

March 17-20, 2019

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**AdvancED®  
Engagement  
Review Report**



## **AdvancED® Performance Accreditation**

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- » **Results for:**  
**Rabun County Schools**  
963 Tiger Connector  
Tiger, GA 30576

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## Introduction

### AdvancED Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the AdvancED Accreditation Process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution’s performance against the research-based AdvancED Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. AdvancED provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

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

### AdvancED Standards Diagnostic Results

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

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

### Leadership Capacity Domain

The capacity of leadership to ensure an institution’s progress toward its stated objectives is an essential element of organizational effectiveness. An institution’s leadership capacity includes the fidelity and commitment to its purpose and direction; the effectiveness of governance and leadership to enable the institution to realize its stated objectives; the ability to engage and involve stakeholders in meaningful and productive ways; and the capacity to implement strategies that improve learner and educator performance.



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

## Learning Capacity Domain

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

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.	Emerging
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Emerging
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Meets Expectations
2.4	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.	Exceeds Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Emerging
2.6	The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.	Emerging

Learning Capacity Standards		Rating
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.	Emerging
2.8	The system provides programs and services for learners' educational future and career planning.	Exceeds Expectations
2.9	The system implements processes to identify and address the specialized needs of learners.	Exceeds Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Meets Expectations
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Needs Improvement
2.12	The system implements a process to continuously assess its programs and organizational conditions to improve student learning.	Exceeds Expectations

## Resource Capacity Domain

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

Resource Capacity Standards		Rating
3.1	The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.	Emerging
3.2	The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Emerging
3.3	The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Emerging
3.4	The system attracts and retains qualified personnel who support the system's purpose and direction.	Meets Expectations
3.5	The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Exceeds Expectations
3.6	The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.	Meets Expectations
3.7	The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.	Exceeds Expectations
3.8	The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.	Exceeds Expectations



## Effective Learning Environments Observation Tool® (eleot®)

### Results

The AdvancED eProve™ Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. Classroom observations are conducted for a minimum of 20 minutes. Trained and certified observers take into account the level of embeddedness, quality, and complexity of application or implementation; number of students engaged and frequency of application. Results from the eleot are reported on a scale of one to four based on the students’ engagement in and reaction to the learning environment. In addition to the results from the review, the AdvancED Improvement Network (AIN) results are reported to benchmark your results against the network averages. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning.

The insights eleot data provide are an invaluable source of information for continuous improvement planning efforts. Although averages by eleot Learning Environment are helpful to gauge quality at a higher, more impressionistic level, the average rating for each item is more fine-grained, specific and actionable. Institutions should identify the five to seven items with the lowest ratings and examine patterns in those ratings within and across environments to identify areas for improvement. Similarly, identifying the five to seven items with the highest ratings also will assist in identifying strengths within and across eleot Learning Environments. Examining the eleot data in conjunction with other institution data will provide valuable feedback on areas of strength or improvement in institution’s learning environments.

eleot® Observations		
<b>Total Number of eleot® Observations</b>	<b>58</b>	
<b>Environments</b>	<b>Rating</b>	<b>AIN</b>
<b>Equitable Learning Environment</b>	2.71	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	1.90	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.57	3.74
Learners are treated in a fair, clear and consistent manner	3.64	3.77
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	1.72	2.06
<b>High Expectations Environment</b>	2.84	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.81	3.17
Learners engage in activities and learning that are challenging but attainable	3.07	3.14
Learners demonstrate and/or are able to describe high quality work	2.59	2.83
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.90	3.06
Learners take responsibility for and are self-directed in their learning	2.84	2.89
<b>Supportive Learning Environment</b>	3.37	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.12	3.66

eleot® Observations		
<b>Total Number of eleot® Observations</b>	<b>58</b>	
<b>Environments</b>	<b>Rating</b>	<b>AIN</b>
Learners take risks in learning (without fear of negative feedback)	3.19	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.53	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.62	3.66
<b>Active Learning Environment</b>	<b>2.85</b>	<b>3.08</b>
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.07	3.34
Learners make connections from content to real-life experiences	2.55	2.80
Learners are actively engaged in the learning activities	3.29	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.50	2.74
<b>Progress Monitoring and Feedback Environment</b>	<b>2.85</b>	<b>3.14</b>
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.62	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.26	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	3.16	3.37
Learners understand and/or are able to explain how their work is assessed	2.38	2.63
<b>Well-Managed Learning Environment</b>	<b>3.43</b>	<b>3.58</b>
Learners speak and interact respectfully with teacher(s) and each other	3.55	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.60	3.83
Learners transition smoothly and efficiently from one activity to another	3.12	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.45	3.54
<b>Digital Learning Environment</b>	<b>1.93</b>	<b>1.50</b>
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.00	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	2.07	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.71	1.46

## Assurances

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

Assurances			
Met	X	Unmet	
Unmet Assurances			



## AdvancED Continuous Improvement System

AdvancED defines continuous improvement as “an embedded behavior rooted in an institution’s culture that constantly focuses on conditions, processes, and practices to improve teaching and learning.” The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team will be organized by the Levels of Impact within i3: Initiate, Improve and Impact. The organization of the findings is based upon the ratings from the Standards Diagnostic and the i3 Levels of Impact.

