

Insights from the Review

The evaluators engaged in professional discussions and deliberations about the effectiveness of the processes, programs, and practices within the institution to arrive at the findings of the report. Guided by evidence, the evaluators arrived at findings that will inform your institution's continuous improvement efforts. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness.

The findings are organized into narratives around four Key Characteristics critical to the success of any educational institution: culture of learning, leadership for learning, engagement of learning, and growth in learning. The narratives also provide the next steps to guide your institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The feedback provided in this Accreditation Engagement Review Report will assist your institution in reflecting on its current improvement efforts and adapting and adjusting your plans to continuously strive for improvement.

Culture of Learning

Consistent with McCall-Donnelly High School's (MDHS) belief statement, school leaders and staff members regularly model qualities and establish practices that demonstrate a strong commitment to students' academic and non-academic well-being. Institution stakeholders demonstrate a strong commitment to a culture where students, while advancing the community with a sense of stewardship and belonging, can explore, create, and achieve. MDHS offers an authentic and challenging learning environment where all students are supported in meaningful ways and are treated fairly. MDHS's mission statement, "Developing Life-long Learners Today," is partnered with the principal's tagline, "Kind, Reliable, Engaged, Driven (KRED)," known as the Vandal KRED program. The Vandal KRED program operationalizes the mission and guides daily interactions among staff and students. Students and families report that staff members frequently wear their KRED shirts as a reminder to all stakeholders to practice these commitments every day. Stakeholders described a high level of commitment to the school's mission and established procedures that create day-to-day practices which reinforce the mission and ensure that learners are at the heart of all educational efforts. These guiding principles are created by and

communicated to all stakeholders, published in student and staff handbooks, are at the forefront in the minds of team members as they make recommendations to school leaders, and are clearly prioritized as school leaders consider important decisions. This ensures that students' intellectual, social, and emotional needs are considered at all levels of decision-making. Leaders have developed a clear and intentional framework that fosters positive relationships among students and adults. MDHS celebrates and highlights students who embody the KRED program. The KRED program framework includes the Vandal Committed Recognition program, a multitude of staff-advised clubs and activities, as well as the Hope Squad—a peer-nominated student group who are trained to provide encouragement, support, and advocacy for fellow students. These students work closely with counseling staff and advisors to identify students who need extra support, care, and connection. The formal structure of the Vandal KRED program ensures students recognize the importance of peer leadership, nurtures positive relationships, empowers students to support one another, and cultivate an environment where learners thrive emotionally and academically. These programs and practices are intentional, embedded, and meaningful. While significant structural change may not be needed, the institution relies primarily on perception data rather than an evaluation of the long-term impact of these initiatives across student subgroups. The accreditation team suggests that the leadership team create a more formalized structure for evaluating the impact of such programs. Improved evaluation of these programs and practices could support continuous improvement.

Leadership for Learning

The governing authority actively collaborates with school leaders, who guide staff members to promote continuous improvement and uphold school priorities. There exists a well-established and strong positive relationship between the governing authority, district leaders, and school leaders. These strong, positive relationships extend to students, staff, and families as well. The superintendent works collaboratively with school board members, community members, school leaders, and staff members when developing the district's strategic plan. The district's strategic plan articulates district-wide goals and priorities that directly support students'



academic growth, well-being, and overall success. The governing authority regularly monitors the implementation of the strategic plan by reviewing updates and progress reports, and by participating in data-informed discussions with the superintendent and school leaders. As demonstrated within school board meeting minutes, district priorities are regularly discussed by the school board with school leaders' involvement in the discussions and decisions. This practice creates alignment with school priorities, ensuring that district resource allocations reflect the institution's mission and vision. This ongoing collaboration demonstrates to the community that district leadership and school board members are invested in the success of learners.

