Report of the
External Review Team
for
Chattooga County School System

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AdvancED

Table of Contents

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

On February 16-19, 2015, Chattooga County Schools hosted a Systems Performance Accreditation External Review. A five member team devoted four days to offer knowledge and expertise to support Chattooga County School District's participation in the External Review process. Prior to the External Review, the Team participated in an orientation conference call, individual phone calls with the Lead Evaluator, and various email communications to guide a thorough study and analysis of evidence provided by the system. In addition, a thorough review of the new protocol and process was explained and practiced by team members prior to the on-site review. In preparation for the review, each team member reviewed the Accreditation Report and the five school reports. District and school websites were also viewed. The Lead Evaluator conducted several conference calls with the system contact person to develop a schedule that included visits to three elementary schools and two secondary schools. Team members prepared in advance for the school visits by reviewing all school Accreditation Reports and related documents.

Several weeks before the arrival of the Team, an electronic link was provided on the system website for team members to review the evidence collected and used by the school system and its schools during the internal review. The link was extremely beneficial to the Team allowing ample time to start a review of the evidence.

A total of 149 stakeholders participated in interview sessions during the External Review for team members to gain stakeholder perspectives about the school system. The Team considered feedback from these interviews along with information from the system and school reports, evidence, and classroom observations to draw conclusions about the system's improvement efforts and final ratings.

District personnel scheduled numerous meetings and planning sessions to prepare for the External Review. Committees comprised of representatives from central office, local schools, and parent representatives reported on the system's status with regard to all standard areas. Additionally, the Team met with personnel grouped by AdvancED domains to further garner information on the status of the school system. AdvancED Assurances were addressed by system personnel. The system summarized survey responses from AdvancED surveys and completed the data documents.

Reports of the system and all schools were completed and accessible to team members by the designated due date. The system organized and provided evidence using electronic methods. Throughout the External Review, system and school leaders, faculty, and staff provided candid responses to interview questions and reflections about their continuous improvement efforts.

The External Review Team expresses its appreciation to the staff and stakeholders of Chattooga County Schools for the warm welcome, hospitality, and delicious meals throughout the visit. Staying in a cottage on the campus of Berry College near Rome, Georgia, was indeed a special accommodation. A separate conference area was provided the Team to conduct nightly sessions. The school system is commended for providing individual materials related to the five schools that were visited to assist the External Review Team with planning classroom observations and interview questions. The system provided a comfortable work space and appropriate materials to assist in completing the work of the team at the central office. The school system is commended for their preparations for the Team's visit, prompt responses to the Team's requests for materials and adjustments to the schedule and commitment to school improvement.

Throughout the review, the system clearly demonstrated its enthusiasm for the review process. System leaders expressed appreciation for the review feedback which would provide guidelines for the next steps of the Chattooga district's continuous improvement processes. The review team commends the system for its commitment to excellence and achievement for all students.

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
Superintendents	2
Board Members	5
Administrators	15
Instructional Staff	58
Support Staff	9
Students	35
Parents/Community/Business Leaders	25
Total	**149**

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 system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Indicator	Description	Review Team Score	AdvancED Network Average
3.1	The system'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.	3.00	2.69
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	2.80	2.55
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2.00	2.54
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2.80	2.70
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	2.20	2.57
3.6	Teachers implement the system's instructional process in support of student learning.	2.80	2.48
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	2.20	2.67

Indicator	Description	Review Team Score	AdvancED Network Average
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	2.80	2.97
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	2.60	2.46
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.	2.00	2.57
3.11	All staff members participate in a continuous program of professional learning.	2.20	2.60
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	2.60	2.63

Standard 5 - Using Results for Continuous Improvement

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

Indicator	Description	Review Team Score	AdvancED Network Average
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	3.00	2.67
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 that support learning.	2.00	2.48
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	2.00	2.14
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	2.60	2.45
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	2.20	2.85

