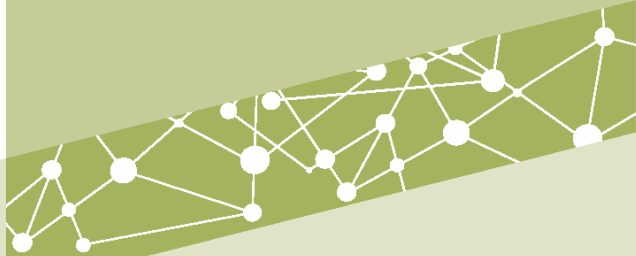


October 7-10, 2018

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# AdvancED® Engagement Review Report



## AdvancED® Performance Accreditation

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» **Results for:**  
Paulding County School District  
3236 Atlanta Highway  
Dallas, GA.

## Table of Contents

<b>Introduction .....</b>	<b>3</b>
<b>AdvancED Performance Accreditation and the Engagement Review .....</b>	<b>3</b>
<b>AdvancED Standards Diagnostic Results .....</b>	<b>3</b>
<b>Leadership Capacity Domain .....</b>	<b>3</b>
<b>Learning Capacity Domain .....</b>	<b>4</b>
<b>Resource Capacity Domain .....</b>	<b>5</b>
<b>Effective Learning Environments Observation Tool® (eleot®) Results .....</b>	<b>6</b>
<b>Assurances .....</b>	<b>7</b>
<b>AdvancED Continuous Improvement System .....</b>	<b>8</b>
Initiate .....	8
Improve .....	8
Impact .....	8
<b>Findings .....</b>	<b>9</b>
<b>Accreditation Recommendation and Index of Education Quality® (IEQ®) .....</b>	<b>9</b>
<b>Insights from the Review .....</b>	<b>10</b>
<b>Next Steps .....</b>	<b>13</b>
<b>Team Roster .....</b>	<b>14</b>
<b>References and Readings .....</b>	<b>16</b>

## 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.	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.	Exceeds Expectations
1.4	The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.	Meets 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.	Exceeds Expectations
1.8	Leaders engage stakeholders to support the achievement of the system's purpose and direction.	Meets 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.	Meets Expectations
1.11	Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.	Exceeds Expectations

## 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.	Meets Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Meets Expectations

Learning Capacity Standards		Rating
2.6	The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.	Meets Expectations
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.	Meets Expectations
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.	Exceeds Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Exceeds Expectations
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Exceeds Expectations
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.	Exceeds Expectations
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
3.4	The system attracts and retains qualified personnel who support the system's purpose and direction.	Exceeds Expectations
3.5	The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Emerging
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>75</b>	
<b>Environments</b>	<b>Rating</b>	<b>AIN</b>
<b>Equitable Learning Environment</b>	<b>2.84</b>	<b>2.86</b>
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.16	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.24	3.74
Learners are treated in a fair, clear and consistent manner	3.44	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	2.52	2.06
<b>High Expectations Environment</b>	<b>2.82</b>	<b>3.02</b>
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.86	3.17
Learners engage in activities and learning that are challenging but attainable	3.00	3.14
Learners demonstrate and/or are able to describe high quality work	2.58	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)	2.87	3.06
Learners take responsibility for and are self-directed in their learning	2.77	2.89

eleot® Observations		
<b>Total Number of eleot® Observations</b>	<b>75</b>	
<b>Environments</b>	<b>Rating</b>	<b>AIN</b>
<b>Supportive Learning Environment</b>	<b>3.23</b>	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.22	3.66
Learners take risks in learning (without fear of negative feedback)	3.09	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.30	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.32	3.66
<b>Active Learning Environment</b>	<b>2.84</b>	3.08
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.91	3.34
Learners make connections from content to real-life experiences	2.82	2.80
Learners are actively engaged in the learning activities	3.04	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.57	2.74
<b>Progress Monitoring and Feedback Environment</b>	<b>2.75</b>	3.14
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.57	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.97	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	3.00	3.37
Learners understand and/or are able to explain how their work is assessed	2.46	2.63
<b>Well-Managed Learning Environment</b>	<b>3.29</b>	3.58
Learners speak and interact respectfully with teacher(s) and each other	3.44	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.39	3.83
Learners transition smoothly and efficiently from one activity to another	3.20	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.11	3.54
<b>Digital Learning Environment</b>	<b>1.37</b>	1.50
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.32	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.32	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.47	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	
<b>Improve</b> Opportunities for Improvement	Standards 2.1, 2.2 Standard 3.5
<b>Impact</b> Effective Practices	Standard 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11 Standard 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12 Standard 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8

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

The Engagement Review Team recommends to the AdvancED Global 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. 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>	353.06	<b>AIN 5 Year IEQ Range</b>	278.34 – 283.33
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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.

