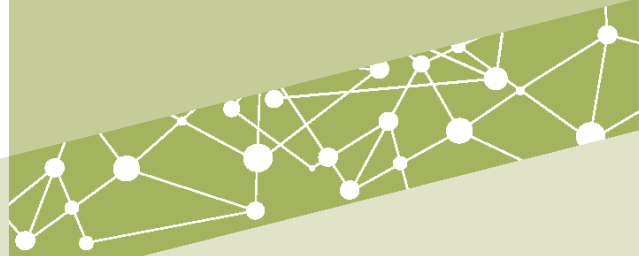


April 2-5, 2018



AdvancED® Engagement Review Report



AdvancED® Performance Accreditation

- » **Results for:**
Flagler County School District
1769 E. Moody Blvd.
Bunnell, FL 32110

Table of Contents

| | |
|---|-----------|
| Introduction | 3 |
| AdvancED Performance Accreditation and the Engagement Review | 3 |
| AdvancED Continuous Improvement System | 4 |
| Continuous Improvement Journey Narrative | 4 |
| AdvancED Standards Diagnostic Results | 5 |
| Leadership Capacity Domain | 5 |
| Learning Capacity Domain..... | 6 |
| Resource Capacity Domain..... | 6 |
| Effective Learning Environments Observation Tool® (eleot®) Results..... | 7 |
| eleot® Narrative | 8 |
| Findings..... | 9 |
| Powerful Practices | 9 |
| Improvement Priorities..... | 10 |
| Accreditation Recommendation and Index of Educational Quality™ (IEQ™)..... | 12 |
| Conclusion Narrative | 12 |
| Next Steps..... | 13 |
| Team Roster | 13 |

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 that helps to focus and guide each institution’s improvement journey. Valuable evidence and information from other stakeholders, including students, also is obtained through interviews, surveys and additional activities.

As a part of the Engagement Review, stakeholders were interviewed by members of the Engagement Review Team to gain their perspectives on topics relevant to the institution's learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the Engagement Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

| Stakeholder Groups | Number |
|---|------------|
| Students | 97 |
| Teachers | 37 |
| Instructional Support Staff | 5 |
| Building Administrators | 20 |
| Non-Instructional Staff | 10 |
| Parents/Community/Business Leaders | 29 |
| Superintendent and Central Office Staff | 17 |
| Total | 215 |

Once all of the information is compiled and reviewed, the team develops the Engagement Review Report and presents preliminary results to the institution. Results from the Engagement Review are reported in four ratings represented by colors. These ratings provide guidance and insight into an institution's continuous improvement efforts as described below:

| 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 |

AdvancED Continuous Improvement System

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. AdvancED identifies three important components of a continuous improvement process and provides feedback on the components of the journey using a rubric that identifies the three areas to guide the improvement journey. The areas are as follows:

| Commitment to Continuous Improvement | Rating |
|--|--------------------|
| The institution has collected sufficient and quality data to identify school improvement needs. | Meets Expectations |
| Implications from the analysis of data have been identified and used for the development of key strategic goals. | Meets Expectations |
| The institution demonstrates the capacity to implement their continuous improvement journey. | Meets Expectations |

Continuous Improvement Journey Narrative

The system leadership team carefully reviewed and examined the recommendations from the 2013 AdvancED External Review to revamp their district plan. They used the five standards and three domains as the framework for their new strategic plan. This became the basis for implementing a system-wide focus on learning. As a result, all work of the system was organized around the themes of Leadership, Learning and Resources for student achievement. The system staff also carefully examined the recommendations from the review team to create action plans to improve their system. Specific accomplishments for the previously identified recommendations were provided as part of their evidence and in the System Quality Factors (SQF) Diagnostic Report.

The current strategic plan had four goals: 1) Provide staff with job-embedded training and mentoring to support the social, emotional and academic needs of all students; 2) Create and strengthen partnerships that allow all students to build positive relationships with peers, staff and community members; 3) Create a motivating, personalized educational experience that supports a safe 21st Century learning and working environment in the most efficient and cost-effective manner possible; 4) Recruit, motivate, compensate, and retain top quality employees that reflect the diversity and values of the community.

The system was committed to improvement through the ongoing review of data, school principal goals, and school support plans. Data were closely reviewed on a quarterly basis by all schools. The system staff stated that they believed, “if you can’t talk about the challenges, you can’t make movement on them.” As a result, data and improvement were frequently discussed. The new superintendent had three goals – the use and effectiveness of the “Early Warning Systems,” improved graduation rate, and implementation of “Acceleration Opportunities” for students. Data related to these areas were tracked and reported on as part of the system improvement efforts.