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
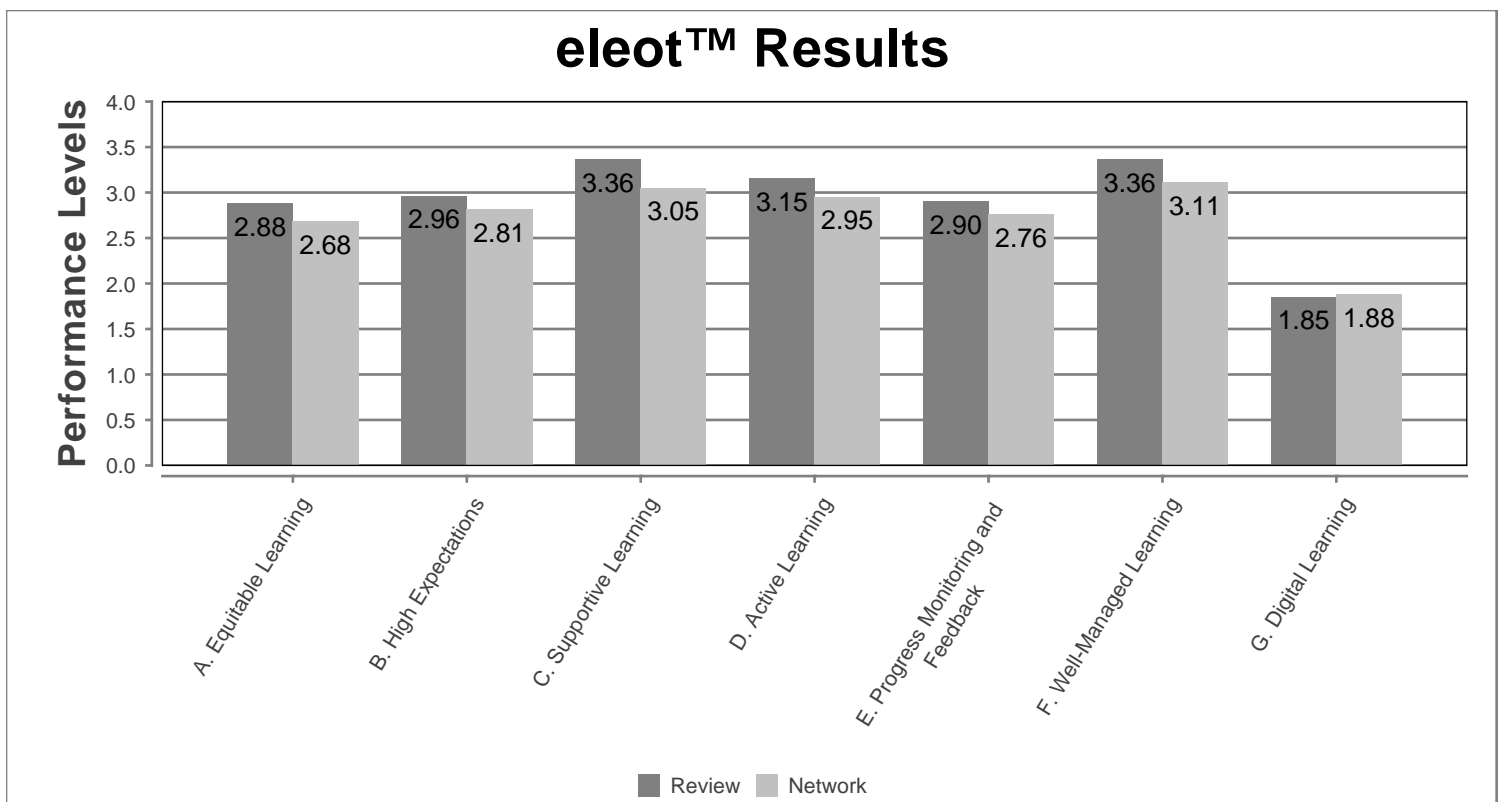
learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	3.00	3.32
Test Administration	3.80	3.62
Equity of Learning	2.00	2.52
Quality of Learning	2.00	3.06

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.

eleot™ Results

Performance Levels

Environment	Review	Network
A. Equitable Learning	2.88	2.68
B. High Expectations	2.96	2.81
C. Supportive Learning	3.36	3.05
D. Active Learning	3.15	2.95
E. Progress Monitoring and Feedback	2.90	2.76
F. Well-Managed Learning	3.36	3.11
G. Digital Learning	1.85	1.88