A number of themes aligned to the continuous improvement process for Paulding County School District were identified by the Engagement Review Team. Areas of strength and opportunities offer a guide as the system continues the improvement journey. Interviews, observations and a study of artifacts produced supporting evidence related to overall operational effectiveness.

Systematic continuous improvement was embedded and permeated the daily operations of the system based on a data-driven process. The refined collaborative strategic planning process followed the Plan-Do-Check-Act (PDCA) model integrated in partnership with Georgia Leadership Institute of School Improvement (GLISI) and the Georgia School Board Association (GSBA). All stakeholder groups were represented and participated in a community engagement component when they provided input and feedback in activities such as a needs assessment, surveys and advisory councils. Interviews with parents, students and community partners affirmed their participation in this process. With a goal to align the work of improvement from the boardroom to the classroom, numerous tools were put in place to monitor progress and ensure initiatives were implemented with quality and fidelity. System and school improvement committees monitored actions of the system and school plans on a regular and consistent schedule with regular reports to the Board of Education. A matrix posted in the superintendent's conference room indicated ongoing monitoring and identification of areas needing to be changed or expanded. To ensure transparency, parents and community members revealed they had attended stakeholder meetings scheduled quarterly to provide updates. Collection and analysis of multiple sources of data found on the Balanced Scorecard represented the basis for most decision-making. Metrics of achievement were generated through the College and Career Ready Performance Index (CCRPI). Additionally, to gather perception data, the system implemented AdvancED surveys and inventories, climate and learning/Title II surveys. Data aligned to demographics and equity concerns emerged from collection of attendance and discipline data as well as from the Equity Profile. Observations by administrators produced data from the teacher evaluation process Teacher Keys Effectiveness System (TKES) and the PCSD Focus Walks. Support areas also collected and analyzed data to ensure quality, fidelity and financial health. For example, the maintenance department used the JitBit software tool for work orders to provide tracking information for the work they did. Opportunities to analyze data occurred in Data Retreats, at both the system and school level. Teachers explained they constantly hold data talks in their professional learning communities (PLC's) to guide adjustments in classroom instruction. Survey responses affirm that staff had been trained how to properly analyze the data. While the system commented that they are not where they want to be, results of data collected showed improving levels of performance and often outperformed state statistics. For those areas identified as needing attention, specific action plans were deployed to strategically address the need. Continued implementation of the systematic process to affect improvement and the comprehensive collection and analysis of data to drive decisions will ensure efforts will strategically fulfill the mission to Engage. Inspire. Prepare.

The Engagement Review Team found that communication with external and internal stakeholders had become a focus system-wide and was engrained into the day-to-day operations. A strategic communication plan guided the use of applications in an effort to encourage inclusivity and engagement. During interviews with 353 stakeholders, questions relating to communication at all levels revealed responses that affirmed transparency, timeliness and availability. Many spoke to the newer approaches of integrating use of social media including Facebook, Twitter and others. There were such comments as “If you don’t know what is going on it is because you don’t want to”. Websites were observed for the system office and all schools and according to the director were in the process of being refined. Also, parents commented they received regular information from teachers who use Remind 101 and Class Dojo and survey responses affirmed regular parent/teacher communication. Quarterly stakeholder meetings sponsored by the system office provided opportunity to update progress on initiatives and school improvement issues. As an example, survey results were shared during each meeting but were also posted for those who could not attend. As the data representing attendance numbers showed a downward trend, a decision was made to use Facebook Live as an alternative option for easy access when stakeholder time would allow. Schools also offered Open House nights for their school community and have newsletters to inform families of current events, future plans and student achievements. Parent-Teacher-Associations provided an additional venue for sharing information and communication. Analysis of data related to communication tools provided the system with actionable information to decide quality, fidelity and effectiveness. In addition to the plethora of communication tools fully implemented, the system could enhance and grow stakeholder engagement by providing options for those who have English as a second language. Managing communication to reach all stakeholders allows the system to sustain the program and enhance the culture of the system.