AdvancED surveys of parents, students, teachers and administrators were administered. System leaders also developed their own surveys on specific topics. Data were disaggregated and used to analyze progress of all groups. Trend data were also carefully examined and analyzed on a regular basis to determine progress on improvement goals. The system demonstrated the capacity to improve based on their allocation of human, fiscal and material resources to the continuous improvement process. All stakeholders demonstrated commitment to the improvement process.

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**. Point values are established within the diagnostic and a percentage of the points earned by the institution for each Standard is calculated from the point values for each Standard. Results are reported within four ranges identified by the colors representing Needs Improvement (Red), Emerging (Yellow), Meets Expectations (Green), and Exceeds Expectations (Blue). The results for the three Domains are presented in the tables that follow.

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. | Meets Expectations |
| 1.2 | Stakeholders collectively demonstrate actions to ensure the achievement of the system’s purpose and desired outcomes for learners. | Meets Expectations |
| 1.3 | The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice. | Meets Expectations |
| 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. | Exceeds Expectations |
| 1.7 | Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning. | Meets 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. | Exceeds Expectations |
| 1.10 | Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement. | Exceeds Expectations |
| 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 is the primary expectation of every system and its institutions. The establishment of a learning culture built on high expectations for learning, along with quality programs and services, which include an analysis of results, are all key indicators of the system's impact on teaching and learning.

| 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. | Emerging |
| 2.4 | The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences. | Meets 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 aligned to standards and best practices. | Emerging |
| 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. | Meets Expectations |
| 2.9 | The system implements processes to identify and address the specialized needs of learners. | Meets Expectations |
| 2.10 | Learning progress is reliably assessed and consistently and clearly communicated. | Emerging |
| 2.11 | Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning. | Emerging |
| 2.12 | The system implements a process to continuously assess its programs and organizational conditions to improve student learning. | Emerging |

Resource Capacity Domain

The use and distribution of resources align and support the needs of the system and institutions served. Systems ensure that resources are aligned with its stated purpose and direction and distributed equitably so that the needs of the system are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The system examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, and system effectiveness.

| 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. | Exceeds Expectations |
| 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. | Meets Expectations |

| Resource Capacity Standards | | Rating |
|-----------------------------|--|----------------------|
| 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. | Meets 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. | Meets Expectations |

Effective Learning Environments Observation Tool® (eleot®)

Results

The 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. 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. Classroom observations are conducted for a minimum of 20 minutes. Results from eleot are reported on a scale of one to four based on the degree and quality of the engagement.

| eleot® Observations | |
|--|---------------|
| Total Number of eleot® Observations | 75 |
| Environments | Rating |
| Equitable Learning Environment | 2.61 |
| Learners engage in differentiated learning opportunities and/or activities that meet their needs | 2.12 |
| Learners have equal access to classroom discussions, activities, resources, technology, and support | 3.36 |
| Learners are treated in a fair, clear and consistent manner | 3.45 |
| 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 | 1.52 |
| High Expectations Environment | 2.58 |
| Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher | 2.63 |
| Learners engage in activities and learning that are challenging but attainable | 2.87 |
| Learners demonstrate and/or are able to describe high quality work | 2.47 |
| Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) | 2.43 |
| Learners take responsibility for and are self-directed in their learning | 2.52 |
| Supportive Learning Environment | 3.01 |
| Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful | 2.93 |
| Learners take risks in learning (without fear of negative feedback) | 2.96 |

| eleot® Observations | |
|--|---------------|
| Total Number of eleot® Observations | 75 |
| Environments | Rating |
| Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks | 3.11 |
| Learners demonstrate a congenial and supportive relationship with their teacher | 3.05 |
| Active Learning Environment | 2.44 |
| Learners' discussions/dialogues/exchanges with each other and the teacher predominate | 2.67 |
| Learners make connections from content to real-life experiences | 2.09 |
| Learners are actively engaged in the learning activities | 2.84 |
| Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments | 2.15 |
| Progress Monitoring and Feedback Environment | 2.45 |
| Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored | 2.28 |
| Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work | 2.67 |
| Learners demonstrate and/or verbalize understanding of the lesson/content | 2.68 |
| Learners understand and/or are able to explain how their work is assessed | 2.16 |
| Well-Managed Learning Environment | 3.00 |
| Learners speak and interact respectfully with teacher(s) and each other | 3.31 |
| Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others | 3.33 |
| Learners transition smoothly and efficiently from one activity to another | 2.47 |
| Learners use class time purposefully with minimal wasted time or disruptions | 2.88 |
| Digital Learning Environment | 1.88 |
| Learners use digital tools/technology to gather, evaluate, and/or use information for learning | 2.33 |
| Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning | 1.85 |
| Learners use digital tools/technology to communicate and/or work collaboratively for learning | 1.47 |