The team submitted fifty-six (56) eleot™ observations after visiting the same number of classrooms. All five regular schools were visited. Six of the seven learning environments averaged higher than the AdvancED Network Average (AEN). The highest learning environments were the well-managed learning environment with a rating of 3.36 with the AEN of 3.11. The highest learner centric category within that environment and among all the learner centric categories was a 3.82 which include students "speaks and interacts respectfully with

teachers and peers." Supportive learning environment scored the same rating 3.36 with an AEN of 3.03. The third highest rating and above the AEN of 2.94 was active learning environment with 3.15. This environment includes learner ideas such as opportunities to engage in discussions with the teacher and other students, engaging in learning activities, and making connections to real-life experiences.

The high expectations environment that includes items such as knows and strives to meet the high expectations of the teacher and is provided exemplars of high quality work scored a 2.96 compared to the AEN of 2.78. The fifth rated environment was progress monitoring rated 2.90 by the team compared to AEN of 2.73. Equitable learning was sixth with a score of 2.88 (AEN-2.66) and include items such as students having differentiated learning opportunities and has ongoing opportunities to learn about their own and other's backgrounds/cultures/and differences. The one environment falling below the AEN was the digital learning environment. The rating was 1.85 with the AEN of 1.88.

Although there are computer labs and computers in classrooms, as well as electronic whiteboards and other computer-based learning tools, the External Review Team observed little use of technology in classrooms by students for learning. The Review Team observed students in a computer lab and in a classroom for Extended Learning Time as the students were working independently (or just sitting) using the same program or study sheet with little monitoring for understanding by either of the teachers. Excellent exceptions were observed. For example, one sixth grade class was observed researching Civil Rights history of 1964 and preparing PowerPoint presentations with partners. The teacher constantly walked about guiding, helping, and redirecting. A high school economics class was working independently on computers designing budgets and planning trips to various countries around the world. Extra attention was given to those students who were struggling to use the Internet for research. Another class of fourth grade art students was engaged in a lesson on "radial balance" using art. The Notre Dame's stained glass symmetry was the real life example of this mathematical concept displayed and analyzed by use of the teacher's computer and whiteboard.

Individual or small group instructional modifications based on formative data were observed in few classes. In a social studies class an alternate assignment on the same standard was provided for teacher-identified students. From her use of formative learning data, the teacher had identified those students who needed to have a different process to demonstrate understanding. Conversely, a mathematics class with a teacher and a paraprofessional using whole group instruction about measurement. The teacher taught the lesson while the paraprofessional walked about saying, "You got it? You got it?" There was no observed modification for the students such as the use of manipulatives, real-life connections, or other individual alternate instructional methods.

Classroom environments were observed to be well-managed with students and teachers interacting respectfully. Classroom procedures and school rules were posted. The interactions between students and teachers were about teaching and learning in the majority of the 56 classrooms observed. Student work based on learning standards was displayed throughout, and the entire physical environment in each school was organized and appealing. Teachers were prepared and all students had access to instruction. Strong, caring support for learning was articulated and demonstrated by staff and leaders. One middle school teacher stated that their staff is completely dedicated to helping the "whole child" and not only to academic success. The

schools' leaders and staff affirmed the superintendent's assurance that all are focused on success for every student.

Each member of the External Review Team observed active learning environments, multiple examples of rigorous student work, and a variety of lessons with posted learning standards. A guidance counselor was observed conducting a small group kindergarten character lesson on manners. The middle school teachers described their advisor/advisee program and how faculty plan and monitor the activities. Students stay with one teacher-advisor for their three years in the middle school. This example of focus on relationships with the children was observed in most classrooms and throughout the total learning environment. The team agreed that positive interpersonal communications of acceptance, caring, and understanding were evident and observed in every school. At least 96% of the students and parents affirmed in surveys that the teachers care about their students.