### Initiate

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

### Improve

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

### Impact

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



## Findings

The findings in this report represent the degree to which the Accreditation Standards are effectively implemented in support of the learning environment and the mission of the institution. Standards which are identified in the **Initiate** phase of practice are considered Priorities for Improvement that must be addressed by the institution to retain accreditation. Standards which are identified in the **Improve** phase of practice are considered Opportunities for Improvement that the institution should consider. Standards which are identified in the **Impact** phase of practice are considered Effective Practices within the institution.

I3 Rubric Levels	STANDARDS
<b>Initiate</b> Priorities for Improvement	Standard: 2.11
<b>Improve</b> Opportunities for Improvement	Standards: 1.2, 1.3, 1.10, 1.11 Standards: 2.1, 2.2, 2.5, 2.6, 2.7 Standards: 3.1, 3.2, 3.3
<b>Impact</b> Effective Practices	Standards: 1.1, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9 Standards: 2.3, 2.4, 2.8, 2.9, 2.10, 2.12 Standards: 3.4, 3.5, 3.6, 3.7, 3.8

## Accreditation Status and Index of Education Quality® (IEQ®)

AdvancED will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. AdvancED provides the Index of Education Quality® (IEQ®) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within the Initiate level. An IEQ in the range of 225-300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

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

<b>Institution IEQ</b>	<b>326.45</b>	<b>AIN 5 Year IEQ Range</b>	<b>278.34 – 283.33</b>
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## Insights from the Review

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

The Engagement Review Team found the Rabun County School System to be a highly effective school system driven by a determination to optimally serve their stakeholders. The study of the school system revealed significant progress toward a systematic approach to continuous improvement and provided meaningful insights and concrete data on that progress. The team identified over-arching high-impact themes that depict strengths and opportunities to guide their improvement journey.

It was visible to the team that all stakeholders shared pride in the achievements of and opportunities available to members of the Wildcat Nation. Pride is apparent through the extensive branding on logos, signs, and t-shirts, total community support for the schools, and recognition and celebration of the accomplishments of all students in all grades. The pride in the system was cited as the motivation for the over 37 business sponsors who support it through time, money, and energy. An example of this support is one restaurant that serves Wildcat-shaped biscuits on game days. Local community-sponsored college scholarships have provided over one million dollars to students. Rabun has achieved its improvement goal for all schools to receive four stars on their Star Climate Rating, and it is listed as a Niche Top 10 Best School Systems in Georgia. The graduation rate is at 94.4%. High school students boast of receiving their laptop computer in ninth grade and keeping it upon graduation. Athletes delight in the numerous awards they have won at regional and state levels. Teachers quickly shared with the team their significantly lower than state average student ratios. Locally funded positions support migrant students, engaging their parent involvement and making them feel connected to the system. A grant provides a welcomed supper for students in afterschool programs and offers foodbank backpacks for identified students. The most frequently used word by stakeholders to describe the system was "family." This was evident in interviews with all internal and external stakeholder groups as they expressed a deep sense of family and pride within Rabun.

The dedicated governing authority is a strength for the system and is commended on their adherence to policies and ethics within their defined roles and responsibilities. Interviews illustrated how the board provides strong leadership and yet allows daily operations of the school system to remain firmly established with the superintendent and her team. Efforts are focused on maintaining a clear distinction between the roles and responsibilities of the board of education and those of school leadership. Interviews and evidence indicated the governing body continually reviews its roles and responsibilities in board meetings and refers parents and community members to the proper channels for addressing issues and concerns. Interviews with parents, community, business leaders, and the board cited the accessibility of system and school leadership and that the open-door policy embraced by all leaders encouraged trust in the system. The governing authority and the



superintendent have created a strong commitment to promoting and sustaining a culture of putting students first that pervades the entire system. The governing authority consistently operates with a unified voice and is perceived as functioning as a cohesive unit that follows appropriate laws and regulations. Through a systematic and policy-defined process, the governing board and each individual member participates in formalized and documented professional learning throughout the year. Encouragement, support, openness, and high expectations from the board of education ensure conditions that support student learning. The superintendent and governing board are commended for operating within a balanced budget and establishing a healthy 40% fund balance. Interviews and a review of evidence supported the fact that the development of the fund balance was a multi-year endeavor and a result of conservative budgeting alongside high local revenues. The system is committed to setting high expectations for continuous improvement that extend to all grade levels and areas of the district. The school system expects the best at all levels and frequently serves as a model in Georgia in providing for their stakeholders. The system has developed processes that consist of a comprehensive needs assessment and a strategic plan to meet all grant and state needs, which was implemented the following year by the State of Georgia. The system is to be commended for their forward thinking in identifying and planning for improvement.