The strategic plan includes an emphasis on professional staff learning and collaboration. Collaboration time is not job-embedded nor scheduled in the school calendar. However, based upon documents provided in the evidence provided by the institution, leaders provide ongoing professional development in the form of 80 hours each year of job-embedded professional development experiences. During interviews with instructional staff, teachers expressed their strong support of professional development opportunities, especially instructional rounds. They also expressed a strong desire for more regularly scheduled collaboration opportunities. According to staff survey interpretations by the school leadership team, evolving instructional expectations and administrative transitions have contributed to the need for clearer expectations and structures related to professional learning and growth. The accreditation team suggests that school leaders work collaboratively with district leadership and the school board to create opportunities for ongoing and regularly scheduled, job-embedded teacher collaboration time where teachers learn to utilize student learning data in a collaborative way. Allowing teachers time and space to formally measure and document student growth data over time may encourage professional conversations focused on instructional effectiveness and curricular alignment. This could allow the leadership team to determine the impact of focused and intentional professional development and data-driven collaboration on student growth and achievement.

Engagement of Learning

At McCall-Donnelly High School, professional staff understand the needs of students in order to engage them in experiences that promote lifelong

skills that build curiosity, creativity, risk-taking, and collaboration while maintaining high expectations for learning and challenging students to strive toward their full potential. In alignment with the district's mission to "Create lifelong learners today," students engage deeply in curricular, co-curricular, and extra-curricular experiences through both academic and personal growth opportunities. According to the 2024–25 school report card, 80% of all students enrolled at MDHS are officially involved in a co-curricular or an extra-curricular activity. Students can choose from rich and varied course offerings due to the student-centered scheduling process, which allows students to study areas of personal interest while meeting rigorous standards. As demonstrated by the vast course offerings catalogue, MDHS offers 12 Advanced Placement (AP) courses, 12 dual credit courses, numerous career technical education (CTE) courses, a robust fine and performing arts program, a wide variety of academic clubs and activities, and numerous sports teams. Additionally, students engage in instructional experiences based upon their interests and needs. In fact, 99% of students in grades 11 and 12 enroll in one or more dual credit, AP, or CTE courses. This is a direct reflection of the high standards and expectations of school leaders, professional staff, families, and students themselves.

Students demonstrate positive relationships with teachers, purposeful engagement throughout lessons, and confidence in taking risks. Across nearly all observed classrooms, supportive and well-managed learning emerged as the strongest areas of performance. Average scores in these domains routinely range from 3.5 to 4.0 on the Effective Learning Environments Observation Tool® (eleot®). Classroom observation data reveal that students experience positive classroom environments. Earning consistently high ratings across subjects and grade levels, equal access to learning is another area of notable achievement. Based upon eleot observations data analysis, learners generally had equal access to teacher support, classroom discussions, classroom activities, and were treated in a consistent and fair manner. These practices were observed in classrooms across grade levels and subject areas which indicate that intentional practices are embedded across the school rather than isolated to specific programs. Digital learning consistently emerged as an area of relative weakness during observations of learning environments. The accreditation team suggests that leaders develop opportunities for teachers across all grade levels to learn to effectively



integrate current technology into learning environments which may lead to even deeper student engagement.

Growth in Learning

Leaders utilize relevant, timely information and data to improve instructional programs and organizational conditions to increase student achievement. MDHS leaders and the building leadership team make informed instructional and organizational decisions and always consider the district and school missions. Included in the decision-making process are several data points, including standardized assessments, classroom performance metrics, and stakeholder survey data. Moving to a student-centered course schedule is an example of a decision made by the administrative and building leadership teams to directly benefit students. Stakeholders expressed the desire to allow students access to dual credit, CTE, and AP courses with minimal conflict. Several comments were made during stakeholder interviews highlighting this schedule as key to allowing students to participate in a variety of courses with minimal scheduling conflicts. The schedule enabled 197 students to enroll in 403 dual credit courses and earn 1057 credits in one school year, based on the dual credit data provided by the institution. With this student-centered scheduling approach and high expectations for student achievement, MDHS students' PSAT scores exceed state and national averages, allowing for 42 AP scholars to be named by College Board and increased grade point averages across all grade levels. Graduation requirements also exceed state requirements with 54 credits required for graduation from MDHS versus 46 required by the state of Idaho. Additionally, MDHS requires proficiency on the Idaho Standards Achievement Test (ISAT) versus the state only requiring that students take the ISAT.

Teachers and leaders regularly review assessment results and data, but evidence indicates that growth trends by subgroups are not regularly utilized by professional staff at the institution level. The accreditation team suggests that the school leadership team formalizes the approach to disaggregate longitudinal growth data which may provide opportunities to refine interventions and support growth outcomes.