An equitable learning environment will have differentiated learning opportunities and activities that meet the individual needs of learners. Collaboration with other students during student-centered activities can be a part of the differentiated learning and is highly effective for all learners. Students can be shaped to learn what is expected of them through the use of exemplars, or examples of what is high quality student work and what is not. The use of technology to gather, evaluate, and/or use information for learning can lead to the use of technology for research and original student work. The learning environments that are strong in the school system are well-managed, active, and supportive. The majority of students surveyed indicate that the teachers have high expectations and care about their learning progress. The External Review Team affirmed this through the observations of classes. There is a continued need to adjust curriculum and instruction to improve for those who are not making progress. There is a need for the schools to continue to extend the necessary technical support and professional training focusing on its use as a true learning tool.

eleot™ Data Summary

A. Equitable Learning				%			
Item	**Average**	**Description**		**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	2.39	Has differentiated learning opportunities and activities that meet her/his needs		19.64%	30.36%	19.64%	30.36%
2.	3.52	Has equal access to classroom discussions, activities, resources, technology, and support		62.50%	28.57%	7.14%	1.79%
3.	3.75	Knows that rules and consequences are fair, clear, and consistently applied		78.57%	17.86%	3.57%	0.00%
4.	1.88	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences		14.29%	16.07%	12.50%	57.14%
Overall rating on a 4 point scale: 2.88							

B. High Expectations				%			
Item	**Average**	**Description**		**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	3.23	Knows and strives to meet the high expectations established by the teacher		48.21%	35.71%	7.14%	8.93%
2.	3.09	Is tasked with activities and learning that are challenging but attainable		35.71%	42.86%	16.07%	5.36%
3.	2.43	Is provided exemplars of high quality work		28.57%	25.00%	7.14%	39.29%
4.	2.98	Is engaged in rigorous coursework, discussions, and/or tasks		32.14%	44.64%	12.50%	10.71%
5.	3.09	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)		39.29%	39.29%	12.50%	8.93%
Overall rating on a 4 point scale: 2.96							

C. Supportive Learning			Very Evident	Evident	Somewhat Evident	Not Observed
Item	Average	Description				
1.	3.61	Demonstrates or expresses that learning experiences are positive	66.07%	28.57%	5.36%	0.00%
2.	3.61	Demonstrates positive attitude about the classroom and learning	67.86%	26.79%	3.57%	1.79%
3.	3.43	Takes risks in learning (without fear of negative feedback)	60.71%	28.57%	3.57%	7.14%
4.	3.59	Is provided support and assistance to understand content and accomplish tasks	69.64%	23.21%	3.57%	3.57%
5.	2.59	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	23.21%	37.50%	14.29%	25.00%

Overall rating on a 4 point scale: 3.36

D. Active Learning			Very Evident	Evident	Somewhat Evident	Not Observed
Item	Average	Description				
1.	3.18	Has several opportunities to engage in discussions with teacher and other students	51.79%	17.86%	26.79%	3.57%
2.	2.84	Makes connections from content to real-life experiences	39.29%	26.79%	12.50%	21.43%
3.	3.43	Is actively engaged in the learning activities	57.14%	28.57%	14.29%	0.00%

Overall rating on a 4 point scale: 3.15

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.71	Is asked and/or quizzed about individual progress/learning	21.43%	42.86%	21.43%	14.29%
2.	2.91	Responds to teacher feedback to improve understanding	28.57%	44.64%	16.07%	10.71%
3.	3.05	Demonstrates or verbalizes understanding of the lesson/content	42.86%	28.57%	19.64%	8.93%
4.	2.89	Understands how her/his work is assessed	32.14%	41.07%	10.71%	16.07%
5.	2.95	Has opportunities to revise/improve work based on feedback	39.29%	32.14%	12.50%	16.07%
Overall rating on a 4 point scale: 2.90						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.82	Speaks and interacts respectfully with teacher(s) and peers	85.71%	10.71%	3.57%	0.00%
2.	3.73	Follows classroom rules and works well with others	76.79%	19.64%	3.57%	0.00%
3.	3.07	Transitions smoothly and efficiently to activities	51.79%	23.21%	5.36%	19.64%
4.	2.57	Collaborates with other students during student-centered activities	35.71%	19.64%	10.71%	33.93%
5.	3.61	Knows classroom routines, behavioral expectations and consequences	69.64%	23.21%	5.36%	1.79%
Overall rating on a 4 point scale: 3.36						

G. Digital Learning			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	2.09	Uses digital tools/technology to gather, evaluate, and/or use information for learning	21.43%	17.86%	8.93%	51.79%
2.	1.73	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	17.86%	8.93%	1.79%	71.43%
3.	1.71	Uses digital tools/technology to communicate and work collaboratively for learning	14.29%	10.71%	7.14%	67.86%
Overall rating on a 4 point scale: 1.85						

Findings

Improvement Priority

Review and establish a more clearly defined criteria for student grading and reporting system wide.