School facilities and resources are inspirational, stimulating, motivating, impactful, and are a source of pride of all stakeholders. The team found the unified campus welcoming, appealing, friendly, and well maintained. School grounds are designed to provide safe spaces for sports and play. Each building has unique features, but location allows shared resources such as security, roads, parking, and use of features such as the fine arts building for performances, graduations, and special programs. The team learned from interviews and observations that the new cafeteria provides the latest in food services and the Career, Technical, and Agricultural Education (CTAE) program inspires students to expand their interests, vocational opportunities, and technical knowledge. The system shared plans to expand the CTAE wing this summer for additional agriculture and animal areas and modify existing areas to add courses in nutrition, hospitality, and tourism that will provide further job training to students. State-of-the-art athletic facilities provide excellent training for athletes and great pride for the community. Interviews revealed that the stadium, fields, and gyms were packed with students and community during sports events, which were free for students. Technology is a strength for the system. Well-designed infrastructure and appropriate funding allow a Chromebook for every student, classroom smart TVs, computer labs, desktop cameras, and many specialty technologies such as a production studio found in the high school. This technology allows teachers to create strong digital learning environments as evidenced on eleot observations.

Rabun is guided by its vision and mission: “We will educate every child for success in life. We will lead our students to achieve their potential through high academic and ethical standards in a disciplined, nurturing environment.” Interviews with stakeholders show that the system clearly takes a whole-child approach to education in developing and preparing students for the challenges and opportunities of today and tomorrow. The system addresses students' comprehensive needs through sharing responsibility with students, families, schools, and community. It was evident from interviews and survey results that all educators embrace the important work they do for students, their families, and the community. Interviews and review of schedules reveal that the system provides fine arts at every school including art, music, chorus, and band. An adult advocate is identified for every high school student through the Champions Program. High school and lower level students partner as reading buddies. A parent-engagement coordinator manages and schedules community mentors to work with schools. She coordinates parent volunteers; a review of sign-in sheets showed the frequent parent engagement activities she plans. The school system also maintains Parent Resource Rooms at the lower schools to allow parents to check out learning materials and activities to use with their children. The system serves a large number of migrant students and provides a staff member to support those students and help engage parents even though the students are in



the system only from March to October. Class sizes are lower than the state average and para-professionals are in all pre-K through third grade classes. Counselors support many programs and professional trainings that raise teacher awareness of student needs. Rabun is one of only several Georgia counties awarded a grant from the Department of Early Care and Learning (DECAL) to provide supper for students attending after-school academic support. Positive Behavior Interventions and Support (PBIS) is in the primary and elementary schools to establish a shared set of behavioral expectations and recognize desired behaviors. In 2017- 2018, Rabun County Primary School was recognized as a PBIS Fully Operational School. In interviews, students proudly talked about receiving PRIDE bucks or PAWS and being a Top Cat or in the Champions Program. The team observed well-managed and supportive learning environments. Rabun's safety plan has provided for the restructuring of all entrances to buildings, locked gates on the campus perimeter, and locked classrooms. School Resource Officers are in every school and at the front gates. Survey results indicate students feel safe in their schools and parent interviews indicate they feel their children are educated in an environment that is emotionally and physically safe.

The team found limited evidence in eleot observations and interviews of a comprehensive literacy plan that drives reading instruction in Pre-K to twelfth grade. Review of the system improvement plan and system performance data indicated a need to improve reading scores. The system uses Georgia Milestone Assessments and other test data to identify areas to target for additional instruction each nine weeks. Quarterly vertical conversations are being held between second and third grade teachers. Paraprofessionals are assigned to every Pre-K through third grade class. Additional programs for literacy have been purchased. All stakeholder attendance is being monitored. The development and implementation of high-yield Tier I instructional expectations and methods based on common understandings of best practices would improve student performance. Data-driven daily instruction and informed decision making in the classrooms would improve student learning and organizational effectiveness. The team also recommends providing job-embedded professional development and instructional coaching focused on these instructional expectations. A focused professional learning plan based on best practices and analysis of data aligned to system goals was not evident. Stakeholder interviews indicated teachers participate in a wide range of professional learning activities, but these activities are not aligned to a comprehensive literacy plan. Interviews indicated staff are expected to share information obtained during these activities, but strategies to monitor their successful implementation had not been designed. Common planning time is scheduled, but few guidelines or expectations were evident. Procedures to define and evaluate professional learning were limited. The implementation of comprehensive on-going professional learning initiatives aligned to clearly identified literacy goals and analysis of data would improve student achievement and organizational effectiveness.