eleot® Narrative

The Engagement Review Team reviewed all nine of the system's schools. The two highest rated environments were Supportive Learning with an average rating of 3.01 (on a 4.00-point scale) and Well-Managed Learning with an average rating of 3.00. The classrooms were well-organized, and students appeared to feel supported and nurtured in a family-like atmosphere. Teachers were supportive of student learning throughout the schools and collaborative conversations were observed in many classrooms. The team observed teachers providing support to students on their work and providing encouragement.

The Equitable Learning Environment had an average rating of 2.61 which fell in the middle of the system ratings. All students were afforded opportunities to participate in classroom discussions and activities. Teachers implemented instruction in small and whole groups, as well as with individual students. A few elementary classrooms maximized the use of learning centers to differentiate instruction.

The Progress Monitoring Environment had a rating of 2.45. Two items, "Learners understand and are able to explain how their work is assessed," and "Learners monitor their own learning progress..." were infrequently

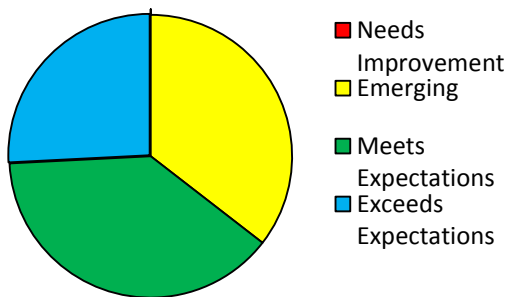
observed. When observers asked students if they could describe what they were working on, why they were doing it, and if they knew how the assignment would be assessed, most students were not able to provide answers to the questions.

Active Learning had an average rating of 2.44 and High Expectations had an average rating of 2.58. Observers noted that in many classrooms most of the information was provided by the teacher with few higher-order questions in evidence. Much of the lesson content was at a basic knowledge acquisition level with infrequent observation of student use of their critical thinking skills. Students appeared engaged in the classroom activities. There was little use of collaborative group instruction. There were few connections between the instructional content and the real-world lives of the students.

The Digital Learning Environment was the lowest rated area (1.88). Since the last review, the system made deliberate efforts to increase available technology to students in all classrooms. In some classrooms students were very comfortable using technology for research, to complete collaborative assignments and for making presentations. Many of the students interviewed had used technology since the second grade and one young lady replied, "I haven't used a pencil since third grade." In many secondary classrooms students engaged in collaboration using digital devices. At one of the elementary schools, students participated in an augmented reality program. Students used iPads in an art lesson to draw anime characters. At one elementary school that focused on Science, Technology, Engineering and Math (STEM), students used technology to create and design within a robotics curriculum. However, in most elementary classrooms, the integration of technology and instruction was limited. The influx of technology tools provided a wealth of opportunities for students and teachers, but when student use of the computers and devices was observed, many of the activities were low-level requiring little higher order thinking. An exception to this was found in the few instances where students participated in project-based learning.

Findings

The chart below provides an overview of the institution ratings across the three Domains.



| Rating | Number of Standards |
|----------------------|---------------------|
| Needs Improvement | 0 |
| Emerging | 11 |
| Meets Expectations | 12 |
| Exceeds Expectations | 8 |

Powerful Practices

Powerful Practices reflect noteworthy observations and actions that have yielded clear results in student achievement or organizational effectiveness and are actions that exceed what is typically observed or expected in an institution.

Powerful Practice #1

Flagler County Schools benefited from a strong support system because of the concentrated and deliberate ways in which they have reached out and involved parents, the business community and governmental agencies in the education of their students.