(Indicators 3.10)

Evidence and Rationale

The information revealed from stakeholder interviews and the Self Assessment indicated a lack of equalization of grading procedures across the system. Survey results from teachers, students and parents revealed a deficiency in the area of teachers keeping parents informed about grading policies and their child's progress. Although most teachers across the system use a common numeric grading policy and report cards, the procedures are not established in a formal equalized process. Developing a system policy with equalization procedures across curriculum would improve the grading system in Chattooga County.

Improvement Priority

Develop a focused, systemic professional learning plan to ensure the effective use of data to inform instruction at the individual and classroom level.

(Indicators 3.11)

Evidence and Rationale

The professional staff survey analysis indicates a desire to improve instruction and student learning through training about the use of data to inform instruction for individual students. The middle and high school student survey results found that teachers can improve in adjusting instruction to meet individual learning needs. Summative data, benchmark data, Response to Interventions (RtI), Extended Learning Time (ELT), and multiple student learning support systems are improving learning outcomes. The observations of classes,

interviews with leaders and staff, and review of the student performance data lead the External Review Team to conclude that instruction is not adjusted to meet individual learning needs in the majority of classrooms. The area of teaching and assessing for learning has been a focus for the leadership through specific book studies and leadership training at the system and some school levels. The data rooms are in place and used by leaders and teachers. Some teachers described effective data analysis, individual learning plans, and focused individual interventions. However, a large number of classrooms observed throughout the district found whole group instruction with little individual or small group instruction. The primary focus of the criteria and processes of supervision and evaluation is to improve professional practice and ensure student success. Targeting effective, research-based instructional strategies from the use of summative as well as formative data will improve instruction and learning success.

Improvement Priority

Develop a more seamless method to support, monitor, and adjust curriculum, instruction and assessment to better inform next steps.
(Indicators 3.3, 5.2, 5.3)

Evidence and Rationale

Through the Accreditation Report, surveys, interviews, and observations, the Team determined that the system needs to more thoroughly connect data, curriculum, instructional strategies, and assessment usage to better inform next steps. Collecting, analyzing, and applying learning from a variety of data sources will allow for data to be used effectively to improve student learning, instruction, and individual needs.

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 system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement 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 system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	3.00	2.67
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	3.00	2.69
1.3	The school leadership and staff at all levels of the system 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.	3.00	2.87
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.80	2.64

Standard 2 - Governance and Leadership

The system operates under governance and leadership that promote and support student performance and system 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 system and its schools.	2.80	2.96
2.2	The governing body operates responsibly and functions effectively.	2.60	2.99
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	3.00	3.20
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	3.20	3.00
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	2.40	2.69

Indicator	Description	Review Team Score	AdvancED Network Average
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	2.80	2.78

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	3.43
Stakeholder Feedback Results and Analysis	3.00	3.12

Findings

Improvement Priority

Develop a more seamless method to support, monitor, and adjust curriculum, instruction and assessment to better inform next steps.
(Indicators 3.3, 5.2, 5.3)

Evidence and Rationale

Through the Accreditation Report, surveys, interviews, and observations, the Team determined that the system needs to more thoroughly connect data, curriculum, instructional strategies, and assessment usage to better inform next steps. Collecting, analyzing, and applying learning from a variety of data sources will allow for data to be used effectively to improve student learning, instruction, and individual needs.

Opportunity for Improvement

Develop and implement additional structures that invite, engage, and involve a broad base of all stakeholder groups across the system.