## Next Steps

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

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



## Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete AdvancED training and elect certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
<p><b>Dr. Nancy Golson, Lead Evaluator</b></p>	<p>Dr. Nancy Golson is a Lead Evaluator for AdvancED and consults with and trains school systems and organizations in the process of improvement. As system improvement director, she coordinated Auburn City Schools, Alabama, through its first district AdvancED accreditation. Dr. Golson retired from Auburn City Schools after serving as director of special education, system improvement, and curriculum as well as elementary principal. Previously, in Charlotte-Mecklenburg Schools, North Carolina, she was a district curriculum specialist, principal, and teacher. She also taught at Johnson C. Smith University and Queens University. Dr. Golson received her Doctor of Philosophy in education and administration from University of South Carolina and her Master of Science and Bachelor of Science from Auburn University.</p>
<p><b>Dr. Claire Buck</b></p>	<p>Dr. Claire Buck has served as a public school educator for 25 years. She holds a Doctor of Philosophy in educational policy studies with a concentration in educational leadership, a master’s degree in educational leadership, and a Bachelor of Science in education. Dr. Buck is currently the chief academic officer for Oconee County Schools. Her team is responsible for curriculum, instruction, assessment, academic support programs, professional learning, special education, federal programs, school improvement, technology, state reporting, athletics, student support services, and career, technical, and agricultural education. Prior to working in Oconee County Schools, she served as the secondary curriculum director, executive curriculum director, and assistant superintendent for teaching and learning in Barrow County Schools. She also served as a building leader and classroom teacher. Dr. Buck has presented at national and state educational conferences and is active in professional organizations. She recently completed the Georgia Education Policy Fellowship Program and the Georgia Superintendent Professional Development Program. Dr. Buck currently serves as the treasurer for the Georgia Association of Curriculum and Instructional Leaders and is also a former president of the organization. She has served on numerous accreditation reviews as a team member and Associate Lead Evaluator. Dr. Buck also serves as the vice-chair for the Georgia AdvancED council.</p>

Team Member Name	Brief Biography
<p><b>Mrs. Kelly Dean</b></p>	<p>Mrs. Kelly Dean currently serves as the principal of East Laurens Elementary School, Georgia. Her 23 years in education include teaching special education in the area of learning disabilities and behavioral disorders, district Response to Intervention coordinator, as well as assistant principal at both the elementary and high school levels. Mrs. Dean has earned degrees at Georgia Southern University, Armstrong Atlantic State University, Georgia College, and Georgia State University. She also holds certification as a reading specialist. Mrs. Dean has done extensive work in studying curriculum, state standards, and best practices in the classroom. She serves on numerous local boards and organizations. Mrs. Dean served as co-chairperson for the Laurens County School District when Laurens County was seeking system accreditation and has previously served as a team member on two AdvancED teams.</p>
<p><b>Amanda Lewallen</b></p>	<p>Ms. Amanda Lewallen currently serves as the assistant director of K-12 programs for the Hall County School District, Georgia. In this role, she supports district and school leaders as well as teachers. Her responsibilities include leading the district’s AdvancED Leadership Team; implementing internal school improvement processes and the Strategic Waiver School System Contract; facilitating the Growing Teacher Leaders Program; planning the annual leadership retreat; and providing weekly communication of system events and announcements for district and school leaders. Her AdvancED experiences include co-facilitating the district’s 2015 AdvancED Engagement Review and attending the annual Georgia AdvancED Conference. Ms. Lewallen previously served as assistant director of Title I; professional learning specialist – middle and high Schools; IB coordinator at Johnson High School; and marketing teacher. She holds an Educational Specialist in leadership from Lincoln Memorial University, a Master of Education in business education from University of Georgia, and an Associate in Education in social science education from the University of North Georgia.</p>
<p><b>Mike King</b></p>	<p>Mr. Mike King is a retired educator from Alabama. He has served as a classroom teacher, career and technical education director, and principal. He currently serves as the Jobs for America’s Graduates specialist for Marion County Schools at Phillips High School. Mr. King holds an Educational Specialist in educational administration from University of North Alabama, a Master of Arts in educational administration from Alabama A&amp;M University, and a Bachelor of Science in business administration from Trevecca Nazarene University.</p>



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## About AdvancED

AdvancED is a non-profit, non-partisan organization serving the largest community of education professionals in the world. Founded on more than 100 years of work in continuous improvement, AdvancED combines the knowledge and expertise of a research institute, the skills of a management consulting firm and the passion of a grassroots movement for educational change to empower Pre-K-12 schools and school systems to ensure that all learners realize their full potential.

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