Primary Standard: 1.8

Evidence: Statements made during stakeholder interviews, presentations by staff and a review of the system’s website and strategic plan revealed a systemic focus and direction for the system. Evidence provided through interviews, observations, and artifacts indicated expansive and strong community partnerships. This created a high level of trust and open communication among business and community leaders that had grown into a shared vision for student success and building a strong workforce within Flagler County. The Flagler Education Foundation’s donation of almost \$44,000 to support the Classroom to Careers initiative in one year; the Home Builders Association’s donation of approximately \$30,000 in resources, materials, and dollars towards construction technology pathways; and both the United Way Women’s Initiative’s and Florida Hospital’s contributions of \$5,000 each towards supporting active learning spaces for the Medical and Aerospace Flagship programs were some examples of the commitment of the community. The community also voted twice to support a ½ penny sales tax to support the school system one-to-one technology device initiative and other expansions of technology

Powerful Practice #2

Flagler County Schools has effective leaders who were committed to the achievement of all students and have continued to lead the schools and system in becoming a “premier learning organization.”

Primary Standard: 1.9

Evidence: The system created and widely shared a clear and concise strategic framework that depicted the link between objectives in key program areas and overall goals of the plan. Through staff and board member interviews, it was evident that both groups were well-versed in the strategic framework, performance objectives, and how their work was aligned to the school system’s overall improvement process. The impact of the plan and the process used in its development were described as profound and system-wide. A culture of strong leadership on the behalf of student achievement was evident throughout the review. All leaders, particularly those at central office, were respected and appreciated for their strong support of schools and their staffs.

Powerful Practice #3

Flagler County Schools demonstrated strong practical application and allocation of personnel, materials, and fiscal resources through a collaborative effort of all divisions within their resource team.

Primary Standard: 3.8

Evidence: Interviews with system staff revealed a system-wide commitment to strong relationships and partnerships among all departments to address specific needs of the schools. When challenges arose the Resources and Support Team responded through a variety of collective ways to resolve the issues. One specific example was the implementation of the Clorox 100 Sanitation Project. Another example was the cooperative agreement with the City of Bunnell that provided the system its internet services. The number of Flagship programs offered by the system continued to grow because of the strong communication and collaboration with the businesses in the county.

Improvement Priorities

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Engagement Review Team to have the greatest impact on improving student performance and organizational effectiveness.

Improvement Priority #1

Review, implement, and monitor a system-wide instructional process to ensure the curriculum is based on high

expectations for performance, is aligned with standards, is vertically and horizontally aligned, and that teachers use formative and summative data to inform and modify classroom instructional strategies. (Standards 2.5, 2.6, 2.7, 2.11)

Primary Standard: 2.5

Evidence:

System and school administrators expressed concern about the lack of rigor and high expectations in the classrooms. During school review visits, students self-reported that the work was “mostly easy.” One sixth-grade student said she really wanted to take Spanish but was unable to schedule the class. A review of curriculum documents revealed gaps in the alignment and comprehensiveness of the documents. One specific example of this was the writing strand in the ELA standards. System staff reported that teachers did not fully understand the standards, and this impacted the level of instruction in the classroom.

The Supportive Learning Environment area of the eleot received one of the higher ratings during classroom observations, and anecdotal comments from team members noted that teachers often answered rather than asked questions. This seemed to indicate that teachers were doing the mental “heavy lifting” for the students, thus limiting the rigor and the expectations of the courses.

High Expectations, Active Learning, and Progress Monitoring Environments were among the lowest rated areas on the eleot and all three were directly related to curriculum and instructional rigor.

The SQF indicated that classrooms were not using differentiation to challenge and meet the needs of all learners in the classrooms, and this was supported by team classroom observations. System staff and school administrators described frequent professional development on data use and an increase in the rigor of instruction; however, this remained a needed focus area. These topics included, but were not limited to, Learning Focused, curriculum alignment, Performance Matters, AVID, Multi-tiered System of Supports (MTSS), Kagan Strategies, technology use and integration, blended learning, math discourse, high-yield strategies for struggling learners, and ELA backward planning. The range of professional development offerings was extensive; however, there were no data indicating that teachers were held accountable for the use of a limited number of strategies to improve engagement and encourage high expectations for students.

Administrators reported little evidence of implementation of this training in many classrooms. This was confirmed by the team’s classroom observations. Administrative interviews provided evidence of the wide array of data available; however, the use of these data to directly impact instruction in the classroom was limited. System interviews indicated that after having helped teachers become familiar with data tools, system and school staff were just beginning to train for using the data to directly impact instruction.

Some parents indicated that there was a disconnect between students’ classroom grades and their performance on state assessments. They reported that often students made acceptable grades in class but did not meet proficiency requirements on the state assessments. When asked, students were also unable to state their learning goals or to recognize the use of the essential question on the board. Students were unable to articulate how their work was evaluated. They often defaulted to the statement “the teacher will tell us,” indicating no use of individual goal setting and progress monitoring for students. There was little evidence of rubrics or scales, and few models were observed in the classroom. This indicated students may not understand what excellence looks like.