(Indicators 2.5)

Evidence and Rationale

As a result of the interviews, surveys, and the Accreditation Report, the Team determined that the system should continue to explore strategies to involve a broader base of stakeholder groups in system activities. The Accreditation Report and interviews revealed an opportunity to increase parent and community participation in support of the system's purpose and direction. Increased involvement will enhance parent and family support of teachers and the overall mission of the schools, enrich the school culture, and positively impact student achievement.

Powerful Practice

School administrators, supportive teachers and staff have created a culture where students, parents, and teachers believe that all students will be successful.

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(Indicators 1.3, 2.4)

Evidence and Rationale

The school system motto, "Expect Success" is a core belief of the Chattooga County School stakeholders. Adopted belief statements and the school system mission all support the belief that all students can and are expected to be successful. Stakeholders interviewed all embrace and believed students will be successful and expressed a sense of pride in the school system. Stakeholders told of the great change in the system culture during the last four years. When there is a strong commitment to positive school culture based on shared beliefs, a positive school climate is created producing favorable a learning environment.

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 system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

Indicator	Description	Review Team Score	AdvancED Network Average
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	3.00	2.98
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	3.00	2.98
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.80	3.05
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	3.00	2.67

Indicator	Description	Review Team Score	AdvancED Network Average
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	2.80	2.82
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	2.60	2.64
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	2.80	2.65
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	2.80	2.64

Findings

Opportunity for Improvement

Explore the feasibility to upgrade technology infrastructure to more effectively support instruction in all schools.

(Indicators 4.6)

Evidence and Rationale

Stakeholder interviews at all levels revealed pockets of excellence as well as opportunities for improvement. This improvement is particularly needed in regards to the system's infrastructure. Teachers stated that faster response on technology trouble tickets would be beneficial to more fully engage students. Expanding the persons involved in responding to issues coupled with training faculty members on site to assist staff with technology issues would result in a decrease wait time. If realized, this opportunity would better ensure achievement of learning for all students.

Powerful Practice

The system maintains facilities that are safe, clean, and provide a healthy environment for all stakeholders. (Indicators 4.3)

Evidence and Rationale

On-site observations by the Team determined that staff and students are well served by the facilities provided by the Chattooga County School System. The leadership team is committed to the safety of their staff and students. All school safety plans are certified by the Georgia Emergency Management Association. Monthly meetings ensure that all safety procedures are practiced with validity. Through interviews, stakeholders are proud of their respective schools and believe that as a result has increased school pride. A healthy learning environment promotes student learning and increases teacher moral.

Conclusion

As a result of careful review of the evidence, several themes became apparent to team members. The first theme is the widespread belief among stakeholders of how all students are expected to achieve great things. The superintendent is very visible in the community and in all schools promoting the system motto, "Expect Success." Conversations with stakeholders indicated that everyone is pleased with the changes that have occurred over the last four years under the leadership of the present superintendent. Stakeholders made comments of the positive working relations between the board and the superintendent.

Secondly, meaningful stakeholder involvement (especially parents) is a need expressed by staff and parents to find more effective ways to include these stakeholders in planning decisions and with supporting the schools and the teachers. A stated challenge for this school system is the high percentage of economically disadvantaged families and the large number of parents who work shifts that prevent them from coming to the schools.

The Team identified evidence from the Accreditation Report, surveys, presentations, observations and interviews that revealed the system recently identified a profound need for a more thorough focus on data-driven decision-making in regards to assessments. Although a trend of small incremental academic improvements over the past five years is evident, they envisioned a system-wide focus that could possibly enhance their incremental achievement progress with larger gains. The Chattooga County School System (CCSS) is dedicated to providing the resources and services essential for the success of their students. Steps have been taken to ensure that each facility is staffed by highly qualified teachers. The superintendent makes it a priority to provide the staff with the necessary resources they need to help their students be successful. He openly encourages anyone to ask and he will provide. He stated that he has never turned away anyone's request.

Another theme noted by the Team and supported by system personnel is the need to develop a more focused, systemic professional learning plan to ensure the effective use of data to inform instruction at the individual and classroom level.

All stakeholder groups felt schools were safe and clean. A visit of all schools by team members verified that the buildings were in good condition educationally adequate. A new high school is under construction and will, according to one school staff member, "add greatly to the sense of pride already prevalent in the community."

