ali Mageehon	Dr. Mageehon has over 15 years experience working in adult education settings. She currently is the Dean of Academic Support at Umpqua Community College in Roseburg, Oregon. Dr. Mageehon earned her PhD from the University of Denver in Higher Education and Adult Studies. She has worked in community college settings, teaching adult basic education and GED courses, as well as developmental reading and writing. She has published articles focusing on developmental education and technology, women's education in incarceration settings, and how space impacts writing center leadership. Her current research emphasizes the role of content subject matter in developmental skills courses. She also serves on the board of Phoenix Charter School in Roseburg, Oregon.
Mrs. Anitra Kahananui McCormack	Anitra Kahanahui-McCormack worked in public education for 30 years. From 1996-2014 she was a high school administrator with a focus on curriculum and instruction. At Oregon City High School, Ms. McCormack worked directly with the principal to develop and implement programs designed to support and increase student achievement. In addition to expanding AP course offerings from 2 to 15 in four years, she was instrumental in working collaboratively to insure a range of support classes were available to meet the needs of students who struggled in English and/or math. Ms.McCormack retired from public education June 30, 2014. Currently she is a Lead Evaluator for AdvancedEd.
Kelly Rush	Kelly Rush is the Dean of Academic Support at Phoenix Charter School in Roseburg, OR. She received her Master's degree in Educational Methodology, Policy, and Leadership from the University of Oregon. Her experience and current work is focused on advising and counseling students to help them find a pathway to college or a career after high school.
Mr. Terrence Todd Smyth	I am in my seventh year as Principal Springwater Trail High School Gresham Barlow School District.

Next Steps

1. Review and discuss the findings from this report with stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the Powerful Practices section to maximize their impact on the institution.
3. Consider the Opportunities for Improvement identified throughout the report that are provided by the team in the spirit of continuous improvement and the institution's commitment to improving its capacity to improve student learning.
4. Develop action plans to address the Improvement Priorities identified by the team. Include methods for monitoring progress toward addressing the Improvement Priorities.
5. Use the report to guide and strengthen the institution's efforts to improve student performance and system effectiveness.
6. Following the External Review, submit the Accreditation Progress Report detailing progress made toward addressing the Improvement Priorities. Institutions are required to respond to all Improvement Priorities. The report will be reviewed at the appropriate state, national, and/or international levels to monitor and ensure that the system has implemented the necessary actions to address the Improvement Priorities. The accreditation status will be reviewed and acted upon based on the responses to the Improvement Priorities and the resulting improvement.
7. Continue to meet the AdvancED Standards, submit required reports, engage in continuous improvement, and document results.

About AdvancED

AdvancED is the world leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 public and private schools and school systems – enrolling more than 20 million students - across the United States and 70 countries.

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 became part of AdvancED.

Today, NCA CASI, NWAC and SACS CASI serve as accreditation divisions of AdvancED. The Accreditation Divisions of AdvancED share research-based quality standards that cross school system, state, regional, national, and international boundaries. Accompanying these standards is a unified and consistent process designed to engage educational institutions in continuous improvement.

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