Accreditation Recommendation and Index of Educational Quality™ (IEQ™)

The Engagement Review Team recommends to the AdvancED Accreditation Commission that the institution earns the distinction of accreditation for a five-year term. AdvancED will review the results of the Engagement Review to make a final determination, including the appropriate next steps for the 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 and the results of elite classroom observations. 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.

| | |
|-----------------|--------|
| Institution IEQ | 320.37 |
|-----------------|--------|

Conclusion Narrative

Leadership was a strength of the system. Effective leadership at the system level fostered a strong focus for elevating student achievement to a higher level for all students. The system's graduation rate of 82% remained an area of focus because of the low graduation rate for Students with Disabilities (SWD) and the Black male population. Building administrators had specific goals to raise the graduation rate of these groups along with support plans from the system level to help address the goals.

There was strong positive feedback from community leaders and parents throughout the review. From the superintendent to building staff, system employees were highly visible in the community. The superintendent and central office leaders visited on a scheduled basis to talk with teachers and administrators about their work and accomplishments. The schools exhibited a positive culture, and this was reinforced in a number of classrooms. School administrators especially focused on encouraging and supporting a positive culture.

Based on interviews, discussions and data reviews, it was evident that leaders in the system were passionate about teaching and learning. They have researched and implemented a number of programs to support teachers and increase student achievement. The focus on equity led them to the recognition of achievement gaps for African American students and Students with Disabilities (SWD), and they have targeted interventions to address graduation rates. In addition, they have supported innovation through the implementation of their Flagship programs and their focus on building opportunities for students to develop skills needed for future success. These were all commendable endeavors.

The system was "resource rich" in services and products that affected the daily operations of schools. The system had a strong digital classroom plan and an ongoing plan for training and acquisition of new resources. The system had sufficient technology for students in that all students had access to electronic learning devices. In support of the system's use of resources, there was an intra-departmental collaboration for use of all services. Personnel resources were provided within each school to coach, mentor and support the implementation of the technology plan. The system has sought to integrate and incorporate technology into student learning through research-based application of information. Professional development included training on the application and practice of effective operation and use of equipment. The development of flexible work spaces for all teachers in the system has been incorporated into school buildings in order to provide areas for teacher collaboration and innovative thinking and discussion.

Next Steps

The results of the Engagement Review provide the next step to guide the improvement journey of the institution in their 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 their current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

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 Improvement Priorities 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 your 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 eleot® 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>Dr. Judith Dorsch Backes Lead Evaluator</p> | <p>Dr. Judith Dorsch Backes has been an educator for the past 44 years working with students, teachers and administrators at the preschool, elementary, middle, high and higher education levels. She has served as an elementary and assistant high school principal as well as Director of Staff Development and Curriculum. She has been a consultant/supervisor at the county level in Maryland and Michigan with a focus on assessment, school improvement and accreditation. Dr. Backes began her career in Ohio and then worked in the states of Michigan and Maryland. Dr. Backes has a B.S. Degree and M.A. Degree in Learning and Behavior Disorders and Elementary Education from Bowling Green State University. She holds an Educational Specialist Degree in Education Leadership and Special Education from Eastern Michigan. Dr. Backes earned her doctorate from Michigan State University in K-12 Administration with a cognate in Labor and Industrial Relations. She serves as a field consultant for AdvancED Michigan NCA.</p> |