Adequate communication with parents is done through phone calls, e-mails, Shout Point electronic messages, Infinite Campus, progress reports, agendas, and social media. The schools also use the local newspaper to highlight progress and positive student achievements. The participation of parents and community in the schools and at the system level is an area that can be improved. This is evident through survey feedback, interviews with staff, and the system's AdvancED System Report. Few parents are involved in the system or school level planning teams. Title I parent coordinators, counselors, and the school staffs all have plans and actions in place to include the family and community. A need expressed by staff and parents is to find more effective ways to include these stakeholders in planning decisions and with the teachers. A frequent comment

from staff and leaders was, "If we can feed them they will come" in reference to a way to draw parents in the schools by having refreshments or food. Due to the increasing number of restrictions placed on funding allocations, the school system will have to look at other ways to involve parents. One recent example was to have a Title I parent meeting scheduled at an elementary school right before the system's Student Art Show where the attendance was large. Though the Title I meeting's attendance was still low, the school will continue to make the effort to improve engagement for the parents and community. A stated challenge for this school system is the high percentage of economically disadvantaged families and the large number of parents who work shifts that prevent them from coming to the schools. Commendably, the schools have strong advocacy programs and make every effort to contact the parents. Some teachers personally visit homes to invite the parents to the school. The training, monitoring, and excellent use of summative data as well as common benchmark data has lead the schools to make academic progress and even exceed in some areas such as reading, writing, and biology. It is important to continue the regular collaboration for each grade or course on the use of data to inform instruction and formative assessment at the individual classroom level. A link to this improvement area is that of improved planning and the systemic and regular evaluation of the strategies or actions within all plans. The planning, monitoring, and evaluating protocols currently in place are not specific, aligned, and measurable across the school system. The school system's Strategic Plan requires that each school develop specific measurable goals and actions and to be monitored by the school leadership team. Every school improvement plan needs to have measurable goals, actions, persons responsible, resource needs (to include the use of technology for learning), and evaluation criteria. It is important to identify professional learning that may be needed at the school and individual teacher levels.   Professional learning on the use of formative learning data, adjusting and monitoring curriculum, instruction, learning progress will be needed for a large number of the teaching staff and some leaders.

In order to provide the roadmap to address these themes the team has provided the system with three improvement priorities. The first is to "review and establish a more clearly defined criteria for student grading and reporting system wide. " Developing a system policy with equalization procedures across curriculum would improve the grading system in Chattooga County.

The second Improvement Priority is to "develop a focused, systemic professional learning plan to ensure the effective use of data to inform instruction at the individual and classroom level." Targeting effective, research-based instructional strategies from the use of summative as well as formative data will improve instruction and learning success.

A third improvement priority is to "develop a more seamless method to support, monitor, and adjust curriculum, instruction and assessment to better inform next steps." Collecting, analyzing, and applying learning from a variety of data sources will allow for data to be used effectively to improve student learning, instruction, and individual needs.

The three improvement priorities are already in the beginning stages for the school system. The system has completed the groundwork necessary for the next steps in the process and has acknowledged in documents and by interviews the need to improve in the areas listed.

The school system through its strong culture and commitment to continuous improvement and student achievement is encouraged to live their motto to "expect success" in meeting these priorities.

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:

- Review and establish a more clearly defined criteria for student grading and reporting system wide.
- Develop a focused, systemic professional learning plan to ensure the effective use of data to inform instruction at the individual and classroom level.
- Develop a more seamless method to support, monitor, and adjust curriculum, instruction and assessment to better inform next steps.