Quality leadership was evident at all levels across the system. Interviews revealed affirmation that leaders were the reason the system fostered and achieved operational effectiveness. Interviews with the Board of Education members, the superintendent and program administrators; directors, school principals and teachers as leaders revealed roles and responsibilities that created an aligned system. An observation of board meetings available online showed collegial relationships as the work of the system was monitored by the governing group. Survey results revealed positive responses from all stakeholder groups. Positions of leadership were monitored for effectiveness through the use of evaluative tools. Principals were evaluated using Leader Keys Effectiveness System (LKES) and teachers through TKES. To address sustainability, a succession plan was devised. To ensure that vacated leadership positions could be filled with quality personnel, an intentional partnership with Georgia Leadership Institute for School Improvement (GLISI) was developed. This program focused on preparing Assistant Principals to be Aspiring Leaders. Through the strategic and school improvement plans, leaders ensured defined actions related to initiatives were in progress or completed through a systematic process to monitor at the classroom, school and system levels. Students shared that they were given leadership roles and appreciated having their voice heard. Understanding and embracing the qualities that make up an effective leader who exhibits humility sets the stage for progress, success and culmination of the ultimate vision “To Prepare All Students for Success Today and Tomorrow.”

An intentional initiative to expand technology resources to support learning needs was evidenced across the system. A report of steps taken revealed the infrastructure was upgraded including more bandwidth, switches, a wireless network and plans for continuous maintenance through in-house expertise. Students were invited to Bring Your Own Device (BYOD) with supplemental devices available if needed. Data related to staffing, processes and procedures as well as maintenance records was collected and analyzed to identify gaps and make decisions for the future. A five-year plan was devised to refresh equipment at least 20% annually. Dedicated technicians were in every school to offer support with quality and fidelity. Partnership with a nearby college provided additional support personnel. The team learned that funding was provided through E-Rate, grants and system resources written into the Strategic Plan. However, while the system made strides in making technology resources available over the last five year, eleot® results for the Digital Learning Environment indicated a lack of integration of the tool used by the student to support their learning. Few were observed using devices to conduct gather, evaluate and/or use information for learning; further, few were observed conducting research, solving problems or creating

original works for learning. Teachers shared that more lessons to incorporate technology need to be developed. According to the technology plan presented, continuous support and training was embedded and continue to be provided. To address this gap, the system will want to assess needs and offer professional development to ensure instructional staff have skills, expertise and confidence to lead students in how to use their devices as part of the daily classroom lessons. The practice should be monitored for quality and fidelity of implementation using measures that will generate results for decision-making.

A systematic instructional framework to provide structured curriculum and instruction was adopted and implemented by the system known as Instruction that FITS: Focusing on Innovative Teaching Strategies. During the initial overview presentation, the team learned the design followed the PDCA format in an effort to provide and monitor programs and practices that ensure quality teaching and learning. This same process was also embedded into the overall continuous improvement process creating consistent alignment. While there was a definite level of engagement in most classrooms, the team found less quality and fidelity in promoting a learning culture of creativity, innovation and collaborative problem-solving. Results from eleot® observations from the 75 classrooms visited indicated that while students had opportunities to interact with peers, the engagement in enhanced learning opportunities was not systemically evident. Additionally, the same eleot® observations revealed a minimal number of students involved in differentiated activities. Interviews with teachers and leaders indicated they believed collection and analysis of data guided changes in classroom instruction. However, there were differing levels of confidence shared by teachers on how to effectively implement quality differentiation or integrate activities that promote creativity and innovation to enhance student learning. The team observed pockets of quality application at all grade levels but could not verify that these strategies were a part of the day-to-day classroom culture system-wide. It is recommended that leaders who monitor data from classroom observations focus closely on the aforementioned areas to identify specific areas needing attention. Further emphasis on the adopted instructional model through mechanisms such as professional development, feedback from walk-through observations and collegial collaboration in PLC's would support instructional staff in its efforts to embed innovative teaching strategies with quality and fidelity.