| Team Member Name | Brief Biography |
|---|--|
| <p>Dr. Cheryl McKeever Associate Lead Evaluator</p> | <p>Dr. Cheryl A. McKeever is currently serving as the Interim Principal at Congress Middle while the sitting principal is on medical leave. She has over 30 years of administrative and instructional experience in three Florida school districts. She has served 7 years as an elementary principal, 7 years as a middle school administrator and 2 years at the high school level. She worked for 2 years as the Director of the Department of Assessment for the School District of Palm Beach County before being assigned to Congress. During her tenure as an elementary principal she was selected by the State of Florida as the 2009/2010 National Elementary/Middle School Distinguished Principal of the year. Her elementary school was a recipient of the East Coast Technical Assistance Center (ECTAC) Award for Exceeding Expectations in a Title I school. Award schools were selected for their student academic performance on state standardized assessments and site visit inclusive of interviews and observations compared to other State Titled schools of similar enrollment status. She is an advocate for all children, but definitely has a strong emphasis and passion for children who are considered at risk. She has an outstanding record for turning around our most challenging schools at all levels. Dr. McKeever has served on several AdvancED Engagement Review teams. She recently led Palm Beach County School District in their 2018 K-12 District and Early Learning Accreditation, which was extremely successful.</p> |
| <p>Dr. Sallie Brisbane</p> | <p>Dr. Sallie Brisbane is an experienced educator and administrator with 15 plus years of experience in the field. Her diverse career as a principal/administrator has spanned across academic levels to include elementary, secondary, adult, and higher ed. In addition she has extensive experience in working with charter schools in Florida. Her accomplishments include founding principal of Gateway to College Charter High School, obtaining a 325K grant from the Gateway National Network (an entity of the Bill Gates Foundation); and receiving a 350K CSP grant (start-up) from the FL DOE. She has taught the following at the college level: College Success; Intro to Education and Diversity for Educators. She currently serves as an adjunct professor/site supervisor with Grand Canyon University working with teachers in their clinical courses and principals in their internship courses. She is the CEO of Well-done Event!, a multi-media production company providing digital media and technology services for educational institutions, local communities and small businesses.</p> |

| Team Member Name | Brief Biography |
|--------------------|--|
| Dr. George Griffin | <p>Dr. Griffin holds B.A. and M.Ed. Degrees from Duke University and a Ph.D. in Special Education from The University of North Carolina at Chapel Hill. Primary areas of concentration included the education of students with learning disabilities/behavior problems and educational administration. During his 42-year education career Griffin has been a special education teacher, high school principal, central office program director, state department program director, and university professor. Griffin served as the department chair in the Department of Educational Leadership, Research, and Technology at North Carolina Central University. He has also served as a Special Education Due Process Hearing Officer in North Carolina. Griffin is the author of several entries in the <i>Encyclopedia of Educational Leadership and Administration</i> as well as a contributor to special education textbooks and professional journals. Dr. Griffin is an independent educational consultant. He serves as a Lead Evaluator Mentor with AdvancED and has led reviews in numerous schools and school districts throughout the United States and in the Middle East. He was the keynote speaker at the first AdvancED International Learning Disabilities Conference (2013) in Beirut, Lebanon. He has also presented interactive training sessions at AdvancED Global Education Conferences in the United Arab Emirates, Saudi Arabia, and Egypt.</p> |
| Erma Jenkins | <p>Mrs. Erma Jenkins is the former school superintendent from the Emanuel County School System in Swainsboro, GA, who retired after 40 years of experience in education. Over the span of her career, she served as a classroom teacher, assistant principal, principal, director of instructional technology, director of curriculum and CTAE, assistant superintendent and the last four years of her career as superintendent. Erma holds a B.S. Degree in Music Education, M.Ed. Degree in Administration and Supervision and ED.S. Degree in School Leadership. She holds certification in Elementary and Middle School Education and Leadership and Supervision. After retirement Erma continued her quest to continue improving public education as a consultant for the Georgia School Board Association. Erma served as the System Chair for Accreditation when her system decided to move toward system accreditation with AdvancED in 2009. She has worked with AdvancED for several years serving as Lead, Assistant Lead and as a team member in numerous visits in Alabama, South Carolina, Georgia and Florida.</p> |
| Beth Mims | <p>Beth Mims is a veteran educator with more than 35 years of public school experience. She has served as elementary teacher, curriculum support, preschool principal, curriculum coordinator and chief academic officer in the Wakulla County School System. Her responsibilities included a focus on literacy, response to intervention, strategic planning, and accreditation. Since retirement, Mrs. Mims has continued to support schools through training and coaching. She currently works with the National Literacy Project and a variety of schools to promote student literacy. Her work with AdvancED has included over 15 system reviews.</p> |



advanc-ed.org

Toll Free: 888.41EDNOW (888.413.3669) Global: +1 678.392.2285, ext. 6963

9115 Westside Parkway, Alpharetta, GA 30009



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.

©Advance Education, Inc. AdvancED® grants to the Institution, which is the subject of the Engagement Review Report, and its designees and stakeholders a non-exclusive, perpetual, irrevocable, royalty-free license, and release to reproduce, reprint, and distribute this report in accordance with and as protected by the Copyright Laws of the United States of America and all foreign countries. All other rights not expressly conveyed are reserved by AdvancED.