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	273.17	282.79
Teaching and Learning Impact	250.48	274.14
Leadership Capacity	296.67	296.08
Resource Utilization	297.50	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

Individual Institution Results (Self-reported)

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
Chattooga High School	261.90	281.82	285.71	271.79
Leroy Massey Elementary School	295.24	281.82	300.00	292.31
Lyerly Elementary School	290.48	290.91	285.71	289.74
Menlo Elementary School	290.48	318.18	285.71	297.44
Summerville Middle School	295.24	309.09	357.14	310.26

Team Roster

Member	Brief Biography
Mr. Garry Rickard	Garry's educational career spans 37 years in the same school district- Mountain Brook City Schools, Alabama. During that time Rickard served as a classroom teacher, assistant principal, vocational director, and 33 years as a school principal/administrator. Educational efforts now focus on serving as an AdvancED Lead Evaluator at the state, district, Department of Defense Schools, and international schools. Other AdvancED work included serving two terms on the AdvancED Alabama Council and currently serves as the Associate Director-AdvancED Alabama. Past interests include regularly substitute teaching in the public schools and supervising student teachers. Educational degrees include a BS (history), M.Ed, AA, Ed.S (School Administration and Leadership). Rickard is the recipient of the Alabama AdvancED Excellence in Education Award for 2013-14.
Mrs. Linda H Herman	Mrs. Herman's education includes a Masters Degree from the University of Georgia and an Education Specialist degree from Georgia Southern. She is a retired high school principal (2006). She served as a high school principal for thirteen years in the same school; was an inner-city high school a.p. for four years; and, taught elementary and middle grades for thirteen years. Mrs. Herman served as Georgia Department of Education Leadership Facilitator in three school districts. She also worked part time in Lumpkin County, Georgia, as Director of School Improvement. She has four years of experience as a Lead Evaluator and peer at AdvancED.
Mr. Dave Stipe	Dave Stipe served as an English/social studies teacher, Counselor, and Assistant Principal in the Ann Arbor, Michigan, Public Schools. He was a high school counselor in the Raleigh, North Carolina public schools. Dave was Director of Personnel, Middle School Principal, and High School Principal in the Wake County, NC public schools. He served as Assistant. Superintendent for Curriculum and Instruction in the Pender County, NC public schools, and retired as Director of Middle Schools in Onslow County, NC. He has a BA in English and Social Studies, University of Michigan and a MA in Counseling and Guidance, University of Michigan. He also has Administrative Certification, University of North Carolina, Chapel Hill, NC. Dave has been an AdvancED Lead Evaluator since the program's inception, and serves as a NC Field Consultant.
Mr. Al De Jesus	Al De Jesus has been in education for the past 17 years. He began his career teaching Foreign Language (Spanish) at South Broward High School in Hollywood, FL. After moving to Jacksonville, FL 10 years ago, he continued his education, receiving his Masters degree in Education from Nova Southern University. He began his administrative career 9 years ago, first serving as an Assistant Principal at Middleburg High School for 5 years and currently of Orange Park Junior High.

Member	Brief Biography
Mrs. Gina C Haynes	Gina C. Haynes holds a Specialist Degree in Curriculum from Lincoln Memorial University and a Masters and B.S. degree from University of Tennessee at Chattanooga. Mrs. Haynes has taught for sixteen years at Boynton Elementary as a SIA, kindergarten, fourth grade, fifth grade teacher, and served as an Academic Standards Coach for two years before moving into administration. She was an Assistant Principal for two years and is in her fourth year as Principal of Boynton Elementary School in Catoosa County. During her first year as Principal, she guided her school in their Advanced Ed accreditation. She is looking forward to serving as one of the Advanced Ed team members because of her experience with guiding her own school through the process. Mrs. Haynes is a member of the National Education Association as well as the Georgia Association of Educators. During her time as Academic Standards Coach, she conducted workshops in Catoosa County for educators in the North West Georgia region called "Write Away Workshop" which focused on how to develop a daily writing program in the classroom. She was selected as the Boynton Teacher of the Year in 2005-06 as well as the Catoosa County Teacher of the Year in 2006. She was also selected to "Who's Who Among America's Teachers and Cambridge Who's Who Among Educators.
Mrs. Shari Quintero	My first 10 years in education were in the classroom teaching, 2 years Vocational at the HS and 8 years middle school mathematics. The first 10 years after that were spent at a Regional Educational Service Agency as a consultant for over all school improvement and mathematics improvement K-8. The past 5 years I have been in a system central office managing Gifted, Mathematics Curriculum, State Testing, and Formative Assessment. I assist with other items as assigned that flow through the Curriculum department--Charter Application, AdvancED accrediation, Professional Learning, Board Meeting Presentations, etc.

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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