A research-based literacy program was implemented to address gaps in performance in the area of literacy. Data analyzed revealed 50% of students were not meeting grade level expectations creating what the system named a "call to action". In the process of creating and using a playbook known as "Literacy by Design" referencing the work of John Hattie as a guide, an extensive program was implemented to address the significant gap. Following the route of the literacy journey, the system began with the use of the Reading Inventory in 2015-16 and ultimately created Lexile scores for all students involved. During 2017-18, the first year of the framework was integrated in K-12. At that time a \$3 million grant for Literacy for Leading, Learning, and Living in Georgia (L4GA) was awarded for implementation during 2018-19. The goal was to increase the number of students meeting, grade-level literacy expectations through a comprehensive framework and the Core Principles of Work. Teachers shared they were and continued to be trained in strategies, interventions and additional supports to ensure success. Measures were identified and data were in the early stages of collection and analysis. Leaders explained full implementation of the L4GA had begun and was closely monitored for quality and fidelity. Following the PCSD Literacy Strategy Map as a guide to address concerns related to poor literacy skills included a variety of interventions, supports and programs. Information shared during interview sessions revealed a concentrated focus was integrated throughout the system. Teachers mentioned they conducted data talks during their PLC's and were able to collaborate on the expectations of the program. Parents could speak to activities in which their children participated and the team was able to see strategies in action during classroom observations. While some growth had been recognized, the leadership and instructional staff agreed they were not where they wanted to be. To ensure effectiveness, the system will want to continue to provide professional learning, conduct consistent and regular data collection and analysis, monitor implementation of strategies for quality and fidelity and provide resources and staff for teacher support. Student performance results over time will provide longitudinal data to define growth trends.

Within this report, results of eleot observations, leveled ratings of the Standard Diagnostic and verification of Assurances provide quantitative information based on triangulation of data and team deliberations. Insights reveal themes and suggest next steps in the system's continuous improvement journey.

## 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

Pending Final Review

## 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
Karen Flora, Lead Evaluator	Ms. Flora is a retired educator after 39 years as a teacher, counselor and ultimately the Director of Student Services. Collegiate degrees in education and administration were earned at Huntington University, St. Francis University and Indiana-Purdue Fort Wayne. Expertise in reviews focused on quality began with a six year tenure in the Baldrige Award of Excellence Program. In 2008, she became a volunteer with AdvancED serving as a Lead Evaluator for schools. Since that time, her certifications expanded to include leading review teams for systems, corporations, digital learning environment; also early learning institutions and educational service agencies. She has provided support for five years as Field Consultant for the Indiana AdvancED office.
Dr. Audrey McNair Williams, Associate Lead Evaluator	Dr. Audrey McNair Williams is beginning her 27th year in the Whitfield County School district serving as computer teacher, special education technology specialist, system instructional technology coordinator, curriculum improvement director, executive director of assessment & accountability, system AdvancED team leader, system strategic plan team leader, Chief Officer for Assessment & Technology, IE2 team leader, and currently as Assistant Superintendent for Assessment & Accountability. Dr. Williams received a Doctorate and Educational Specialist from Argosy University (Atlanta, GA) in Instructional Leadership in 2007, an Educational Specialist from Lincoln Memorial University (Harrogate, TN) in Administration and Supervision in 2002, a Master's from Tusculum College (Greeneville, TN) in Education K-12 Concentration in 1998, and a Bachelor of Science from North Carolina Agriculture & Technical State University (Greensboro, NC) in Business Education in 1989. She has also taught various curriculum and instruction courses as an adjunct faculty member for Lincoln Memorial University and works with the Georgia Leadership Institute for School Improvement (GLISI) in providing leadership opportunities for Whitfield County Schools in our Aspiring Leaders Program. Audrey has also enjoyed serving as Associate Lead Evaluator with review teams in several Georgia school districts over the past eight years.
Dana Burton	Dana Burton has been an educator for 27 years having served as a middle school classroom teacher, academic coach, gifted coordinator, assistant principal, and principal. Currently she is the Director of Curriculum for Elementary and Middle Schools for the Pickens County School System in Jasper, Georgia. She served on her first AdvancED Review team in 1996. Recently she has served on teams in Georgia and South Carolina. She holds a Master's Degree in Middle Grades Education and Leadership.



Team Member Name	Brief Biography
Charlotte Draper	<p>After 25 years of service, Dr. Charlotte Draper retired from Shelby County School District as the Assistant Superintendent of Instruction. She served in that position for twelve years. She first started her career in education as a fourth grade teacher. After earning her Certification in Administration, she became an Assistant Principal and then Principal before going to the Central Office as Assistant Superintendent. Dr. Draper did her under graduate work at the University of Montevallo in Montevallo, Alabama. She received her Masters Degree and Education Specialist Degree from the University of Montevallo and received her Doctorate in Education from Samford University in Birmingham, Alabama. Dr. Draper is a Facilitator and member of the Oxford Roundtable, Oxford University – St. Anne College, Oxford, England. She received a fellowship in the 2000 Fulbright Educator Program, Tokyo, Japan, and was the recipient of the 1989 Distinguished Teaching Award in Elementary Science awarded by the National Science Teachers Association. She served as an Adjunct Professor at the University of Montevallo and worked with Pearson Prentice Hall Publishing Company as a Curriculum Specialist. Dr. Draper has served on AdvancED District Review Teams for the past eight years. She serves as a Team Member and Lead Evaluator for AdvancED system and school Engagement Review Teams.</p>
Karen McClain	<p>Karen McClain is a Personalized Learning Facilitator for the Henry County School District in McDonough, Georgia. In that position, she supports all fifty schools in the district as they engage in the innovative practice of building agency in both students and teachers through personalized learning. Mrs. McClain holds an Education Specialist degree in Educational Leadership and Administration from Lincoln Memorial University. She also has her MS and BS degrees in Early Childhood Education from Brenau University. She has additional certifications in gifted education and school library media. Mrs. McClain has experience as an elementary regular and gifted education teacher and as a school library media specialist. She has previously served on AdvancED Engagement Review teams.</p>
Katie Metz	<p>Katie Metz is in her third year as Assistant Principal at Woodside Middle School for Southwest Allen County Schools (SACS) in Fort Wayne, Indiana. Her primary responsibilities include student discipline, school safety, teacher feedback and evaluation, and state testing. Prior to joining the administrative team as an Assistant Principal for Woodside Middle School, she was the SACS Middle School Athletic Director for one year and a math teacher for nine years and was the department chair for two years at Homestead High School. Katie earned her MA in Educational Leadership from Ball State University and has a BS in Mathematics from Elmhurst College. She has served on several AdvancED Engagement review teams at the school and school system levels.</p>
Todd Simpson	<p>Todd Simpson is the Assistant Superintendent for Curriculum and Instruction with the Butts County School System in Jackson, Georgia. In that position, he coordinates the curriculum implementation process, assessment activities, and professional learning for three elementary schools, one middle school and one high school in the district. Dr. Simpson holds an Ed.D. in Educational Leadership from Walden University. He also has a M.S. Ed. in Educational Leadership from Jacksonville State University. Dr. Simpson has eighteen years of experience in educational administration. He has served as a high school football coach and athletic director, an assistant principal for curriculum and instruction, a middle school principal, as well as a high school principal. He has helped to facilitate several AdvancED reviews and is currently leading the AdvancED Leadership team for the Butts County Schools.</p>

Team Member Name	Brief Biography
Amanda Williamson	Amanda Williamson is beginning her 23 <sup>rd</sup> year in education. During her tenure, she has served students as a Special Education Teacher in co-teaching, resource, and push-in/pull-out environments, School Psychometrist, System Accountability Coordinator, System Test Coordinator, and Response to Intervention consultant. Currently, Mrs. Williamson serves as the Special Education Coordinator coordinating programs for Special Education, Gifted, English Learner, Section 504, Response to Intervention, and System Testing for Elba City Schools in Elba, Alabama. Mrs. Williamson provides system level professional development for all areas of responsibility in group-based and one-to-one settings. She serves as district level AdvancED Leadership Team Member. Mrs. Williamson was awarded a Master of Science in Elementary Education from Troy State University (Troy, Alabama) in 1998 and a Bachelor of Science in Marketing from Troy State University (Troy, Alabama) in 1994. She earned subsequent certifications in Instructional Leadership (Auburn University Montgomery) in 2016, School Psychometry (Troy University Montgomery) in 2005, and Collaborative Special Education (Troy University) in 2000. Mrs. Williamson is excited to serve an AdvancED Engagement Team Member for the Paulding County School District AdvancED Engagement Review.

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Pending Final Review



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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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